

CHAPTER 2025-203

Senate Bill No. 2510

An act relating to prekindergarten through grade 12 education; amending s. 402.22, F.S.; conforming a cross-reference; amending s. 1001.292, F.S.; requiring a third-party administrator to transfer a specified amount of money from a loan fund to the Schools of Hope program under certain conditions, beginning on a specified date; amending s. 1002.32, F.S.; conforming a cross-reference; amending s. 1002.33, F.S.; conforming cross-references and provisions to changes made by the act; amending s. 1002.333, F.S.; revising definitions; revising requirements for the establishment of a school of hope; requiring that certain students receive an enrollment preference; providing that certain requirements apply to a state university or a Florida College System institution; authorizing a school of hope to colocate with another school in a public school facility; requiring a school district to permit a school of hope to use certain facilities and receive certain services; providing that a hope operator must be able to use certain facilities at no cost; authorizing a school of hope to receive funds after a specified period of operation if certain requirements are met; requiring a school of hope to report specified information to its sponsor; requiring the Department of Education to annually provide specified entities with a report; amending s. 1002.37, F.S.; conforming cross-references; amending s. 1002.411, F.S.; deleting eligibility requirements for New Worlds Scholarship Accounts; revising parent and student responsibilities for participation; deleting school district and private prekindergarten provider obligations; revising account funding and payment requirements; amending s. 1002.45, F.S.; conforming a cross-reference; amending s. 1003.4201, F.S.; revising components that may be included in a reading instruction plan; amending s. 1003.4203, F.S.; requiring that CAPE digital tool certificates be made available to all public elementary grades students, but not middle grades students; requiring that approved industry certifications be identified in the CAPE Industry Certification Funding List; providing that certain industry certifications are eligible for additional funding; conforming provisions to changes made by the act; amending s. 1003.4935, F.S.; making conforming changes; amending s. 1003.498, F.S.; conforming a cross-reference; amending s. 1007.271, F.S.; conforming a cross-reference; amending s. 1008.44, F.S.; revising requirements for the CAPE Industry Certification Funding List; amending s. 1010.20, F.S.; conforming cross-references; amending s. 1011.61, F.S.; deleting the definition of “full-time equivalent student”; providing that certain calculation methodologies apply to the Florida Education Finance Program rather than the “current operation program”; amending s. 1011.62, F.S.; revising the methodology to determine full-time equivalent student membership; requiring full-time equivalent survey data to include unduplicated counts of school district full-time equivalent students and full-time equivalent Family Empowerment Scholarship students; revising methodology for the calculation of full-

time equivalent membership with respect to dual enrollment instruction; deleting requirements for the calculation of certain additional full-time equivalent student memberships; revising requirements for certain funding determinations; requiring that the discretionary millage compression supplement be recalculated based on actual full-time equivalent student membership; requiring that the state-funded discretionary contribution be recalculated based on actual full-time equivalent student membership; revising requirements for the recalculation of the educational enrichment allocation; deleting a requirement for the recalculation of the exceptional student allocation; requiring that the supplemental allocation for juvenile justice education programs be recalculated based on actual full-time equivalent student membership; requiring that the safe schools allocation be recalculated based on actual full-time equivalent student membership; requiring that the mental health assistance allocation be recalculated based on actual full-time equivalent student membership; requiring that the total allocation of state funds to each district be based on the results of full-time equivalent membership surveys; providing that if gross state Florida Education Finance Program funds are not sufficient, state funds must be prorated pursuant to a specified methodology; requiring that the state-funded discretionary supplement be based on actual full-time equivalent student membership; creating the Academic Acceleration Options Supplement; providing the purpose of the supplement; providing for the determination of the allocation of the supplement; requiring a school district to award a bonus from the supplement to certain teachers if specified requirements are met; providing requirements for the use of funds from the supplement; amending s. 1011.65, F.S.; revising requirements for the recalculation of the Florida Education Finance Program allocations; authorizing a school district to receive funding for students who graduate early; requiring the Department of Education to provide the Legislature and the Governor with certain data prior to the recalculation; requiring the Department of Education to recommend to the Legislature a Florida Title I performance incentive program by a specified date; requiring that the recommendations include a methodology to determine student eligibility; requiring the department to consider specified factors in its recommendations; providing an effective date.

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

Section 1. Subsection (6) of section 402.22, Florida Statutes, is amended to read:

402.22 Education program for students who reside in residential care facilities operated by the Department of Children and Families or the Agency for Persons with Disabilities.—

(6) Notwithstanding the provisions of s. 1001.42(4)(m), the educational program at the Marianna Sunland Center in Jackson County shall be operated by the Department of Education, either directly or through grants or contractual agreements with other public educational agencies. The

annual state allocation to any such agency shall be computed pursuant to s. 1011.62(1), (2), and (18) ~~s. 1011.62(1), (2), and (17)~~ and allocated in the amount that would have been provided the local school district in which the residential facility is located.

Section 2. Subsection (6) of section 1001.292, Florida Statutes, is amended to read:

1001.292 Schools of Hope Revolving Loan Program.—

(6) All repayments of principal and interest shall be returned to the loan fund and made available for loans to other applicants. Beginning July 1, 2027, when the funds of the Schools of Hope program established in s. 1002.333 fall below \$25 million, the third-party administrator shall transfer from the loan fund to the program an amount that provides for maintaining a balance of \$25 million in the program.

Section 3. Paragraph (a) of subsection (9) of section 1002.32, Florida Statutes, is amended to read:

1002.32 Developmental research (laboratory) schools.—

(9) FUNDING.—Funding for a lab school, including a charter lab school, shall be provided as follows:

(a) Each lab school shall receive state funds for operating purposes as provided in the Florida Education Finance Program as defined in s. 1011.61(4) ~~s. 1011.61(5)~~ based on the county in which the lab school is located and as specified in the General Appropriations Act.

1. The nonvoted required local effort millage established pursuant to s. 1011.71(1) that would otherwise be required for lab schools shall be allocated from state funds.

2. An equivalent amount of funds for the operating discretionary millage authorized pursuant to s. 1011.71(1) shall be allocated to each lab school through a state-funded discretionary contribution established pursuant to s. 1011.62(6).

Section 4. Paragraph (b) of subsection (17) of section 1002.33, Florida Statutes, is amended to read:

1002.33 Charter schools.—

(17) FUNDING.—Students enrolled in a charter school, regardless of the sponsorship, shall be funded based upon the applicable program pursuant to s. 1011.62(1)(c), the same as students enrolled in other public schools in a school district. Funding for a charter lab school shall be as provided in s. 1002.32.

(b)1. Funding for students enrolled in a charter school sponsored by a school district shall be the sum of the school district's operating funds from the Florida Education Finance Program as defined in s. 1011.61(4) ~~s. 1011.61(5)~~ and the General Appropriations Act, including gross state and local funds, and funds from the school district's current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district; and multiplied by the weighted full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program by the Legislature, including the student transportation allocation and the educational enrichment allocation. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education. For charter schools operated by a not-for-profit or municipal entity, any unrestricted current and capital assets identified in the charter school's annual financial audit may be used for other charter schools operated by the not-for-profit or municipal entity within the school district. For charter schools operated by a not-for-profit entity, any unrestricted current or capital assets identified in the charter school's annual audit may be used for other charter schools operated by the not-for-profit entity which are located outside of the originating charter school's school district, but within the state, through an unforgivable loan that must be repaid within 5 years to the originating charter school by the receiving charter school. Unrestricted current assets shall be used in accordance with s. 1011.62, and any unrestricted capital assets shall be used in accordance with s. 1013.62(2).

2.a. Funding for students enrolled in a charter school sponsored by a state university or Florida College System institution pursuant to paragraph (5)(a) shall be provided in the Florida Education Finance Program as defined in s. 1011.61(4) ~~s. 1011.61(5)~~ and as specified in the General Appropriations Act. The calculation to determine the amount of state funds includes the sum of the base Florida Education Finance Program base amount for current operations established in s. 1011.62(1)(n) ~~s. 1011.62(1)(s)~~, the discretionary millage compression supplement established in s. 1011.62(5), and the state-funded discretionary contribution established in s. 1011.62(6). Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds included in the total funds available in the Florida Education Finance Program. The Florida College System institution or state university sponsoring the charter school shall be the fiscal agent for these funds, and all rules of the institution governing the budgeting and expenditure of state funds shall apply to these funds unless otherwise provided by law or rule of the State Board of Education.

(I) The nonvoted required local millage established pursuant to s. 1011.71(1) that would otherwise be required for the charter schools shall be allocated from state funds.

(II) An equivalent amount of funds for the operating discretionary millage authorized pursuant to s. 1011.71(1) shall be allocated to each charter school through a state-funded discretionary contribution established pursuant to s. 1011.62(6).

(III) The comparable wage factor as provided in s. 1011.62(2) shall be established as 1.000.

b. Total funding for each charter school shall be recalculated during the year to reflect the revised calculations under the Florida Education Finance Program by the state and the actual weighted full-time equivalent students reported by the charter school during the full-time equivalent student survey periods designated by the Commissioner of Education.

c. The Department of Education shall develop a tool that each state university or Florida College System institution sponsoring a charter school shall use for purposes of calculating the funding amount for each eligible charter school student. The total amount obtained from the calculation must be appropriated from state funds in the General Appropriations Act to the charter school.

d. Capital outlay funding for a charter school sponsored by a state university or Florida College System institution pursuant to paragraph (5)(a) is determined as follows: multiply the maximum allowable nonvoted discretionary millage under s. 1011.71(2) by 96 percent of the current year's taxable value for school purposes for the district in which the charter school is located; divide the result by the total full-time equivalent student membership; and multiply the result by the full-time equivalent student membership of the charter school. The amount obtained shall be the discretionary capital improvement funds and shall be appropriated from state funds in the General Appropriations Act.

Section 5. Present paragraph (b) of subsection (10) of section 1002.333, Florida Statutes, is redesignated as paragraph (c) of that subsection, present subsection (12) of that section is redesignated as subsection (13), a new paragraph (b) is added to subsection (10) of that section, a new subsection (12) is added to that section, and paragraphs (c) and (d) of subsection (1), subsection (4), paragraphs (d), (k), (l), and (m) of subsection (5), paragraphs (a) and (h) of subsection (6), paragraphs (a) and (d) of subsection (7), and paragraph (c) of subsection (11) of that section are amended, to read:

1002.333 Persistently low-performing schools.—

(1) DEFINITIONS.—As used in this section, the term:

(c) “Persistently low-performing school” means a school that meets at least one of the following criteria:

1. A school that has earned three grades lower than a “C,” pursuant to s. 1008.34, in at least 3 of the previous 5 years that the school received a grade and has not earned a grade of “B” or higher in the most recent 2 school years; ~~and~~

2. A school that was closed pursuant to s. 1008.33(4) within 2 years after the submission of a notice of intent; or

3. A school in the bottom 10 percent in at least 2 of the previous 3 years for student performance on the end-of-year administration of the coordinated screening and progress monitoring system for grade 3 English Language Arts or grade 4 mathematics as prescribed in s. 1008.22(3)(a)2.

