

Funding Streams for Education in Florida

March 10, 2016

Overview – State Funds

Article IX, section 1 of the Florida Constitution establishes the State of Florida's commitment to funding grades K-12 education, as follows: "The education of children is a fundamental value of the people of the State of Florida. It is, therefore, a paramount duty of the state to make adequate provision for the education of all children residing within its borders. Adequate provision shall be made by law for a uniform, efficient, safe, secure and high quality system of free public schools that allows students to obtain a high quality education..."

Florida Education Finance Program (FEFP)

In 1973 the Florida Legislature enacted the Florida Education Finance Program (FEFP) and established the state policy on equalized funding to guarantee to each student in the Florida public education system the availability of programs and services appropriate to his or her educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors.

FEFP

To equalize educational opportunities, the FEFP formula recognizes: (1) varying local property tax bases; (2) varying education program costs; (3) varying costs of living; and (4) varying costs for equivalent educational programs due to sparsity and dispersion of the student population.

FEFP (2)

- The FEFP is the primary mechanism for funding the operating costs of FL school districts.
- A key feature of the FEFP is that it bases financial support for education upon the individual student participating in a particular educational program rather than upon the number of teachers or classrooms.

FEFP (3)

- FEFP funds are primarily generated by multiplying the number of full-time equivalent (FTE) students in each of the funded education programs by cost factors to obtain weighted FTE students.

- Weighted FTE students are then multiplied by a base student allocation and by a district cost differential to determine the base funding from state and local FEFP funds.
- In addition to the base funding allocation, two major allocations within the FEFP are the Supplemental Academic Instruction Allocation and the Exceptional Student Education (ESE) Guaranteed Allocation.
- Class Size Reduction funds are also a significant allocation.

Determining FTE Reported by Student and Course for Classes Operating During Survey Week

Membership/Enrollment:

Each PK-12 student must meet the membership requirement as discussed in this paragraph to be eligible to be reported, and must also meet the attendance requirement to be eligible for funding. On the Friday of survey week, the district must capture the student course schedule for each student who is on the membership roll for that week.

If the student has at least one day of membership during survey week, the student meets the membership requirement and is eligible for reporting. The student is in membership when he or she is officially assigned to a course or program by a school or district.

Students who are not in membership during survey week should not be reported for FTE. For example, if the student's last day of membership is Friday prior to survey week, the student does not meet the membership requirement and is not eligible to be reported.

Attendance

To receive FEFP funding for students, the district must determine whether students who have met the membership requirement have also met the attendance requirement outlined below. The district must verify that the student has been in attendance during the 11-day window.

A student is considered to have met the attendance requirement if the student has been in attendance at least one day of survey week or on one of the six scheduled school days preceding the survey week when the school was in session.

FTE eligibility as related to attendance for students in grades PK-12 is not determined on a course-by-course basis; instead, it is **determined on a daily basis**. The documentation that verifies that the student met the attendance requirements for FTE eligibility must be maintained for a period of three years or until all applicable audits have been completed, whichever is longer.

FEFP (4)

- How do the matrix and FTE funding interrelate?

Response:

The first 3 levels are guaranteed allocations for special services. Funding is a base funding. Level 254 and 255 are a separate cost factor.

- Is district funding for an ESE student totally calculated on the matrix or are FTE based funds supplemented by matrix funds?

Response:

The first 3 levels are guaranteed allocations for special services. Funding is a base funding. For Level 4 and 5, entire program (basic and special services) is funded through the matrix.

Scholarship Programs

- John M. McKay Scholarships for Students with Disabilities Program
- Personal Learning Scholarship Accounts (PLSAs)
- Florida Tax Credit Scholarships

Capital Outlay

- Proceeds from gross receipts taxes, referred to as Public Education Capital Outlay (PECO) funds.
- School boards may also levy up to 1.5 mills (property taxes) for capital outlay and maintenance.
- Citizens may vote an additional millage levy for operations and/or capital outlay.
- School districts are authorized to sell bonds for capital outlay projects to be repaid from local property taxes
- Sales Taxes authorized by voter referendum for school district capital outlay or shared with the county commission

Federal Funds for Education

- Federal funds are typically used to supplement state and local funds. This means that all programs receive their basic support from state and local funds and federal funds are added on top to address specific purposes.
- Federal funds come with many requirements with respect to how and when the funds may be spent.

