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**HOUSE OF REPRESENTATIVES
COMMITTEE ON
EDUCATION INNOVATION
ANALYSIS**

BILL #: HB 135

RELATING TO: Aftercare Pilot Program

SPONSOR(S): Representatives Bendross-Mindingall, Gottlieb, and Garcia

TIED BILL(S): None

ORIGINATING COMMITTEE(S)/COUNCIL(S)/COMMITTEE(S) OF REFERENCE:

- (1) EDUCATION INNOVATION
 - (2) EDUCATION APPROPRIATIONS
 - (3) FISCAL POLICY & RESOURCES
 - (4) COUNCIL FOR LIFELONG LEARNING
 - (5)
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I. SUMMARY:

HB 135 requires the Department of Education (DOE) to conduct an Aftercare Pilot Program during the 2001-2002 school year. The Department is required to select one elementary school in an urban area, one elementary school in a suburban area, and one elementary school in a rural area for participation in the pilot program. Each selected school must have a performance grade of a "C" or less during the current academic year.

The bill requires the school administration of each school selected for participation to identify children in that school as being eligible to participate in the program. Homework assistance and dinner must be provided three times a week for those students, at no cost to the student or his or her parents.

The bill requires DOE to report to the Legislature the effects of the pilot program on student achievement by January 1, 2003.

The bill specifies that a school selected for participation in the pilot program must provide the services with funds allocated to the school from the Educational Enhancement Trust Fund. Consequently, it appears that schools will have to re-prioritize the use of their Educational Enhancement Trust Fund dollars in order to implement the provisions of the Aftercare Pilot Program.

SUBSTANTIVE ANALYSIS:

A. DOES THE BILL SUPPORT THE FOLLOWING PRINCIPLES:

- | | | | |
|-----------------------------------|------------------------------|--|---|
| 1. <u>Less Government</u> | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. <u>Lower Taxes</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. <u>Individual Freedom</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 4. <u>Personal Responsibility</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. <u>Family Empowerment</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

The bill does not appear to support the principle of less government because it requires the Department of Education to conduct the newly created Aftercare Pilot Program, as well as report its effects to the Legislature.

B. PRESENT SITUATION:

School districts currently have the authority to develop and implement a variety of programs and strategies to enhance student performance. Some districts utilize supplemental academic instruction funds in order to support after-school programs designed to enhance student performance.

SUPPLEMENTAL ACADEMIC INSTRUCTION

Section 236.0814, F.S., creates the Supplemental Academic Instruction (SAI) Fund that is designed to assist school districts with providing supplemental academic instruction to students in the K-12 system. School districts are provided with great flexibility when using SAI funds. Schools may use the funds to provide supplemental instruction to any student in any manner at any time during or beyond the school year as long as the manner is identified as the most efficient way to best help the student progress from grade to grade and graduate. Supplemental academic instruction strategies may include, but are not limited to:

- Modified instruction;
- Reading instruction;
- After-school instruction;
- Tutoring;
- Mentoring;
- Class size reduction;
- Extended school year;
- Intensive skills development in summer school;
- Other methods for improving student achievement.

The Legislature appropriated \$662.6 million for supplemental academic instruction to be used during the current fiscal year, and appropriated \$523.5 million for supplemental academic instruction that was used during the 1999-2000 fiscal year. According to the Department of Education (DOE), 74% of all public school students statewide were served with SAI funds during the 1999-2000 school year. Nearly all of the total SAI funds were

spent on academic services. The academic services used most frequently were class size reduction, intensive remediation, and summer school instruction.

Subsection 230.23(16)(c), F.S., encourages school districts to prioritize the use of SAI funds to improve student performance in schools that receive a performance grade of "D" or "F".

EDUCATIONAL ENHANCEMENT TRUST FUND

Section 24.121, F.S., specifies that 38% of the gross revenue from the sale of lottery tickets and other earned revenue will be deposited in the Educational Enhancement Trust Fund, which is administered by DOE. These funds are used to support the public education system. The majority of the funds appropriated for the K-12 system are earmarked for specific programs, such as the Classrooms First Capital Outlay Program, the School Recognition Program, the Assistance to Low-performing Schools Program, and various Pre-K programs. A portion of the funds deposited in the Educational Enhancement Trust Fund is provided to school districts as discretionary funds.

From the Educational Enhancement Trust Fund, the Legislature appropriated \$190.1 million in discretionary funds to school districts for the 2000-2001 fiscal year. These funds were allocated by prorating each district's K-12 base funding entitlement to the amount of the appropriation.

C. EFFECT OF PROPOSED CHANGES:

HB 135 requires the Department of Education (DOE) to conduct an Aftercare Pilot Program during the 2001-2002 school year. The DOE is required to select one elementary school in an urban area, one elementary school in a suburban area, and one elementary school in a rural area to participate in the pilot program. The schools selected by DOE must be designated with a school grade of "C" or below in the 2000-2001 school year.

The bill requires the school administration of each school selected for participation to identify children in that school as being eligible to participate in the program. Homework assistance and dinner must be provided three times a week for those students, at no cost to the student or his or her parents.

The bill specifies that a school selected for participation in the pilot program must provide the services with funds allocated to the school from the Educational Enhancement Trust Fund.

Lastly, the bill requires DOE to report to the Legislature the effects of the pilot program on student achievement by January 1, 2003.

It appears that as a result of this program, participating students may have the opportunity to improve their basic skills, develop effective study habits, and improve their academic performance. The pilot program may have a positive impact on the school's performance grade. If the pilot program is expanded, these effects may be experienced throughout the state.

D. SECTION-BY-SECTION ANALYSIS:

Section 1: Creates, in an unspecified section of statute, the Aftercare Pilot Program requiring: (1) the Department of Education (DOE) to conduct the program; (2) school administrators to identify students participating in the program; (3) selected schools to

provide homework assistance and dinner three times a week at no cost to the student or his or her parents; (4) selected schools to fund the program from the funds allocated to them in the Educational Enhancement Trust Fund; and (5) DOE to report to the Legislature the effects of the program on student achievement by January 1, 2003.

Section 2: Provides for an effective date of July 1, 2001.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

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

2. Expenditures:

See Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

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

2. Expenditures:

See Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

Students participating in the program will be provided dinner three times a week by the school, at no cost to the child or his or her parents.

D. FISCAL COMMENTS:

According to the Department of Education (DOE), implementation of this bill would require DOE to provide technical assistance to clarify selection criteria for pilot sites, monitor the program, and create protocols for serving dinners to students. Given the limited scope of the pilot program, the cost to DOE will be minimal; however, future expansion of the pilot program may require additional staff.

According to DOE, although this pilot program could have a positive impact on the participating schools' grades, the schools in the pilot program will incur a cost to implement this program successfully. Funds will need to be directed to provide for transportation, food service, and staffing. Schools will need to re-prioritize the use of their allocated Educational Enhancement Trust Fund dollars in order to implement the provisions of the Aftercare Pilot Program.

III. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

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

B. REDUCTION OF REVENUE RAISING AUTHORITY:

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

C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

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

IV. COMMENTS:

A. CONSTITUTIONAL ISSUES:

This bill does not appear to violate any constitutional provisions.

B. RULE-MAKING AUTHORITY:

This bill does not appear to grant any rule-making authority to any government agency.

C. OTHER COMMENTS:

None.

V. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

None.

VI. SIGNATURES:

COMMITTEE ON EDUCATION INNOVATION:

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