(d) “School of hope” means:

1. A charter school operated by a hope operator which:

a. Serves students from one or more persistently low-performing schools ~~or and~~ students who reside in a Florida Opportunity Zone;

b. Is located in a Florida Opportunity Zone or in the attendance zone of a persistently low-performing school or within a 5-mile radius of such school, whichever is greater. A school of hope may be located outside of a Florida Opportunity Zone or persistently low-performing school attendance zone if the school district does not have underused, vacant, or surplus property available for the hope operator to use within a Florida Opportunity Zone or persistently low-performing school attendance zone; and

c. Is a Title I eligible school; or

2. A school operated by a hope operator pursuant to s. 1008.33(4)(b)3.

(4) ESTABLISHMENT OF SCHOOLS OF HOPE.—A hope operator seeking to open a school of hope must submit an application to a state university or a Florida College System institution or a notice of intent to a school district to establish a school of hope. If a hope operator seeks to open a school of hope through an agreement with a state university or a Florida College System institution, a notice of intent must be provided to the school district in which a persistently low-performing school has been identified by the State Board of Education pursuant to subsection (10) or in which a Florida Opportunity Zone is located.

(a) The notice of intent must include:

1. An academic focus and plan.

2. A financial plan.

3. Goals and objectives for increasing student achievement for the students from low-income families.

4. A completed or planned community outreach plan.

5. The organizational history of success in working with students with similar demographics.

6. The grade levels to be served and enrollment projections.

7. The proposed location or geographic area proposed for the school consistent with the requirements of sub-subparagraphs (1)(d)1.a. and b.

8. A staffing plan.

(b) Notwithstanding the requirements of s. 1002.33, a school district, state university, or Florida College System institution, as applicable, shall enter into a performance-based agreement with a hope operator to open schools to serve students from persistently low-performing schools and students residing in a Florida Opportunity Zone.

(5) PERFORMANCE-BASED AGREEMENT.—The following shall comprise the entirety of the performance-based agreement:

(d) A plan of action and specific milestones for student recruitment and the enrollment of students from persistently low-performing schools and students residing in a Florida Opportunity Zone, including enrollment preferences and procedures for conducting transparent admissions lotteries that are open to the public. For the entire validity period of the performance agreement, students from persistently low-performing schools and students residing in a Florida Opportunity Zone must receive an enrollment preference and shall be exempt from any enrollment lottery to the extent permitted by federal grant requirements.

(k) A requirement that any arrangement entered into to borrow or otherwise secure funds for the school of hope from a source other than the state, a state university, a Florida College System institution, or a school district shall indemnify the state, state university, Florida College System institution, and the school district from any and all liability, including, but not limited to, financial responsibility for the payment of the principal or interest.

(l) A provision that any loans, bonds, or other financial agreements are not obligations of the state, state university, Florida College System institution, or the school district but are obligations of the school of hope and are payable solely from the sources of funds pledged by such agreement.

(m) A prohibition on the pledge of credit or taxing power of the state, state university, Florida College System institution, or the school district.

(6) STATUTORY AUTHORITY.—

(a) A school of hope or a nonprofit entity that operates more than one school of hope through a performance-based agreement with a school district, state university, or Florida College System institution, as applicable, may be designated as a local education agency by the department, if

requested, for the purposes of receiving federal funds and, in doing so, accepts the full responsibility for all local education agency requirements and the schools for which it will perform local education agency responsibilities.

1. A nonprofit entity designated as a local education agency may directly report its students to the department in accordance with the definitions in s. 1011.61 and pursuant to the department's procedures and timelines.

2. Students enrolled in a school established by a hope operator designated as a local educational agency are not eligible students for purposes of calculating the district grade pursuant to s. 1008.34(5).

(h)1. A school of hope shall provide the school district, state university, or Florida College System institution, as applicable, with a concise, uniform, quarterly financial statement summary sheet that contains a balance sheet and a statement of revenue, expenditures, and changes in fund balance. The balance sheet and the statement of revenue, expenditures, and changes in fund balance shall be in the governmental fund format prescribed by the Governmental Accounting Standards Board. Additionally, a school of hope shall comply with the annual audit requirement for charter schools in s. 218.39.

2. A school of hope is in compliance with subparagraph 1. if it is operated by a nonprofit entity designated as a local education agency and if the nonprofit submits to each school district, state university, or Florida College System institution, as applicable, in which it operates a school of hope:

a. A concise, uniform, quarterly financial statement summary sheet that contains a balance sheet summarizing the revenue, expenditures, and changes in fund balance for the entity and for its schools of hope within the school district.

b. An annual financial audit of the nonprofit which includes all schools of hope it operates within this state and which complies with s. 218.39 regarding audits of a school board.

(7) FACILITIES.—

(a) A school of hope shall use facilities that comply with the Florida Building Code, except for the State Requirements for Educational Facilities. A school of hope that uses school district facilities must comply with the State Requirements for Educational Facilities only if the school district and the hope operator have entered into a mutual management plan for the reasonable maintenance of such facilities. The mutual management plan shall contain a provision by which the district school board agrees to maintain the school facilities in the same manner as its other public schools within the district. A school of hope may colocate with another school in a public school facility. The school district must permit any school of hope to use all or part of underused, vacant, or surplus school district facilities, and

receive facility-related services, pursuant to State Board of Education rule. Students enrolled in the school of hope shall be included in the district's total capital outlay full-time equivalent membership for the purpose of s. 1013.62 and for calculating the Public Education Capital Outlay maintenance funds or any other maintenance funds for the facility. The local governing authority shall not adopt or impose any local building requirements or site-development restrictions, such as parking and site-size criteria, student enrollment, and occupant load, that are addressed by and more stringent than those found in the State Requirements for Educational Facilities of the Florida Building Code. A local governing authority must treat schools of hope equitably in comparison to similar requirements, restrictions, and site planning processes imposed upon public schools. The agency having jurisdiction for inspection of a facility and issuance of a certificate of occupancy or use shall be the local municipality or, if in an unincorporated area, the county governing authority. If an official or employee of the local governing authority refuses to comply with this paragraph, the aggrieved school or entity has an immediate right to bring an action in circuit court to enforce its rights by injunction. An aggrieved party that receives injunctive relief may be awarded reasonable attorney fees and court costs.

(d) No later than January 1, the department shall annually provide to school districts a list of all underused, vacant, or surplus facilities owned or operated by the school district as reported in the Florida Inventory of School Houses. A school district may provide evidence to the department that a facility includes prekindergarten students who are not reported for funding in the Florida Education Finance Program or that the list contains errors or omissions within 30 days after receipt of the list. By each April 1, the department shall update and publish a final list of all underused, vacant, or surplus facilities owned or operated by each school district, based upon updated information provided by each school district. A hope operator establishing a school of hope may use an educational facility identified in this paragraph at no cost ~~or at a mutually agreeable cost not to exceed \$600 per student.~~ A hope operator using a facility pursuant to this paragraph may not sell or dispose of such facility without the written permission of the school district. For purposes of this paragraph, the term “underused, vacant, or surplus facility” means an entire facility or portion thereof which is not fully used or is used irregularly or intermittently by the school district for instructional or program use.

(10) SCHOOLS OF HOPE PROGRAM.—The Schools of Hope Program is created within the Department of Education.

(b) A school of hope may continue to receive funds after its first 5 years of operation if the school of hope meets performance metrics established pursuant to state board rule. Funds received based upon performance may be used for any operational expenditures.

(11) STATE BOARD OF EDUCATION AUTHORITY AND OBLIGATIONS.—Pursuant to Art. IX of the State Constitution, which prescribes the

duty of the State Board of Education to supervise the public school system, the State Board of Education shall:

(c) Resolve disputes between a hope operator and a school district, state university, or Florida College System institution, as applicable, arising from a performance-based agreement, mutual management plan, or a contract between a charter operator and a school district under the requirements of s. 1008.33. The Commissioner of Education shall appoint a special magistrate who is a member of The Florida Bar in good standing and who has at least 5 years' experience in administrative law. The special magistrate shall hold hearings to determine facts relating to the dispute and to render a recommended decision for resolution to the State Board of Education. The recommendation may not alter in any way the provisions of the performance-based agreement under subsection (5). The special magistrate may administer oaths and issue subpoenas on behalf of the parties to the dispute or on his or her own behalf. Within 15 calendar days after the close of the final hearing, the special magistrate shall transmit a recommended decision to the State Board of Education and to the representatives of both parties by registered mail, return receipt requested. The State Board of Education must approve or reject the recommended decision at its next regularly scheduled meeting that is more than 7 calendar days and no more than 30 days after the date the recommended decision is transmitted. The decision by the State Board of Education is a final agency action that may be appealed to the District Court of Appeal, First District in accordance with s. 120.68. A charter school may recover attorney fees and costs if the State Board of Education determines that the school district unlawfully implemented or otherwise impeded implementation of the performance-based agreement pursuant to this paragraph.

(12) SCHOOLS OF HOPE REPORTING.—

(a) In addition to the information reported in s. 1002.33(9)(k), each school of hope must report to its sponsor:

1. The number of students served, and the percentage of overall school enrollment, who reside in the attendance zone of the persistently low-performing school or in a Florida Opportunity Zone.

2. Student year-to-year re-enrollment within kindergarten through grade 5, grades 6-8, and grades 9-12.

(b) The department shall annually provide to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives a report on schools of hope which includes the information from paragraph (a) and the performance of school of hope students on statewide assessments under s. 1008.22(3) compared to assessment results of other Title I-eligible schools in the district.

Section 6. Paragraphs (a) and (f) of subsection (3) and paragraph (b) of subsection (9) of section 1002.37, Florida Statutes, are amended to read:

1002.37 The Florida Virtual School.—

(3) Funding for the Florida Virtual School shall be provided as follows:

(a)1. The calculation of “full-time equivalent student” shall be as prescribed in s. 1011.61(1)(c)1.b.(V) and is subject to s. 1011.61(3) ~~s. 1011.61(4)~~.

2. For a student in a home education program, funding shall be provided in accordance with this subsection upon course completion if the parent verifies, upon enrollment for each course, that the student is registered with the school district as a home education student pursuant to s. 1002.41(1)(a).

(f) The Florida Virtual School shall receive state funds for operating purposes as provided in the General Appropriations Act. The calculation to determine the amount of state funds includes: the sum of the basic amount for current operations established in s. 1011.62(1)(n) ~~s. 1011.62(1)(s)~~, the discretionary millage compression supplement established in s. 1011.62(5), the state-funded discretionary contribution established in s. 1011.62(6), a per-full-time equivalent share of the exceptional student education guaranteed allocation established in s. 1011.62(8), and the mental health assistance allocation established in s. 1011.62(13).

(9)

(b) For students receiving part-time instruction in kindergarten through grade 5 and students receiving full-time instruction in kindergarten through grade 12 from the Florida Virtual School, the full-time equivalent student enrollment calculated under this subsection is subject to the requirements in s. 1011.61(3) ~~s. 1011.61(4)~~.

Section 7. Section 1002.411, Florida Statutes, is amended to read:

1002.411 New Worlds Scholarship Accounts.—

(1) NEW WORLDS SCHOLARSHIP ACCOUNTS.—New Worlds Scholarship Accounts are established to provide educational options for students.