Federal Funds – Major Programs

- Elementary and Secondary Education Act (ESEA)
 - Title I – Improving the Academic Achievement of the Disadvantaged (Students in Poverty, Migrant Students, and Neglected and Delinquent)
 - Title II – Preparing, Training, and Recruiting High-Quality Teachers and Principals
 - Title III – Language Instruction for Limited English Proficient and Immigrant Students
 - Title IV – 21st Century Schools (Safe and Drug-Free Schools, no longer funded; 21st Century Community Learning Centers)

Federal Funds – Major Programs (2)

- Title V – Promoting Informed Parental Choice and Innovative Programs (Charter School Program – competitive)
- Title X – Education for Homeless Students

Note: ESEA has been amended many times. The No Child Left Behind Act (NCLB) was an amendment to ESEA. The recently enacted Every Student Succeeds Act (ESSA) is an amendment to NCLB and most provisions will take effect in the 2017-18 school year.

Individuals with Disabilities Education Act (IDEA)

- Part B (generated by students ages 3-21, can be used for students birth – 21)
- Part B, Preschool (generated by and used for students ages 3-5)
- Funds distributed to the states by formula and to the local education agencies (LEAs) by formula.
- Intended for the excess costs of educating students with disabilities
- Subject to maintenance of effort requirements

IDEA – Uses of Funds

- Administrative Set-Aside – used by the state to administer the program (staff and associated costs) (2%)
- State-Level (discretionary) Set-Aside – may be used for a variety of state-wide purposes such as monitoring, complaint investigation, mediation, technical assistance, training, capacity building activities, expanding use of technology, transition programs, provision of appropriate accommodations and/or alternate assessments (8%)
- Flow-through to districts (90%)

Career and Adult Education

- Carl D. Perkins Vocational and Technical Education Act
- Adult Education
- Workforce Innovation and Opportunity Act (WIOA)

Resources

Florida Education Finance Program

- [Florida Education Finance Program Website](http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf)
<http://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>

Federal Programs

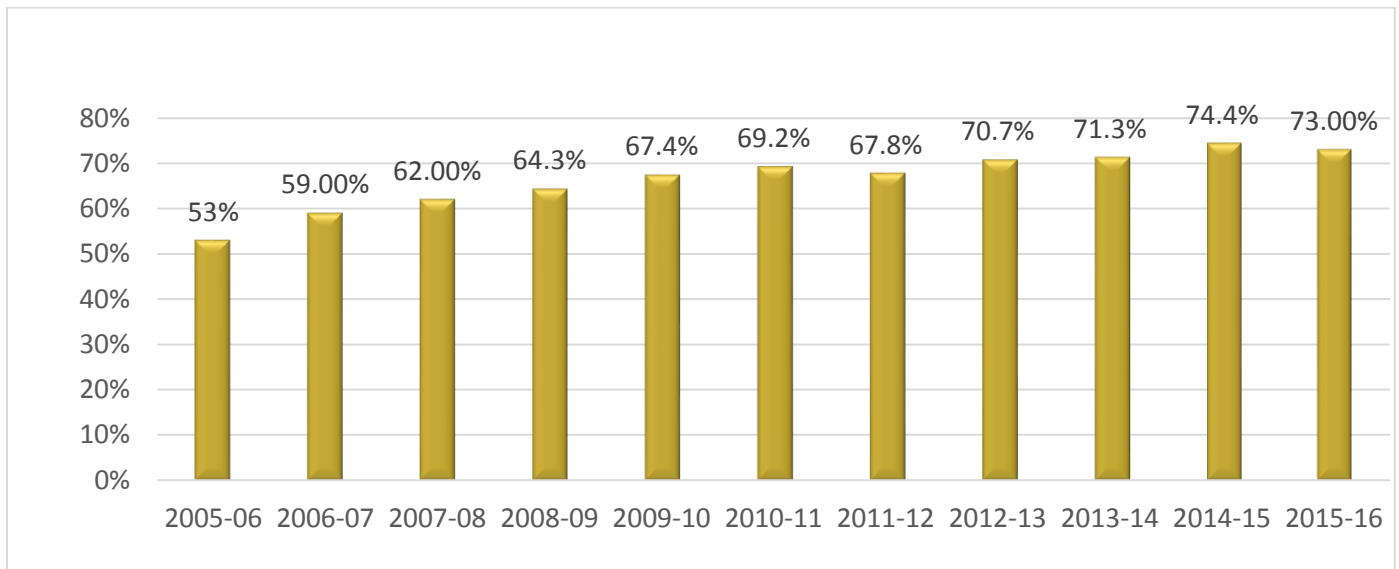
- [Federal Programs website](http://www.ed.gov/) <http://www.ed.gov/>