(2) ~~ELIGIBILITY.—Contingent upon available funds, and on a first-come, first-served basis, each student who is enrolled in the Voluntary Prekindergarten Education Program pursuant to s. 1002.53 or a Florida public school in kindergarten through grade 5 is eligible for a scholarship account if the student:~~

(a) ~~Exhibits a substantial deficiency in early literacy skills based upon the results of the most recent progress monitoring administered pursuant to s. 1008.25(9), has a substantial reading deficiency or exhibits characteristics of dyslexia as identified under s. 1008.25(5)(a), or scored below a Level 3 on~~

~~the most recent statewide, standardized English Language Arts (ELA) assessment. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.~~

~~(b) Exhibits a substantial deficiency in early mathematics skills based upon the results of the most recent progress monitoring administered pursuant to s. 1008.25(9), has a substantial deficiency in mathematics or the characteristics of dyscalculia as identified under s. 1008.25(6)(a), or scored below a Level 3 on the most recent statewide, standardized Mathematics assessment.~~

~~(3) PARENT AND STUDENT RESPONSIBILITIES FOR PARTICIPATION.—~~

~~(a) For a an eligible student with to receive a scholarship account, the student's parent must:~~

~~1. Submit an application to an eligible nonprofit scholarship funding organization by the deadline established by such organization; and~~

~~2. If available, utilize the administrator's system to make direct purchases of qualifying expenditures, which may include:~~

~~1.a. Instructional materials.~~

~~2.b. Curriculum. As used in this sub-subparagraph, the term "curriculum" means a complete course of study for a particular content area or grade level, including any required supplemental materials and associated online instruction.~~

~~3.e. Tuition and fees for part-time tutoring services provided by a person who holds a valid Florida educator's certificate pursuant to s. 1012.56, a person who holds a baccalaureate or graduate degree in the subject area, a person who holds an adjunct teaching certificate pursuant to s. 1012.57, a person who has demonstrated a mastery of subject area knowledge pursuant to s. 1012.56(5), a person who holds a micro-credential under s. 1003.485, or, for a prekindergarten student, a person who holds a credential under s. 1002.55(3)(c)1. or an educational credential under s. 1002.55(4)(a) or (b).~~

~~4.d. Fees for summer education programs designed to improve reading, literacy, or mathematics skills.~~

~~5.e. Fees for after-school education programs designed to improve reading, literacy, or mathematics skills.~~

A provider of any services receiving payments pursuant to this subparagraph may not share any moneys from the scholarship with, or provide a refund or rebate of any moneys from such scholarship to, the parent or participating student in any manner. A parent, student, or provider of any

services may not bill an insurance company, Medicaid, or any other agency for the same services that are paid for using scholarship funds.

(b) The parent is responsible for the payment of all eligible expenses in excess of the amount in the account in accordance with the terms agreed to between the parent and any providers and may not receive any refund or rebate of any expenditures made in accordance with paragraph (a).

(3)(4) ADMINISTRATOR.—An eligible nonprofit scholarship-funding organization as defined in s. 1002.395(2) shall be the administrator and may establish scholarship accounts for eligible students in accordance with the requirements of eligible nonprofit scholarship-funding organizations under this chapter.

(4)(5) DEPARTMENT OBLIGATIONS.—The department shall have the same duties imposed by this chapter upon the department regarding oversight of scholarship programs administered by an eligible nonprofit scholarship-funding organization.

~~(6) SCHOOL DISTRICT AND PRIVATE PREKINDERGARTEN PROVIDER OBLIGATIONS; PARENTAL OPTIONS.—~~

~~(a) Each school district and private prekindergarten provider shall notify the parent of each eligible student of the process to request and receive a scholarship, subject to available funds, when providing results from the standardized coordinated screening and progress monitoring pursuant to s. 1008.25(9)(c).~~

~~(b) A school district may not prohibit instructional personnel from providing services pursuant to this section on the instructional personnel's school campus outside regular work hours, subject to school district policies for safety and security operations to protect students, instructional personnel, and educational facilities.~~

~~(5)(7) ACCOUNT FUNDING AND PAYMENT.—~~

(a) The amount of the scholarship for an eligible student shall be as provided in the General Appropriations Act.

(b) One hundred percent of the funds appropriated for the scholarship accounts shall be released to the department at the beginning of the first quarter of each fiscal year.

~~(c) Upon a student being determined eligible for a scholarship, the department shall, within 45 days, release the student's scholarship funds to such organization to be deposited into the student's account.~~

(d) Accrued interest in the student's account is in addition to, and not part of, the awarded funds. Account funds include both the awarded funds and accrued interest.

~~(d)~~(e) The eligible nonprofit scholarship-funding organization may develop a system that permits eligible students to use program funds to make direct purchases of qualifying expenditures. Commodities or services related to the development of such a system shall be procured by competitive solicitation unless they are purchased from a state term contract pursuant to s. 287.056.

~~(e)~~(f) Moneys received pursuant to this section do not constitute taxable income to the qualified student or his or her parent.

~~(f)~~(g) A student's scholarship account must be closed and any remaining funds shall revert to the state after:

1. Denial or revocation of scholarship eligibility by the commissioner for fraud or abuse, including, but not limited to, the student or student's parent accepting any payment, refund, or rebate, in any manner, from a provider of any services received pursuant to subsection (2) ~~(3)~~; or

2. One Three consecutive fiscal year years in which an account has been inactive.

~~(6)~~(8) LIABILITY.—No liability shall arise on the part of the state based on the award or use of a scholarship account.

Section 8. Paragraphs (a) and (b) of subsection (6) of section 1002.45, Florida Statutes, are amended to read:

1002.45 Virtual instruction programs.—

(6) VIRTUAL INSTRUCTION PROGRAM AND VIRTUAL CHARTER SCHOOL FUNDING.—

(a) All virtual instruction programs established pursuant to paragraph (1)(b) are subject to the requirements of s. 1011.61(1)(c)1.b.(III), (IV), (VI), and (3) ~~(4)~~, and the school district providing the virtual instruction program shall report the full-time equivalent students in a manner prescribed by the department. A school district may report a full-time equivalent student for credit earned by a student who is enrolled in a virtual instruction course provided by the district which was completed after the end of the regular school year if the full-time equivalent student is reported no later than the deadline for amending the final full-time equivalent student membership report for that year.

(b) Students enrolled in a virtual instruction program shall be funded in the Florida Education Finance Program as provided in the General Appropriations Act. The calculation to determine the amount of funds for each student through the Florida Education Finance Program shall include the sum of the basic amount for current operations established in s. 1011.62(1)(n) ~~s. 1011.62(1)(s)~~ and all categorical programs except for the categorical programs established in ss. 1011.62(7), (12), and (16), 1011.68,

and 1011.685. Students residing outside of the school district reporting the full-time equivalent virtual student shall be funded from state funds only.

Section 9. Paragraph (a) of subsection (2) of section 1003.4201, Florida Statutes, as amended by chapter 2025-110, Laws of Florida, is amended to read:

1003.4201 Comprehensive system of reading instruction.—Each school district must implement a system of comprehensive reading instruction for students enrolled in prekindergarten through grade 12 and certain students who exhibit a substantial deficiency in early literacy.

(2)(a) Components of the reading instruction plan may include the following:

1. Additional time per day of evidence-based intensive reading instruction for kindergarten through grade 12 students, which may be delivered during or outside of the regular school day.

2. Highly qualified reading coaches, who must be endorsed in reading, to specifically support classroom teachers in making instructional decisions based on progress monitoring data collected pursuant to s. 1008.25(9) and improve classroom teacher delivery of effective reading instruction, reading intervention, and reading in the content areas based on student need.

3. Professional learning to help instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction.

4. Summer reading camps, using only classroom teachers or other district personnel who possess a micro-credential as specified in s. 1003.485 or are certified or endorsed in reading consistent with s. 1008.25(8)(b)3., for all students in kindergarten through grade 5 exhibiting a reading deficiency as determined by district and state assessments.

5. Intensive reading interventions, which must be delivered by instructional personnel who possess a micro-credential as defined in s. 1003.485(1) or are certified or endorsed in reading as provided in s. 1012.586 and must incorporate evidence-based strategies identified by the Just Read, Florida! office pursuant to s. 1001.215(7). Instructional personnel who possess a micro-credential as defined in s. 1003.485(1) and are delivering intensive reading interventions must be supervised by an individual certified or endorsed in reading. For the purposes of this subparagraph, the term “supervised” means that instructional personnel with a micro-credential are able, through telecommunication or in person, to communicate and consult with, and receive direction from, certified or endorsed personnel. Incentives for instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program who possess a reading certification

or endorsement as specified in s. 1012.586 or micro-credential as specified in s. 1003.485 and provide educational support to improve student literacy.

6. Tutoring in reading.

7. A description of how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), from kindergarten to grade 2.

8. Providing resources that support informed parent involvement in decision-making processes for students who have difficulty in reading and for parents of students who are reading below grade level, information about the students' eligibility for the New Worlds Reading Initiative under s. 1003.485.

Section 10. Section 1003.4203, Florida Statutes, is amended to read:

1003.4203 Digital materials, CAPE Digital Tool certificates, CAPE industry certifications, and technical assistance.—

(1) **DIGITAL MATERIALS.**—Each district school board, in consultation with the district school superintendent, shall make available digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12 in order to enable students to attain digital skills. The digital materials, CAPE Digital Tool certificates, and CAPE industry certifications may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.

(2) **CAPE DIGITAL TOOL CERTIFICATES.**—The department shall identify, in the CAPE Industry Certification Funding List under ss. 1003.492 and 1008.44, CAPE Digital Tool certificates that indicate a student's digital skills. The department shall notify each school district when the certificates are available. The certificates shall be made available to all public elementary ~~and middle~~ grades students.

(a) Targeted skills to be mastered for the certificate include digital skills that are necessary to the student's academic work and skills the student may need in future employment. CAPE Digital Tool certificates earned by students are eligible for additional funding pursuant to s. 1011.62(17) ~~full-time equivalent membership under s. 1011.62(1)(c)1.a.~~

(b) ~~The school district shall notify each middle school advisory council of the methods of delivery of the open-access content and assessments for the certificates. If there is no middle school advisory council, notification must be provided to the district advisory council.~~

(c) ~~The Legislature intends that, on an annual basis, at least 75 percent of public middle grades students earn at least one CAPE Digital Tool certificate.~~

(3) BASIC CAPE INDUSTRY CERTIFICATIONS.—

(a) CAPE industry certifications, issued to middle school and high school students, which do not articulate for college credit, are eligible for additional funding full-time equivalent membership pursuant to s. 1011.62(17) s. 1011.62(1)(e)1.b. Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Basic Non-articulated industry certification.

(b) CAPE industry certifications, issued to high school students, which articulate for college credit, are eligible for additional funding full-time equivalent membership pursuant to s. 1011.62(17) s. 1011.62(1)(e)1.b. Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Basic Articulated industry certification.

(4) CAPE ACCELERATION.—Industry certifications that articulate for 15 or more college credit hours and, if successfully completed, are eligible for additional funding full-time equivalent membership under pursuant to s. 1011.62(17) s. 1011.62(1)(e)1.d. Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Acceleration industry certification.

(5) CAPE PATHWAYS.—Industry certifications issued to high school students who complete at least three courses and an industry certification in a single career and technical education program or program of study and who exit with a standard high school diploma are eligible for additional funding pursuant to s. 1011.62(17). Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Pathways industry certification.

(6)(5) GRADE POINT AVERAGE CALCULATION.—For purposes of calculating grade point average, a grade in a course that is level 3 or above and leads to an industry certification must be weighted the same as a grade in an honors course.

(7)(6) TECHNICAL ASSISTANCE.—

(a) The Department of Education shall collaborate with Florida educators and school leaders to provide technical assistance to district school boards in the implementation of this section. Technical assistance to districts shall include, but is not limited to, identification of digital resources, primarily open-access resources, including digital curriculum, instructional materials, media assets, and other digital tools and applications; training mechanisms for teachers and others to facilitate integration of digital resources and technologies into instructional strategies; and model policies and procedures that support sustainable implementation practices.

(b) Public schools may provide students with access to third-party assessment centers and career and professional academy curricula in a

digital format in support of CAPE Digital Tool certificates and CAPE industry certifications, pursuant to this section and s. 1008.44, to assist public schools and school districts to establish Florida Digital Classrooms.

~~(8)(7)~~ PARTNERSHIPS.—

(a) A district school board may seek partnerships with other school districts, private businesses, postsecondary institutions, or consultants to offer classes and instruction to teachers and students to assist the school district in providing digital materials, CAPE Digital Tool certificates, and CAPE industry certifications established pursuant to this section.

(b) Third-party assessment providers and career and professional academy curricula providers are encouraged to provide annual training to staff of the Department of Education, staff of school district offices, instructional staff of public schools, including charter schools, and other appropriate administrative staff through face-to-face training models; through online, videoconferencing training models; and through state, regional, or conference presentations.

~~(9)(8)~~ RULES.—The State Board of Education shall adopt rules to administer this section.

Section 11. Subsection (3) of section 1003.4935, Florida Statutes, is amended to read:

1003.4935 Middle grades career and professional academy courses and career-themed courses.—

~~(3) CAPE Digital Tool certificates and CAPE industry certifications offered in the middle grades that are included on the CAPE Industry Certification Funding List, if earned by students, are eligible for additional funding full-time equivalent membership pursuant to s. 1011.62(17) s. 1011.62(1)(o)1.a. and b.~~

Section 12. Subsection (2) of section 1003.498, Florida Statutes, is amended to read:

1003.498 School district virtual course offerings.—

(2) School districts may offer virtual courses for students enrolled in the school district. These courses must be identified in the course code directory. Students may participate in these virtual course offerings pursuant to s. 1002.455.

(a) Any student who is enrolled in a school district may register and enroll in an online course offered by his or her school district.

(b)1. Any student who is enrolled in a school district may register and enroll in an online course offered by any other school district in the state. The school district in which the student completes the course shall report the

student's completion of that course for funding pursuant to s. 1011.61(1)(c) 1.b.(VI), and the home school district may ~~shall~~ not report the student for funding for that course.

2. The full-time equivalent student membership calculated under this subsection is subject to the requirements in s. 1011.61(3) ~~s. 1011.61(4)~~. The Department of Education shall establish procedures to enable interdistrict coordination for the delivery and funding of this online option.

3. Funding for virtual courses shall be as provided in s. 1002.45(6).

Section 13. Subsection (2) of section 1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.—

(2) For the purpose of this section, an eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.4282. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under s. 1007.263. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(3) ~~s. 1011.61(4)~~. A student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Applied academics for adult education instruction, developmental education, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Section 14. Subsections (1) and (4) of section 1008.44, Florida Statutes, are amended to read:

1008.44 CAPE Industry Certification Funding List.—

(1) The State Board of Education shall adopt, at least annually, based upon recommendations by the Commissioner of Education, the CAPE Industry Certification Funding List that assigns categories of certificates and certifications as provided for in s. 1003.4203 ~~additional full-time equivalent membership~~ to certifications identified in the Master Credentials

List under s. 445.004(4) which meet that meets a statewide, regional, or local demand. Supplemental Additional full-time equivalent membership funding for regional and local demand certifications may only be earned in those areas with regional or local demand as identified by the Credentials Review Committee. The CAPE Industry Certification Funding List may include the following certificates and certifications:

~~(a) CAPE industry certifications identified as credentials of value that meet the framework of quality under s. 445.004(4), that must be applied in the distribution of funding to school districts under s. 1011.62(1)(o). The CAPE Industry Certification Funding List shall incorporate by reference the industry certifications on the career pathways list approved for the Florida Gold Seal CAPE Scholars award.~~

~~(b) CAPE Digital Tool certificates selected by the department under s. 1003.4203(2) that do not articulate for college credit. The certificates must be made available to students in elementary school and middle school grades and, if earned by a student, must be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1. The department shall annually review available assessments that meet the requirements for inclusion on the list.~~

~~(c) CAPE Acceleration Industry Certifications that articulate for 15 or more college credit hours under s. 1003.4203(4). Such certifications must, if successfully completed, be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.~~

~~(d) The Commissioner of Education shall conduct a review of the methodology used to determine additional full-time equivalent membership weights assigned in s. 1011.62(1)(o) and, if necessary, recommend revised weights. The weights must factor in the prioritization of critical shortages of labor market demand and middle-level to high-level wage earning outcomes as identified by the Credentials Review Committee under s. 445.004. The results of the review and the commissioner's recommendations must be submitted to the Governor, the President of the Senate, and the Speaker of the House of Representatives no later than December 1, 2023.~~

(4)(a) CAPE industry certifications and CAPE Digital Tool certificates placed on the CAPE Industry Certification Funding List must include the version of the certifications and certificates available at the time of the adoption and, without further review and approval, include the subsequent updates to the certifications and certificates on the approved list, unless the certifications and certificates are specifically removed from the CAPE Industry Certification Funding List by the Commissioner of Education.

(b) Effective for the 2026-2027 fiscal year, the Commissioner of Education shall may limit CAPE industry certifications placed on the CAPE Industry Certification Funding List and CAPE Digital Tool certificates to students in certain grades based upon the alignment of the industry certification to career and technical education programs and the appropriate

grade level placement within those programs. The eligible grade levels must be adopted annually on the funding list.

(c) The Articulation Coordinating Committee shall review statewide articulation agreement proposals for industry certifications and make recommendations to the State Board of Education for approval. After an industry certification is approved by CareerSource Florida, Inc., under s. 445.004(4), the Chancellor of Career and Adult Education, within 90 days, must provide to the Articulation Coordinating Committee recommendations for articulation of postsecondary credit for related degrees for the approved certifications.

Section 15. Section 1010.20, Florida Statutes, is amended to read:

1010.20 Cost accounting and reporting for school districts.—

(1) COST ACCOUNTING.—Each school district shall account for expenditures of all state, local, and federal funds on a school-by-school and a district-aggregate basis in accordance with the manual developed by the Department of Education or as provided by law.

(2) COST REPORTING.—

(a) Each district shall report on a district-aggregate basis expenditures for inservice training pursuant to s. 1011.62(3) and for categorical programs as provided in s. 1011.62(18) ~~s. 1011.62(17)~~.

(b) Each district shall report to the department on a school-by-school and on an aggregate district basis expenditures for:

1. Each program funded in s. 1011.62(1)(c).
2. Total operating costs as reported pursuant to s. 1010.215.
3. Expenditures for classroom instruction pursuant to the calculation in s. 1010.215(4)(b)1. and 2.

(c) The department shall:

1. Categorize all public schools and districts into appropriate groups based primarily on average full-time equivalent student enrollment as reported on the most recent student membership survey under s. 1011.62 and in state board rule to determine groups of peer schools and districts.

2. Annually calculate for each public school, district, and for the entire state, the percentage of classroom expenditures to total operating expenditures reported in subparagraphs (b)2. and 3. The results shall be categorized pursuant to this paragraph.

3. Annually calculate for all public schools, districts, and the state, the average percentage of classroom expenditures to total operating

expenditures reported in subparagraphs (b)2. and 3. The results shall be categorized pursuant to this paragraph.

4. Develop a web-based fiscal transparency tool that identifies public schools and districts that produce high academic achievement based on the ratio of classroom instruction expenditures to total expenditures. The fiscal transparency tool shall combine the data calculated pursuant to this paragraph with the student performance measurements calculated pursuant to s. 1012.34(7) to determine the financial efficiency of each public school and district. The results shall be displayed in an easy to use format that enables the user to compare performance among public schools and districts.

(d) The Commissioner of Education shall present to the Legislature, prior to the opening of the regular session each year, a district-by-district report of the expenditures reported pursuant to paragraphs (a) and (b). The report shall include total expenditures, a detailed analysis showing expenditures for each program, and such other data as may be useful for management of the education system. The Commissioner of Education shall also compute cost factors relative to the base student allocation for each funded program in s. 1011.62(1)(c).

(3) PROGRAM EXPENDITURE REQUIREMENTS.—

(a) Each district shall expend at least the percent of the funds generated by each of the programs listed in this section on the aggregate total school costs for such programs:

1. Kindergarten and grades 1, 2, and 3, 90 percent.
2. Grades 4, 5, 6, 7, and 8, 80 percent.
3. Grades 9, 10, 11, and 12, 80 percent.
4. Programs for exceptional students, on an aggregate program basis, 90 percent.
5. Grades 7 through 12 career education programs, on an aggregate program basis, 80 percent.
6. Students-at-risk programs, on an aggregate program basis, 80 percent.
7. Juvenile justice programs, on an aggregate program basis, 95 percent.
8. Any new program established and funded under s. 1011.62(1)(c), that is not included under subparagraphs 1.-7., on an aggregate basis as appropriate, 80 percent.

(b) Funds for inservice training established in s. 1011.62(3) and for categorical programs established in s. 1011.62(18) ~~s. 1011.62(17)~~ shall be

expended for the costs of the identified programs as provided by law and in accordance with the rules of the State Board of Education.

Section 16. Section 1011.61, Florida Statutes, is amended to read:

1011.61 Definitions.—Notwithstanding the provisions of s. 1000.21, the following terms are defined as follows for the purposes of the Florida Education Finance Program:

(1) A “full-time equivalent student” in each program of the district is defined in terms of full-time students and part-time students as follows:

(a) A “full-time student” is one student on the membership roll of one school program or a combination of school programs listed in s. 1011.62(1)(c) for the school year or the equivalent for:

1. Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program; or

2. Instruction comprising the appropriate number of net hours set forth in subparagraph 1. for students who, within the past year, have moved with their parents for the purpose of engaging in the farm labor or fish industries, if a plan furnishing such an extended school day or week, or a combination thereof, has been approved by the commissioner. Such plan may be approved to accommodate the needs of migrant students only or may serve all students in schools having a high percentage of migrant students. The plan described in this subparagraph is optional for any school district and is not mandated by the state.

(b) A “part-time student” is a student on the active membership roll of a school program or combination of school programs listed in s. 1011.62(1)(c) who is less than a full-time student. A student who receives instruction in a school that operates for less than the minimum term shall generate full-time equivalent student membership proportional to the amount of instructional hours provided by the school divided by the minimum term requirement as provided in s. 1011.60(2).

(c)1. A “full-time equivalent student” is:

a. A full-time student in any one of the programs listed in s. 1011.62(1)(c); or

b. A combination of full-time or part-time students in any one of the programs listed in s. 1011.62(1)(c) which is the equivalent of one full-time student based on the following calculations:

(I) A full-time student in a combination of programs listed in s. 1011.62(1)(c) shall be a fraction of a full-time equivalent membership in each special program equal to the number of net hours per school year for

which he or she is a member, divided by the appropriate number of hours set forth in subparagraph (a)1. The difference between that fraction or sum of fractions and the maximum value as set forth in subsection (4) for each full-time student is presumed to be the balance of the student's time not spent in a special program and shall be recorded as time in the appropriate basic program.

(II) A prekindergarten student with a disability shall meet the requirements specified for kindergarten students.

(III) A full-time equivalent student for students in kindergarten through grade 12 in a full-time virtual instruction program under s. 1002.45 or a virtual charter school under s. 1002.33 shall consist of six full-credit completions or the prescribed level of content that counts toward promotion to the next grade in programs listed in s. 1011.62(1)(c). Credit completions may be a combination of full-credit courses or half-credit courses.