Graduation Requirements

SAC Webinar, May 3, 2016

Data:

Regular Class Placement



Class:

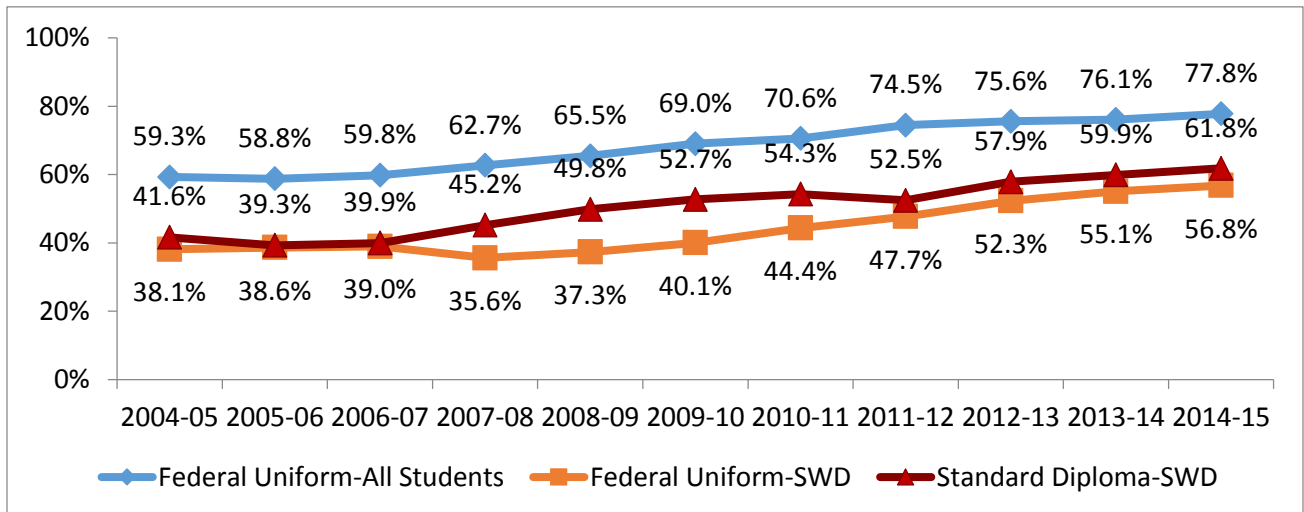
- The ideal situation is for all children to be educated together

- The **classroom** a student sits in does NOT dictate the type of **courses** they take
- Students in a general education classroom may be enrolled in access courses and students in a separate environment may be enrolled in general education courses

Course

- For students now in the 10th grade and below there are only two course choices for core subjects, general education courses and access courses
- Both are based on the same standards, but the level of complexity is very different
- Only students on access points can take access courses
- Access points are only for students with a **significant cognitive disability** and parental consent is required