(IV) A full-time equivalent student for students in kindergarten through grade 12 in a part-time virtual instruction program under s. 1002.45 shall consist of six full-credit completions in programs listed in s. 1011.62(1)(c)1. and 3. Credit completions may be a combination of full-credit courses or half-credit courses.

(V) A Florida Virtual School full-time equivalent student shall consist of six full-credit completions or the prescribed level of content that counts toward promotion to the next grade in the programs listed in s. 1011.62(1)(c) 1. and 3. for students participating in kindergarten through grade 12 part-time virtual instruction and the programs listed in s. 1011.62(1)(c) for students participating in kindergarten through grade 12 full-time virtual instruction. Credit completions may be a combination of full-credit courses or half-credit courses.

(VI) Each successfully completed full-credit course earned through an online course delivered by a district other than the one in which the student resides shall be calculated as $\frac{1}{6}$ FTE.

(VII) A full-time equivalent student for courses requiring passage of a statewide, standardized end-of-course assessment under s. 1003.4282 to earn a standard high school diploma shall be defined and reported based on the number of instructional hours as provided in this subsection.

(VIII) For students enrolled in a school district as a full-time student, the district may report $\frac{1}{6}$ FTE for each student who passes a statewide, standardized end-of-course assessment without being enrolled in the corresponding course.

2. A student in membership in a program scheduled for more or less than 180 school days or the equivalent on an hourly basis as specified by rules of the State Board of Education is a fraction of a full-time equivalent membership equal to the number of instructional hours in membership

divided by the appropriate number of hours set forth in subparagraph (a)1.; however, for the purposes of this subparagraph, membership in programs scheduled for more than 180 days is limited to students enrolled in:

a. Juvenile justice education programs.

b. The Florida Virtual School.

c. Virtual instruction programs and virtual charter schools for the purpose of course completion and credit recovery pursuant to ss. 1002.45 and 1003.498. Course completion applies only to a student who is reported during the second or third membership surveys and who does not complete a virtual education course by the end of the regular school year. The course must be completed no later than the deadline for amending the final student enrollment survey for that year. Credit recovery applies only to a student who has unsuccessfully completed a traditional or virtual education course during the regular school year and must retake the course in order to be eligible to graduate with the student's class.

The full-time equivalent student enrollment calculated under this subsection is subject to the requirements in subsection (3)~~(4)~~.

The department shall determine and implement an equitable method of equivalent funding for schools operating under emergency conditions, which schools have been approved by the department to operate for less than the minimum term as provided in s. 1011.60(2).

~~(2) A "full-time equivalent student" is a student in grades 4 through 8 who is participating in a student-teacher adviser program conducted during homeroom period, who is a fraction of a full-time equivalent membership based on net hours in the program, with a maximum of 36 net hours in any fiscal year. Each district program shall be approved by the Department of Education.~~

(2)(3) For the purpose of calculating the Florida Education Finance Program funds, ~~"current operation program,"~~ a student is in membership until he or she withdraws or until the close of the 11th consecutive school day of his or her absence, whichever comes first.

(3)(4) The maximum value for funding a student in kindergarten through grade 12 or in a prekindergarten program for exceptional children as provided in s. 1003.21(1)(e) shall be the sum of the calculations in paragraphs (a), (b), and (c) as calculated by the department.

(a) The sum of the student's full-time equivalent student membership value for the school year or the equivalent derived from paragraphs (1)(a) and (b), subparagraph (1)(c)1., and sub-subparagraphs (1)(c)2.b. and c., and ~~subsection (2).~~ If the sum is greater than 1.0, the full-time equivalent student membership value for each program or course shall be reduced by an equal proportion so that the student's total full-time equivalent student membership value is equal to 1.0.

(b) If the result in paragraph (a) is less than 1.0 full-time equivalent student and the student has full-time equivalent student enrollment pursuant to sub-sub-subparagraph (1)(c)1.b.(VIII), calculate an amount that is the lesser of the value in sub-sub-subparagraph (1)(c)1.b.(VIII) or the value of 1.0 less the value in paragraph (a).

(c) The full-time equivalent student enrollment value in sub-subparagraph (1)(c)2.a.

(4)(5) The “Florida Education Finance Program” includes all programs and costs as provided in ss. 1003.03, 1011.62, 1011.68, and 1011.685.

(5)(6) “Basic programs” include, but are not limited to, language arts, mathematics, art, music, physical education, science, and social studies.

Section 17. Present subsections (17) and (18) of section 1011.62, Florida Statutes, are redesignated as subsection (18) and (19), a new subsection (17) is added to that section, and subsections (1), (2), (3), (5) through (10), (12), (13), (15), and (16) of that section are amended, to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASE FLORIDA EDUCATION FINANCE PROGRAM BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the base Florida Education Finance Program funds for annual allocation to each district for operation:

(a)1. Determination of full-time equivalent membership.—During the fiscal year ~~each of several school weeks~~, including scheduled intersessions of a year-round school program during the fiscal year, each district shall complete full-time equivalent surveys ~~a program membership survey of each school shall be made by each district~~ by aggregating the full-time equivalent student membership of each program by school ~~and by district~~. The department shall establish the number and interval of membership calculations, ~~except that for basic and special programs such calculations shall not exceed nine for any fiscal year~~. The district’s full-time equivalent membership shall be computed and currently maintained in accordance with regulations of the commissioner.

2. All final reported full-time equivalent survey data must include the unduplicated count of both school district full-time equivalent students and full-time equivalent Family Empowerment Scholarship students.

(b) Determination of base student allocation.—The base student allocation for the Florida Education Finance Program for kindergarten through

grade 12 shall be determined annually by the Legislature and shall be that amount prescribed in the current year's General Appropriations Act.

(c) *Determination of programs.*—Cost factors based on desired relative cost differences between the following programs shall be established in the annual General Appropriations Act. The cost factor for secondary career education programs must be greater than the cost factor for basic programs grade 9 through 12. The Commissioner of Education shall specify a matrix of services and intensity levels to be used by districts in the determination of the two weighted cost factors for exceptional students with the highest levels of need. For these students, the funding support level shall fund the exceptional students' education program, with the exception of extended school year services for students with disabilities.

1. Basic programs.—
 - a. Kindergarten and grades 1, 2, and 3.
 - b. Grades 4, 5, 6, 7, and 8.
 - c. Grades 9, 10, 11, and 12.
2. Programs for exceptional students.—
 - a. Support Level IV.
 - b. Support Level V.
3. Secondary career education programs.
4. English for Speakers of Other Languages.

(d) *Funding model for exceptional student education programs.*—The funding model for exceptional student education programs shall include all of the following:

1. For programs for exceptional students in support levels IV and V as established in paragraph (c), the funding model shall include program cost factors.
 - a. Exceptional education cost factors are determined by using a matrix of services to document the services that each support level IV and support level V exceptional student will receive. The nature and intensity of the services indicated on the matrix shall be consistent with the services described in each exceptional student's individual educational plan.
 - b. In order to generate funds using one of the two weighted cost factors, a matrix of services must be completed at the time of the student's initial placement into an exceptional student education program and at least once every 3 years by personnel who have received approved training. Nothing listed in the matrix shall be construed as limiting the services a school

district must provide in order to ensure that exceptional students are provided a free, appropriate public education.

2. For students identified as exceptional in accordance with chapter 6A-6, Florida Administrative Code, who do not have a matrix of services as specified in subparagraph 1. and for students who are gifted in grades kindergarten through 8, the funding model shall include the funds generated on the basis of full-time equivalent student membership in the Florida Education Finance Program at the same funding level per student as provided for a basic student and additional funds provided by the exceptional student education guaranteed allocation established pursuant to subsection (8).

(e) *Calculation of additional full-time equivalent membership for small school district exceptional student education.*—An additional value per full-time equivalent student membership is provided to school districts with a full-time equivalent student membership of fewer than 10,000 and fewer than three full-time equivalent students in exceptional student education support levels IV and V. The Department of Education shall set the amount of the additional value based on documented evidence of the difference between the cost of the school district's exceptional student education support levels IV and V services and the applicable Florida Education Finance Program funds appropriated in the General Appropriations Act. The total statewide value may not exceed a value per weighted full-time equivalent student as specified in the General Appropriations Act. The additional value for an eligible school district shall not exceed three full-time equivalent students for each of the exceptional student education support levels IV and V.

(f) *Small district factor.*—An additional value per full-time equivalent student membership is provided to each school district with a full-time equivalent student membership of fewer than 20,000 full-time equivalent students which is in a fiscally constrained county as described in s. 218.67(1). The amount of the additional value shall be specified in the General Appropriations Act.

(g) *Education for speakers of other languages.*—A school district or a full-time virtual instruction program is eligible to report full-time equivalent student membership in the ESOL program in the Florida Education Finance Program provided the following conditions are met:

1. The school district or the full-time virtual instruction program has a plan approved by the Department of Education.

2. The eligible student is identified and assessed as limited English proficient based on assessment criteria.

3.a. An eligible student may be reported for funding in the ESOL program for a base period of 3 years. However, a student whose English competency does not meet the criteria for proficiency after 3 years in the

ESOL program may be reported for a fourth, fifth, and sixth year of funding, provided his or her limited English proficiency is assessed and properly documented prior to his or her enrollment in each additional year beyond the 3-year base period.

b. If a student exits the program and is later reclassified as limited English proficient, the student may be reported in the ESOL program for funding for an additional year, or extended annually for a period not to exceed a total of 6 years pursuant to this paragraph, based on an annual evaluation of the student's status.

4. An eligible student may be reported for funding in the ESOL program for membership in ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of mathematics, science, social studies, and computer literacy.

(h) *Small, isolated schools.*—Districts that levy the maximum nonvoted discretionary millage, exclusive of millage for capital outlay purposes levied pursuant to s. 1011.71(2), may calculate full-time equivalent students for small, isolated district-operated schools by multiplying the number of unweighted full-time equivalent students times 2.75. The following schools may be considered small, isolated schools under this paragraph:

1. A high school that is located at least 28 miles by the shortest route from another high school; has been serving students primarily in basic studies provided by sub-subparagraphs (c)1.b. and c. and may include subparagraph (c)4.; and has a membership of at least 28, but no more than 100, students in grades 9 through 12; or

2. A district elementary school with a grade configuration of kindergarten through grade 5, but which may also include prekindergarten, grade 6, grade 7, or grade 8, that is located at least 35 miles by the shortest route from another elementary school within the district; has been serving students primarily in basic studies provided by sub-subparagraphs (c)1.a. and b. and may include subparagraph (c)4.; has a student population in which 75 percent or greater of students are eligible for free and reduced-price school lunch; and has a membership of at least 28, but no more than 100, students.

(i) *Calculation of full-time equivalent membership with respect to dual enrollment instruction.*—

1. Full-time equivalent students.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(3) ~~s. 1011.61(4)~~. Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an

equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university, which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

~~2. Additional full-time equivalent student membership.—For students enrolled in an early college program pursuant to s. 1007.273, a value of 0.16 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “A” or better. For students who are not enrolled in an early college program, a value of 0.08 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “A.” A value of 0.08 full-time equivalent student membership must be calculated for each student who completes a career course through the dual enrollment program with a grade of “A” in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List. In addition, a value of 0.3 full-time equivalent student membership shall be calculated for any student who receives an associate degree through the dual enrollment program with a 3.0 grade point average or better. This value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. This section shall be effective for credit earned by dually enrolled students for courses taken in the 2020-2021 school year and each school year thereafter. If the associate degree described in this paragraph is earned in 2020-2021 following completion of courses taken in the 2020-2021 school year, then courses taken toward the degree as part of the dual enrollment program before 2020-2021 may not preclude eligibility for the 0.3 additional full-time equivalent student membership bonus. Each school district shall allocate at least 50 percent of the funds received from the dual enrollment bonus FTE funding, in accordance with this paragraph, to the schools that~~

generated the funds to support student academic guidance and postsecondary readiness.

~~3.—Qualifying courses.—For the purposes of this paragraph, general education core courses are those that are identified in rule by the State Board of Education and in regulation by the Board of Governors pursuant to s. 1007.25(3).~~

(j) *Instruction in exploratory career education.*—Students in grades 7 through 12 who are enrolled for more than four semesters in exploratory career education may not be counted as full-time equivalent students for this instruction.

(k) *Study hall.*—A student who is enrolled in study hall may not be included in the calculation of full-time equivalent student membership for funding under this section.

~~(l)—Calculation of additional full-time equivalent membership based on International Baccalaureate examination scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an International Baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate 80 percent of the funds received from International Baccalaureate bonus FTE funding to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in International Baccalaureate courses. Funds shall be expended solely for the payment of allowable costs associated with the International Baccalaureate program. Allowable costs include International Baccalaureate annual school fees; International Baccalaureate examination fees; salary, benefits, and bonuses for teachers and program coordinators for the International Baccalaureate program and teachers and coordinators who prepare prospective students for the International Baccalaureate program; supplemental books; instructional supplies; instructional equipment or instructional materials for International Baccalaureate courses; other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and training or professional learning for International Baccalaureate teachers. School districts shall allocate the remaining 20 percent of the funds received from International Baccalaureate bonus FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses. The school district shall distribute to each classroom teacher who provided International Baccalaureate instruction:~~

~~1.—A bonus in the amount of \$50 for each student taught by the International Baccalaureate teacher in each International Baccalaureate~~

course who receives a score of 4 or higher on the International Baccalaureate examination.

~~2. An additional bonus of \$500 to each International Baccalaureate teacher in a school designated with a grade of “D” or “F” who has at least one student scoring 4 or higher on the International Baccalaureate examination, regardless of the number of classes taught or of the number of students scoring a 4 or higher on the International Baccalaureate examination.~~

Bonuses awarded under this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive. For such courses, the teacher shall earn an additional bonus of \$50 for each student who has a qualifying score.

~~(m) Calculation of additional full-time equivalent membership based on Advanced International Certificate of Education examination scores of students.— A value of 0.16 full-time equivalent student membership shall be calculated for each student enrolled in a full-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.08 full-time equivalent student membership shall be calculated for each student enrolled in a half-credit Advanced International Certificate of Education course who receives a score of E or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an Advanced International Certificate of Education diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each school district shall allocate at least 80 percent of the funds received from the Advanced International Certificate of Education bonus FTE funding, in accordance with this paragraph, to the school program that generated the funds and to school programs administered by the University of Cambridge Local Examinations Syndicate that prepare prospective students to enroll in Advanced International Certificate of Education courses. These funds shall be expended solely for the payment of costs associated with the application and registration process; program fees and site licenses; training, professional learning, salaries, benefits, and bonuses for instructional personnel and program coordinators; examination and diploma fees; membership fees; supplemental books; instructional supplies, materials, and equipment; and other activities that identify prospective Advanced International Certificate of Education students or prepare prospective students to enroll in Advanced International Certificate of Education courses. The school district shall distribute to each classroom teacher who provided Advanced International Certificate of Education or International General Certificate of Secondary Education (pre-AICE) instruction:~~

~~1. A bonus in the amount of \$50 for each student taught by the Advanced International Certificate of Education teacher in each Advanced International Certificate of Education course who receives a score of E or higher on the Advanced International Certificate of Education examination. A bonus in the amount of \$25 for each student taught by the pre-AICE teacher in each~~

~~pre-AICE course who receives a score of E or higher on the pre-AICE examination.~~

~~2.—An additional bonus of \$500 to each Advanced International Certificate of Education teacher in a school designated with a grade of “D” or “F” who has at least one student scoring E or higher on the Advanced International Certificate of Education examination, regardless of the number of classes taught or of the number of students scoring an E or higher on the Advanced International Certificate of Education examination.~~

~~3.—Additional bonuses of \$250 each to teachers of pre-AICE classes in a school designated with a grade of “D” or “F” which has at least one student scoring an E or higher on the pre-AICE examination in that class. Teachers receiving an award under subparagraph 2. are not eligible for a bonus under this subparagraph.~~

~~Bonuses awarded to a teacher according to this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive.~~

~~(n) *Calculation of additional full-time equivalent membership based on college board advanced placement scores of students and earning college board advanced placement capstone diplomas.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives a College Board Advanced Placement Capstone Diploma and meets the requirements for a standard high school diploma under s. 1003.4282. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction, in accordance with this paragraph, to the high school that generates the funds. The school district shall distribute to each classroom teacher who provided advanced placement instruction:~~

~~1.—A bonus in the amount of \$50 for each student taught by the Advanced Placement teacher in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination.~~

~~2.—An additional bonus of \$500 to each Advanced Placement teacher in a school designated with a grade of “D” or “F” who has at least one student scoring 3 or higher on the College Board Advanced Placement Examination, regardless of the number of classes taught or of the number of students scoring a 3 or higher on the College Board Advanced Placement Examination.~~

Bonuses awarded under this paragraph shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive. For such courses, the teacher shall earn an additional bonus of \$50 for each student who has a qualifying score.

~~(c) Calculation of additional full-time equivalent membership based on successful completion of a career-themed course pursuant to ss. 1003.491-1003.493, or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education or CAPE Digital Tool certificates pursuant to s. 1003.4203.—~~

~~1.a.—A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.~~

~~b.—A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation agreement for college credit approved by the State Board of Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not rely solely on the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.~~

~~c.—A value of 0.3 full-time equivalent student membership shall be calculated for student completion of at least three courses and an industry~~

certification in a single career and technical education program or program of study.

~~d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(4) and 1008.44.~~

~~2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds, and any remaining funds provided for CAPE industry certification for school district career and technical education programs. This allocation may not be used to supplant funds provided for basic operation of the program.~~

~~3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent membership under subparagraph 1.:~~

~~a. A bonus of \$25 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.1.~~

~~b. A bonus of \$50 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.2.~~

~~c. A bonus of \$75 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3.~~

~~d. A bonus of \$100 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0.~~

~~Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation. Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a teacher~~

pursuant to this paragraph is in addition to any regular wage or other bonus the teacher received or is scheduled to receive. A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this paragraph.

~~(p) Calculation of additional full-time equivalent membership based upon early high school graduation.~~ Each school district may receive funding for each student who graduates early pursuant to s. 1003.4281. A district may earn 0.25 additional FTE for a student who graduates one semester in advance of the student's cohort and 0.5 additional FTE for a student who graduates 1 year or more in advance of the student's cohort. If the student was enrolled in the district as a full-time high school student for at least 2 years, the district shall report the additional FTE for payment in the subsequent fiscal year. If the student was enrolled in the district for less than 2 years, the district of enrollment shall report the additional FTE and shall transfer a proportionate share of the funds earned for early graduation to the district in which the student was previously enrolled. Additional FTE included in the 2014-2015 Florida Education Finance Program for early graduation shall be reported and funded pursuant to this paragraph.

~~(l)(q)~~ *Year-round-school programs.*—The Commissioner of Education is authorized to adjust student eligibility definitions, funding criteria, and reporting requirements of statutes and rules in order that year-round-school programs may achieve equivalent application of funding requirements with non-year-round-school programs.

~~(m)(r)~~ *Extended-school-year program.*—It is the intent of the Legislature that students be provided additional instruction by extending the school year to 210 days or more. Districts may apply to the Commissioner of Education for funds to be used in planning and implementing an extended-school-year program.

~~(n)(s)~~ *Determination of the base amount for the Florida Education Finance Program basic amount for current operation.*—The base amount for the ~~base amount for current operation to be included in the~~ Florida Education Finance Program for kindergarten through grade 12 for each district shall be the product of the following:

1. The full-time equivalent student membership in each program, multiplied by
2. The cost factor for each program, as provided in ~~adjusted for the maximum as provided by~~ paragraph (c), added to ~~multiplied by~~
3. The additional full-time equivalent membership weights provided in paragraphs (e) and (h), multiplied by
- ~~4.3.~~ The comparable wage factor, if applicable, multiplied by

5.4. The small district factor, if applicable, and multiplied by

6.5. The base student allocation.

~~(t) Computation for funding through the Florida Education Finance Program.—The State Board of Education may adopt rules establishing programs, industry certifications, and courses for which the student may earn credit toward high school graduation and the criteria under which a student's industry certification or grade may be rescinded.~~

(2) DETERMINATION OF COMPARABLE WAGE FACTOR.—

(a) The Commissioner of Education shall annually compute for each district the current year's comparable wage factor. The comparable wage factor shall be calculated by adding each district's price level index as published in the Florida Price Level Index for the most recent 3 years and dividing the resulting sum by 3. The result for each district shall be multiplied by 0.008 and to the resulting product shall be added 0.200; the sum thus obtained shall be the comparable wage factor for that district for that year.

(b) The comparable wage factor for each school district is used in the calculation of the base Florida Education Finance Program ~~basic amount for current operation~~ pursuant to subsection (1) if the comparable wage factor is greater than 1.000.

(c) The limitation authorized in paragraph (b) applies to any categorical funding provided in the Florida Education Finance Program that has a calculation methodology that includes the comparable wage factor.

(3) INSERVICE EDUCATIONAL PERSONNEL TRAINING EXPENDITURE.—Of the amount computed in subsection (1), a percentage of the base Florida Education Finance Program ~~basic amount for current operation~~ or other funds shall be expended for educational training programs as determined by the district school board as provided in s. 1012.98.

(5) DISCRETIONARY MILLAGE COMPRESSION SUPPLEMENT.—The Legislature shall prescribe in the General Appropriations Act, pursuant to s. 1011.71(1), the rate of nonvoted current operating discretionary millage that shall be used to calculate a discretionary millage compression supplement. If the prescribed millage generates an amount of funds per unweighted full-time equivalent student for the district that is less than the state average, the district shall receive an amount per full-time equivalent student that, when added to the funds per full-time equivalent student generated by the designated levy, shall equal the state average. The discretionary millage compression supplement shall be recalculated during the fiscal year based on actual full-time equivalent student membership.

(6) STATE-FUNDED DISCRETIONARY CONTRIBUTION.—The state-funded discretionary contribution is created to fund the nonvoted discretionary millage for operations pursuant to s. 1011.71(1) and (3) for

developmental research schools (lab schools) established in s. 1002.32, charter schools sponsored by a Florida College System institution or a state university pursuant to s. 1002.33(5), and the Florida Virtual School established in s. 1002.37.

(a) To calculate the state-funded discretionary contribution for lab schools, multiply the maximum allowable nonvoted discretionary millage for operations pursuant to s. 1011.71(1) and (3) by the value of 96 percent of the current year's taxable value for school purposes for the school district in which the lab school is located; divide the result by the total full-time equivalent membership of the school district; and multiply the result by the full-time equivalent membership of the lab school. The amount obtained shall be appropriated in the General Appropriations Act.