Graduation Rates



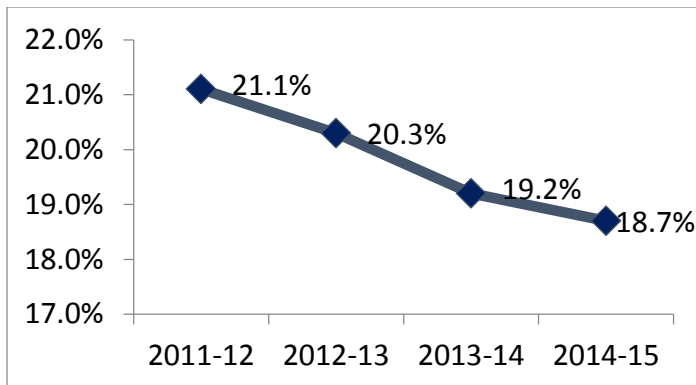
2014-15

High Performing Districts – Standard Graduation Rate by Size Alike

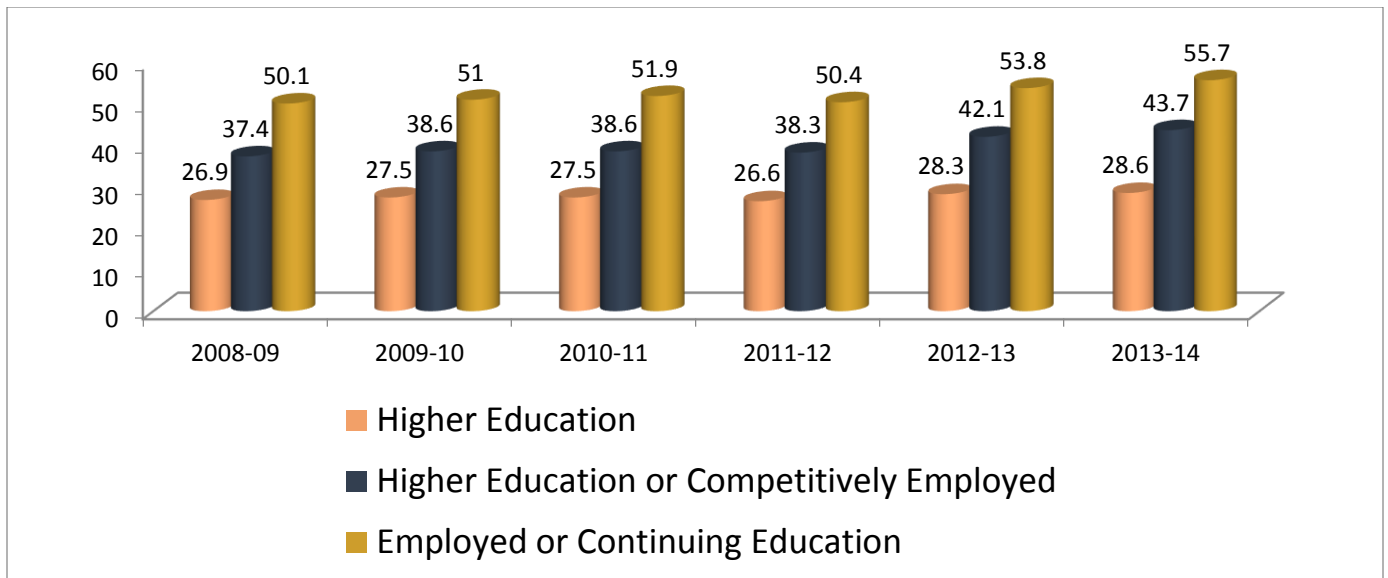
Orange, Collier, Pasco, St. Lucie, Seminole*, Bay, Clay, Okaloosa, St. Johns, Indian River, Martin, Nassau, Sumter, Baker, Bradford, Calhoun*, Dixie*, Gilchrist*, Gulf, Levy*, Liberty*, Madison, Wakulla*,

* Over 80%

Federal Dropout Rate



Post-school Outcomes



Graduation Requirements

Florida Public School Options

- 24 Credit Standard Diploma
- 18 Credit ACCEL Option
- Special Diploma (Not available to students who began 9th grade in 2014-15 or later)
- Performance-Based Exit Option/GED Exit Option
- International Baccalaureate (IB) Diploma Program
- Advanced International Certificate of Education (AICE) Diploma Program

24 Credit Standard Diploma (Section 1003.4282, F.S.)

- There are three 24 credit high school diploma options
- Two available only to students with disabilities
 - Academic and employment
 - Access courses and alternate assessment

The majority of students with disabilities will complete the option available to all students

24 Credit Standard Diploma

- 4 English Language Arts
 - ELA I,III,IV
- 4 Math
 - Must include Algebra I and Geometry
- 3 Science
 - Must include Biology I and 2 equally rigorous
 - 2/3 must have lab
 - Allows CTE substitutes
- 3 Social Studies
 - 1 World History, 1 US History, .5 US Government, .5 Economics with Financial Literacy

24 Credit Standard Diploma (2)

- 1 Fine and Performing Arts, Speech and Debate, or Practical Arts
- 1 Physical Education
 - Include the integration of health
- 8 Electives
- One of the above must be an online course (may be waived for SWD)

Standard Diploma via Academic and Employment-based Courses

Must meet the same 24 course requirements as all students

Must earn at least one-half credit in an employment-based course

Documented achievement of components on employment transition plan

May substitute a CTE course with content related for English IV, one math, science and one social studies

Not Algebra, Geometry, Biology or US History

Standard Diploma via Access Courses

Must meet the same 24 course requirements as all students, but will use access courses

Access Algebra 1 instead of Algebra 1, etc.