(b) To calculate the state-funded discretionary contribution for a charter school sponsored by a Florida College System institution or a state university and the Florida Virtual School, multiply the maximum allowable nonvoted discretionary millage for operations pursuant to s. 1011.71(1) and (3) by the value of 96 percent of the current year's taxable value for school purposes for the state; divide the result by the total full-time equivalent membership of the state; and multiply the result by the full-time equivalent membership of the Florida Virtual School.

(c) The state-funded discretionary contribution shall be recalculated during the fiscal year based on actual full-time equivalent student membership.

(7) EDUCATIONAL ENRICHMENT ALLOCATION.—

(a) The educational enrichment allocation is created to assist school districts in providing educational enrichment activities and services that support and increase the academic achievement of students in grades kindergarten through 12. Educational enrichment activities and services may be provided in a manner and at any time during or beyond the regular 180-day term identified by the school district as being the most effective and efficient way to best help the student progress from grade to grade and graduate from high school. For fiscal year 2023-2024, the educational enrichment allocation shall consist of a base amount as specified in the General Appropriations Act. Beginning in fiscal year 2024-2025, the educational enrichment allocation shall consist of the base amount that includes a workload adjustment based on changes in the unweighted full-time equivalent membership. Beginning in fiscal year 2025-2026, and each year thereafter, the statewide average base amount as specified in the General Appropriations Act shall be used for any new educational entity funded in the Florida Education Finance Program.

(b) For district-managed turnaround schools as identified in s. 1008.33(4)(a), schools that earn three consecutive grades below a "C," as identified in s. 1008.33(4)(b)3., and schools that have improved to a "C" and are no longer in turnaround status, as identified in s. 1008.33(4)(c), a

supplemental amount shall be added to their educational enrichment allocation for purposes of implementing the intervention and support strategies identified in the turnaround plan submitted pursuant to s. 1008.33.

1. The supplemental amount shall be based on the unweighted full-time equivalent student enrollment at the eligible schools and a per full-time equivalent funding amount of \$500 or as provided in the General Appropriations Act.

2. Services funded by the allocation may include, but are not limited to, tutorial and afterschool programs, student counseling, nutrition education, parental counseling, and an extended school day and school year. In addition, services may include models that develop a culture that encourages students to complete high school and to attend college or career training, set high academic expectations, and inspire character development.

3. A school district may enter into a formal agreement with a nonprofit organization that has tax-exempt status under s. 501(c)(3) of the Internal Revenue Code to implement an integrated student support service model that provides students and families with access to wrap-around services, including, but not limited to, health services, after-school programs, drug prevention programs, college and career readiness programs, and food and clothing banks.

(c) The educational enrichment allocation, to include the supplemental amount, shall be recalculated during the fiscal year based on actual full-time equivalent student membership pursuant to paragraph (1)(a). ~~If the recalculated amount is greater than the amount provided in the General Appropriations Act, the allocation shall be prorated to the level provided to support the appropriation, based on each school district's proportionate share of the total allocation.~~

(d) Funding on the basis of full-time equivalent membership beyond the 180-day regular term shall be provided in the Florida Education Finance Program only for students enrolled in juvenile justice education programs or in education programs for juveniles placed in secure facilities or programs pursuant to s. 985.19. Funding for instruction beyond the regular 180-day school year for all other kindergarten through grade 12 students shall be provided through the educational enrichment allocation and other state, federal, and local funding sources with flexibility for schools to provide educational enrichment activities and services to assist students in grades kindergarten through 12.

(8) EXCEPTIONAL STUDENT EDUCATION GUARANTEED ALLOCATION.—The exceptional student education guaranteed allocation is created to fund the additional costs of programs for exceptional students specified in subparagraph (1)(d)2. and shall be supplemental to the funds appropriated in the Florida Education Finance Program for the basic student funding level.

(a) The amount of each school district's exceptional student education guaranteed allocation shall be the greater of either the school district's prior year exceptional student education guaranteed allocation funds per eligible full-time equivalent student or the exceptional student education guaranteed allocation factor as specified in the General Appropriations Act multiplied by the school district's total number of eligible full-time equivalent students.

(b) The exceptional student education guaranteed allocation shall be recalculated during the fiscal year based on actual full-time equivalent student membership. ~~If the recalculated amount is greater than the amount provided in the General Appropriations Act, the total shall be prorated to the level of the appropriation based on each school district's share of the total recalculated allocation amount.~~

(9) CALCULATION OF SUPPLEMENTAL ALLOCATION FOR JUVENILE JUSTICE EDUCATION PROGRAMS.—

(a) The total kindergarten through grade 12 weighted full-time equivalent student membership in juvenile justice education programs in each school district shall be multiplied by the amount of the state average class-size-reduction factor multiplied by the comparable wage factor for the school district established in subsection (2). An amount equal to the sum of this calculation shall be allocated in the Florida Education Finance Program to each school district to supplement other sources of funding for students in juvenile justice education programs. The supplemental allocation for juvenile justice education programs shall be recalculated during the fiscal year based on actual full-time equivalent student membership.

(b) Funds allocated under this subsection shall be used to provide the juvenile justice education programs pursuant to s. 1003.52 and may be used to pay for the high school equivalency examination fees for juvenile justice students who pass the high school equivalency examination in full, or in part, while in a juvenile justice education program, the industry credentialing testing fees for such students, and the costs associated with such juvenile justice students enrolled in career and technical education courses that lead to industry-recognized certifications.

(10) FEDERALLY CONNECTED STUDENT SUPPLEMENT.—The federally connected student supplement is created to provide supplemental funding for school districts to support the education of students connected with federally owned military installations, National Aeronautics and Space Administration (NASA) real property, and Indian lands. To be eligible for this supplement, the district must be eligible for federal Impact Aid Program funds under s. 8003 of Title VIII of the Elementary and Secondary Education Act of 1965. The supplement shall be allocated annually to each eligible school district in the General Appropriations Act. The supplement shall be the sum of the student allocation and an exempt property allocation.

(a) The student allocation shall be calculated based on the number of students reported for federal Impact Aid Program funds, including students with disabilities, who meet one of the following criteria:

1. The student has a parent who is on active duty in the uniformed services or is an accredited foreign government official and military officer. Students with disabilities shall also be reported separately for this category.

2. The student resides on eligible federally owned Indian land. Students with disabilities shall also be reported separately for this category.

3. The student resides with a civilian parent who lives or works on eligible federal property connected with a military installation or NASA. The number of these students shall be multiplied by a factor of 0.5.

(b) The total number of federally connected students calculated under paragraph (a) shall be multiplied by a percentage of the base student allocation as provided in the General Appropriations Act. The total of the number of students with disabilities as reported separately under subparagraphs (a)1. and 2. shall be multiplied by an additional percentage of the base student allocation as provided in the General Appropriations Act. The base amount and the amount for students with disabilities shall be summed to provide the student allocation.

(c) The exempt property allocation shall be equal to the tax-exempt value of federal impact aid lands reserved as military installations, real property owned by NASA, or eligible federally owned Indian lands located in the district, multiplied by the millage authorized and levied under s. 1011.71(2).

(d) The amount allocated for each eligible school district shall be recalculated during the year based on actual full-time equivalent ~~using actual~~ student membership, as amended, from the most recent February survey and the tax-exempt valuation from the most recent assessment roll.

(12) **SAFE SCHOOLS ALLOCATION.**—A safe schools allocation is created to provide funding to assist school districts in their compliance with ss. 1006.07-1006.12, with priority given to safe-school officers pursuant to s. 1006.12. Each school district shall receive a minimum safe schools allocation in an amount provided in the General Appropriations Act. Of the remaining balance of the safe schools allocation, one-third shall be allocated to school districts based on the most recent official Florida Crime Index provided by the Department of Law Enforcement and two-thirds shall be allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment. If a district school board is required by s. 1006.12 to assign a school resource officer or school safety officer to a charter school, the charter school's share of costs for such officer may not exceed the amount of funds allocated to the charter school under this subsection. The safe schools allocation shall be recalculated during the fiscal year based on actual full-time equivalent student membership.

(13) **MENTAL HEALTH ASSISTANCE ALLOCATION.**—The mental health assistance allocation is created to provide funding to assist school districts in implementing their school-based mental health assistance program pursuant to s. 1006.041. These funds shall be allocated annually in the General Appropriations Act or other law to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment. The mental health assistance allocation shall be recalculated during the fiscal year based on actual full-time equivalent student membership.

(15) **TOTAL ALLOCATION OF STATE FUNDS TO EACH DISTRICT FOR CURRENT OPERATION.**—The total annual state allocation to each district for current operation for the Florida Education Finance Program shall be distributed to districts pursuant to s. 1011.66 and based on the results of the full-time equivalent membership surveys established in paragraph (1)(a) periodically in the manner prescribed in the General Appropriations Act.

(a) When the Florida Education Finance Program allocation is recalculated, if the gross state Florida Education Finance Program funds ~~If the funds appropriated for current operation of the Florida Education Finance Program, including funds appropriated pursuant to subsection (18), are not sufficient to pay the state requirement in full, the department shall prorate the available state funds to each district in the following manner:~~

1. To calculate the gross state and local Florida Education Finance Program funding, add the base Florida Education Finance Program and the categorical funds, except for the categorical funding provided in subsection (16) and s. 1011.685.

2. To calculate the gross state Florida Education Finance Program funding, subtract the required local effort in subsection (4) from the gross and local Florida Education Finance Program funding.

3. To determine the amount that must be prorated among all school districts, subtract the gross state Florida Education Finance Program and any prior year adjustments pursuant to paragraph (b) from the corresponding amount of state funds appropriated in the General Appropriations Act.

4. Each school district's amount of the proration is calculated based on its proportionate share of the gross state and local Florida Education Finance Program funding.

~~1.—Determine the percentage of proration by dividing the sum of the total amount for current operation, as provided in this paragraph for all districts collectively, and the total district required local effort into the sum of the state funds available for current operation and the total district required local effort.~~

~~2.— Multiply the percentage so determined by the sum of the total amount for current operation as provided in this paragraph and the required local effort for each individual district.~~

~~3.— From the product of such multiplication, subtract the required local effort of each district; and the remainder shall be the amount of state funds allocated to the district for current operation. However, no calculation subsequent to the appropriation shall result in negative state funds for any district.~~

(b) The amount thus obtained shall be the net annual allocation to each school district. However, if it is determined that any school district received an under allocation or over allocation for any prior year because of an arithmetical error, assessment roll change required by final judicial decision, full-time equivalent student membership error, or any allocation error revealed in an audit report, the allocation to that district shall be appropriately adjusted. An under allocation in a prior year caused by a school district's error may not be the basis for a positive allocation adjustment for the current year. ~~Beginning with the 2011-2012 fiscal year,~~ If a special program cost factor is less than the basic program cost factor, an audit adjustment may not result in the reclassification of the special program FTE to the basic program FTE. If the Department of Education audit adjustment recommendation is based upon controverted findings of fact, the Commissioner of Education is authorized to establish the amount of the adjustment based on the best interests of the state.

~~(c) The amount thus obtained shall represent the net annual state allocation to each district; however, notwithstanding any of the provisions herein, each district shall be guaranteed a minimum level of funding in the amount and manner prescribed in the General Appropriations Act.~~

(16) STATE-FUNDED DISCRETIONARY SUPPLEMENT.—

(a) The state-funded discretionary supplement is created to fund the nonvoted discretionary millage for operations pursuant to s. 1011.71(1) and (3) for students awarded a Family Empowerment Scholarship in accordance with s. 1002.394. To calculate the state-funded discretionary supplement for inclusion in the amount of the scholarship funding:

1. For fiscal year 2023-2024, multiply the maximum allowable nonvoted discretionary millage for operations pursuant to s. 1011.71(1) and (3) by the value of 96 percent of the current year's taxable value for school purposes for the school district where the student is reported for purposes of the Florida Education Finance Program as appropriated in the General Appropriations Act; divide the result by the school district's total unweighted full-time equivalent membership as appropriated in the General Appropriations Act; and multiply the result by the total unweighted full-time equivalent membership associated with the number of Family Empowerment Scholarship students included in the school district's total unweighted full-time equivalent membership. A base amount as specified in the General

Appropriations Act shall be added to this amount for purposes of calculating the total amount of the supplement.

2. Beginning in fiscal year 2024-2025 and thereafter, multiply the maximum allowable nonvoted discretionary millage for operations pursuant to s. 1011.71(1) and (3) by the value of 96 percent of the current year's taxable value for school purposes for the school district where the student is reported for purposes of the Florida Education Finance Program as appropriated in the General Appropriations Act; divide the result by the school district's total unweighted full-time equivalent membership as appropriated in the General Appropriations Act; and multiply the result by the total unweighted full-time equivalent membership associated with the number of Family Empowerment Scholarship students. The prior year's base amount shall be adjusted based on changes in the eligible number of unweighted full-time equivalent membership associated with the number of Family Empowerment Scholarship students.

(b) The state-funded discretionary supplement shall be recalculated during the fiscal year based on actual full-time equivalent student membership pursuant to paragraph (1)(a). If the recalculated amount is greater than the amount provided in the General Appropriations Act, the allocation shall be prorated to the level provided to support the appropriation, based on each school district's proportionate share of the total allocation.

(17) ACADEMIC ACCELERATION OPTIONS SUPPLEMENT.—The academic acceleration options supplement is created to assist school districts in providing academic acceleration options, career-themed courses, and courses that lead to digital tool certificates and industry certifications for prekindergarten through grade 12 students and shall be allocated annually in the General Appropriations Act.

(a)1. Each school district shall report its total number of academic acceleration values in a format prescribed by the Department of Education.

2. The supplement shall be allocated based on each school district's proportionate share of the state's total academic acceleration values.

3. For purposes of the amount of the supplement appropriated in the fiscal year 2025-2026 General Appropriations Act, an adjustment is included which will not be a part of the supplement when the Florida Education Finance Program is recalculated pursuant to paragraph (1)(a).

(b)1. A value of 0.16 is assigned to a student enrolled in an early college program pursuant to s. 1007.273 who completes a general education core course through the dual enrollment program with a grade of "A" or better; however, the value is 0.08 if the student is not enrolled in an early college program. A value of 0.08 shall be assigned to a student who completed a career course through the dual enrollment program with a grade of "A" in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List. A value of 0.3 shall be assigned to a

student who receives an associate degree through the dual enrollment program with a 3.0 grade point average or better.

2. For the purposes of this paragraph, general education core courses are those that are identified in rule by the State Board of Education and in regulation by the Board of Governors pursuant to s. 1007.25(3).

3. Each school district shall use the funds received from the supplement for expenses associated with the applicable courses; however, such funds may not be used by the school district to supplant the district's base Florida Education Finance Program funds provided pursuant to paragraph (1)(n).

(c)1. A value of 0.16 is assigned to a student enrolled in an Advanced Placement course who receives a score of 3 or higher on the College Board Advanced Placement examination. A value of 0.3 is assigned to a student who receives an Advanced Placement Capstone diploma.

2. From the funds received from the supplement, each school district shall award a \$50 bonus to each Advanced Placement teacher for each student who achieves a score of 3 or higher on the College Board Advanced Placement examination. Each school district shall award an additional bonus of \$500 to each Advanced Placement teacher in a school designated with a grade of "D" or "F" who has at least one student scoring 3 or higher on the College Board Advanced Placement examination. The school district shall use the remaining balance of funds for expenses associated with the Advanced Placement courses to include the cost for the Advanced Placement examination fee and for teacher professional learning; however, such funds may not be used to supplant the school district's base Florida Education Finance Program funds provided pursuant to paragraph (1)(n).

(d)1. A value of 0.16 is assigned to a student enrolled in a full-credit Advanced International Certificate of Education course and who receives a score of "E" or higher on the Advanced International Certificate of Education examination. A value of 0.08 is assigned for a student enrolled in a half-credit Advanced International Certificate of Education course and who receives a score of "E" or higher on the Advanced International Certificate of Education examination. A value of 0.3 is assigned to a student who receives an Advanced International Certificate of Education diploma.

2.a. From the funds received from the supplement, each school district shall award a \$50 bonus to each Advanced International Certificate of Education teacher for each student who receives a score of "E" or higher on the Advanced International Certificate of Education examination or a \$25 bonus to a pre-Advanced International Certificate of Education teacher if the student received a score of "E" or higher on the pre-Advanced International Certificate of Education examination. Each school district shall award an additional bonus in the amount of \$500 to each teacher of an Advanced International Certificate of Education course in a school designated with a grade of "D" or "F" which has at least one student scoring an "E" or higher on the applicable examination. Each school district shall award an

additional bonus in the amount of \$250 to each teacher of a pre-Advanced International Certificate of Education course in a school designated with a grade of “D” or “F” which has at least one student scoring an “E” or higher on the applicable examination. A teacher receiving a \$500 bonus is not eligible for the \$250 bonus.

b. The school district shall use the remaining funds for expenses associated with the applicable courses to include any student program and examination fees; however, such funds may not be used to supplant the district’s base Florida Education Finance Program funds provided pursuant to paragraph (1)(n).

(e)1. A value of 0.16 is assigned to a student in an International Baccalaureate course who receives a score of 4 or higher on a subject examination or a score of “C” or higher on the Theory of Knowledge course. A value of 0.3 is assigned to a student who receives an International Baccalaureate diploma.

2. From the funds received from the supplement, each school district shall award a \$50 bonus to each International Baccalaureate teacher for each student who achieves a score of 4 or higher on an International Baccalaureate examination or a “C” or higher in the Theory of Knowledge course. Each school district shall award an additional bonus of \$500 if the International Baccalaureate teacher is in a school designated with a grade of “D” or “F” and has at least one student scoring 4 or higher on the International Baccalaureate examination or a “C” or higher in the Theory of Knowledge course. The school district shall use the remaining funds for expenses associated with the applicable courses to include the cost of the assessment fee for the International Baccalaureate diploma; however, such funds may not be used to supplant the district’s base Florida Education Finance Program funds provided pursuant to paragraph (1)(n).

(f)1. A value of 0.025 is assigned to each student who earns a CAPE Digital Tool certificate in elementary and middle school grades. Beginning with the 2025-2026 school year, this value shall apply only to students in the elementary school grades. A value of 0.1 is assigned to each student who completes a career-themed course pursuant to ss. 1003.491–1003.493, or a course with an embedded CAPE industry certification and is issued an approved industry certification specifically identified in the CAPE Industry Certification Funding List as a CAPE Basic Non-articulated industry certification. A value of 0.2 is assigned to each student who completes a career-themed course pursuant to ss. 1003.491–1003.493, or a course with an embedded CAPE industry certification and is issued an approved industry certification specifically identified in the CAPE Industry Certification Funding List as a CAPE Basic Articulated industry certification. A value of 0.3 is assigned to a high school student who completes at least three courses and an industry certification in a single career and technical education program or program of study and who exits with a standard high school diploma. Each industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Pathways

industry certification. A value of 0.5 is assigned to a high school student who completes CAPE Acceleration industry certifications that articulate for 15 to 29 college credit hours. A value of 1.0 is assigned to a high school student who completes CAPE Acceleration industry certifications that articulate for 30 or more college credit hours.

2. From the funds received from the supplement, each school district shall award the following bonuses to teachers who provided instruction that led to the attainment of the assigned student value:

- a. A bonus of \$25 for each student with an assigned value of 0.1.
- b. A bonus of \$50 for each student with an assigned value of 0.2.
- c. A bonus of \$75 for each student with an assigned value of 0.3.
- d. A bonus of \$100 for each student with an assigned value of 0.5 or 1.0.

3. The school district shall use the remaining funds for expenses associated with the applicable courses; however, such funds may not be used to supplant the district's base Florida Education Finance Program funds provided pursuant to paragraph (1)(n).

(g) Bonuses awarded under this subsection shall be in addition to any regular wage or other bonus the teacher received or is scheduled to receive. A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this subsection.

(h)1. A value of 0.25 is assigned to each student who graduates one semester in advance of the student's cohort and a value of 0.5 is assigned to each student who graduates 1 year or more in advance of the student's cohort pursuant to s. 1003.4281. If the student was enrolled in the district as a full-time high school student for at least 2 years, the district must report the student in the subsequent fiscal year. If the student was enrolled in the district for less than 2 years, the district of enrollment must report the students and must transfer a proportionate share of the funds earned for early graduation to the district in which the student was previously enrolled.

2. Each school district shall use the funds received from the supplement for expenses associated with providing students with early graduation options established pursuant to s. 1003.4281; however, such funds may not be used by the school district to supplant the district's base Florida Education Finance Program funds provided pursuant to paragraph (1)(n).

(i) Beginning September 1, 2026, and each year thereafter, each school district must report its prior year total expenditures of its academic acceleration supplement funds to the Legislature in a format prescribed by the Department of Education.

Section 18. Section 1011.65, Florida Statutes, is amended to read:

~~1011.65 Recalculation of the Florida Education Finance Program Appropriation Allocation Conference.—Prior to the distribution of any funds appropriated in the General Appropriations Act for the K-12 Florida Education Finance Program formula and for the formula-funded categorical programs, the Commissioner of Education shall conduct an allocation conference. Conference principals shall include representatives of the Department of Education, the Executive Office of the Governor, and the appropriations committees of the Senate and the House of Representatives. Conference principals shall discuss and agree to all conventions, including rounding conventions, and methods of computation to be used to calculate Florida Education Finance Program and categorical entitlements of the districts for the fiscal year for which the appropriations are made. These conventions and calculation methods shall remain in effect until further agreements are reached in subsequent allocation conferences called by the commissioner for that purpose. The commissioner shall also, prior to each recalculation of Florida Education Finance Program, the Department of Education shall and categorical allocations of the districts, provide to the Legislature and the Executive Office of the Governor conference principals with all data necessary for the Legislature and the Executive Office of the Governor to replicate the department's recalculation of the Florida Education Finance Program. The recalculated Florida Education Finance Program may not be provided to school districts until the Legislature and the Executive Office of the Governor provide written notification to the department that the recalculated Florida Education Finance Program complies with law those allocations precisely. This data shall include a matrix by district by program of all full-time equivalent changes made by the department as part of its administration of state full-time equivalent caps.~~

Section 19. (1) No later than July 1, 2028, the Department of Education shall recommend to the Legislature a Florida Title I performance incentive program to reward Title I schools that have demonstrated excellence in student achievement and learning gains.

(2) Recommendations must include, but are not limited to:

(a) A methodology to determine eligibility based on student achievement, learning gains, or comparisons to other Title I schools. The Department must consider:

1. Additional weights for student learning gains.

2. The percentage of economically disadvantaged students at the school and any other school attributes.

(b) Uses of program funds.

(c) Projection of award amounts and overall program costs based on the recommended methodology.

Section 20. This act shall take effect July 1, 2025.

Approved by the Governor June 30, 2025.

Filed in Office Secretary of State June 30, 2025.