Other ESE courses and core courses may be used in certain circumstances

May substitute a CTE course with content related for access English IV, one access math, one access science and one access social studies

Not access Algebra, Geometry, Biology or US History

Course substitutions must be approved by DOE

CTE courses may be modified

Standard Diploma via Access Courses

Must take the Florida Alternate Assessment in reading, math and science until replaced by Florida Standards Alternate Assessment (FSAA)

Must score 4 or above or have results waived (FSAA scoring not yet normed so minimum score has not been determined)

If results waived, demonstrate achievement via a portfolio (best practice - collect portfolio artifacts for all students)

Significant Cognitive Disability

- IEP team decision, must have parental consent
- Approximately 1% of all students (10% SWD)
- Most profound and complex learning challenges
- A history of poor performance on state assessments and/or deficit in reading scores alone do not qualify
- Impact should be on ALL activities, including academic, independent functioning, community living, leisure, vocational
- IQ score alone not sufficient

Significant Cognitive Disability (2)

- Must use a variety of sources of information, such as
 - Psychological assessments
 - Achievement test data
 - Aptitude tests
 - Observations
 - Medical records
 - Attendance records
 - Mental health assessments
 - Adaptive behavior assessments
 - Language assessments
 - School history
 - Student response to instruction/intervention

18-credit ACCEL Option

- Same requirements as 24 credit option, except:
 - 3 elective credits instead of 8
 - Physical Education is not required
 - Online course is not required

Special Diploma

- In the 2014 legislative session the special diploma statute was repealed.
- Students who were already in high school and whose IEP stated that they were working toward a special diploma may continue to do so, or they can switch to a standard diploma.
- Switching may mean they will need to spend extra time in high school.

The Performance-Based Exit Option

- An alternate route to a diploma for students who are at least 16 years of age, do not have enough credits, have a low grade point average, or are overage for their current grade level.
- This option is NOT designed to be a preferred or accelerated program for early exit.
- Also known as the “GED® Exit Option.”

International Baccalaureate (IB) Diploma Program

- Designed for highly-motivated students aged 16 – 19
- Based on a rigorous two-year pre-university course of study with international examinations and university credit

Advanced International Certificate of Education (AICE) Diploma Program

- Designed for students aged 16 – 19 who are seeking advanced study in preparation for college or university study.
- Based on the Cambridge International Examinations curriculum and assessment

Deferring Receipt of Standard Diploma

- Allowed by the statute
- Processes described in the rule

S. 1003.4282(11)(c), F.S.

- **Receipt of diploma may be deferred** under certain conditions
 - IEP prescribes special education, transition planning, transition services or related services through age 21; **and**
 - Is enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school, courses necessary for Scholar designation, or structured work-study, internship or pre-apprenticeship program

Graduation Requirements

- Online course available at [Online Courses http://pdportal.florida-ese.org](http://pdportal.florida-ese.org)
- Choose the parts you want to view
- Access from computer, tablet or cell phone

Accommodations and Modifications

Accommodations

- Changes in the **way** the student learns and/or is tested
- No change in standards or expectations
- Permitted under IDEA, ADA, 504
- [New Testing Guidance http://www.ada.gov/regs2014/testing_accommodations.html](http://www.ada.gov/regs2014/testing_accommodations.html)

Modifications

- Changes in **what** the student is expected to learn

- Permitted for students with significant cognitive disabilities
- Considered after all appropriate accommodations are in place

Accommodations

- Accommodations remove barriers so that individuals with disabilities have the opportunity to participate fully (equal opportunity)
- Use of braille, sign language interpreters, wheelchair ramps
- Changes in instructional and testing methods
 - Eg. More time for tests, fewer problems, quiet environment, **verbal rather than written instruction and/or responses**, materials or tasks broken down into more steps, technology

Modifications

- Program is modified to allow an individual with a disability to participate to the extent possible for them
- Student is not expected to learn the same material as other students
- Modified Occupational Completion Points (MOCPs) may be used for CTE courses
 - Up-to-date guidance is needed
 - CTE/ESE survey is being developed

Modifications

- Program is modified to allow an individual with a disability to participate to the extent possible for them
- Student is not expected to learn the same material as other students
- Modified Occupational Completion Points (MOCPs) may be used for CTE courses
 - Up-to-date guidance is needed
 - CTE/ESE survey is being developed

Helping Struggling Students

“If a child can’t learn the way we teach, maybe we should teach the way they learn.” - Michael J. Fox

BEES, through our projects, offers training and resources to educators to help them meet the needs of all students.