

STORAGE NAME: h1689.ge.doc
DATE: April 4, 2001

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

BILL #: HB 1689
RELATING TO: Teacher recruitment
SPONSOR(S): Representative Atwater

TIED BILL(S):

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

- (1) GENERAL EDUCATION
 - (2) EDUCATION APPROPRIATIONS
 - (3) COUNCIL FOR LIFELONG LEARNING
 - (4)
 - (5)
-

I. SUMMARY:

This bill creates a program to recruit retiring or career-changing professionals into teaching. Modeled after the successful Troops to Teachers Program, it will provide up to \$5,000 to candidates who agree to become certified and teach in Florida schools for 1 year for each year of their receipt of the stipend.

This bill creates an undesignated section of the Florida Statutes.

II. SUBSTANTIVE ANALYSIS:

A. DOES THE BILL SUPPORT THE FOLLOWING PRINCIPLES:

- | | | | |
|-----------------------------------|------------------------------|-----------------------------|---|
| 1. <u>Less Government</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" 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"/> |

For any principle that received a "no" above, please explain:

B. PRESENT SITUATION:

Need for Teachers

The Florida Office of Economic and Demographic Research projects a need for a total of 162,296 new teachers in Florida between now and 2010. This year, 14,366 teachers are expected to resign or terminate their employment, and 1,081 additional teachers will be needed to accommodate growing student enrollments. Last year, almost 9 percent of Florida's teaching force needed to be replaced.

Florida's increasing student population, especially at the secondary school level, has increased the need for teachers. In Florida, 52 of the 67 school districts have increased their student population since 1995. Statewide, the student population has grown by more than 200,000 students. Student growth means that 11,400 additional teachers will be needed to accommodate higher enrollments.

Only about 6,000 teacher candidates graduate each year from state-approved teacher education programs.

Existing Programs

Florida has several programs designed to make available fellowships, forgivable loans, or tuition reimbursement for teachers who agree to teach in Florida's public schools for a number of years. These include:

- Student fellowship program (s. 231.6215, F.S.), which, if funded, will provide annual forgivable loans of \$6500 to rising juniors who agree to teach in Florida for 3 years. Fellows must complete a major in a content area other than teaching and attain teaching expertise through a 12-month program designed by the university or college.
- Minority Teacher Education Scholars Program and the Florida Fund for Minority Teachers (ss. 240.4128 and 240.4129, F.S.)
- Critical Teacher Shortage Tuition Reimbursement Program (s. 240.4064, F.S.)
- Critical Teacher Shortage Student Loan Forgiveness Program (s. 231.621, F.S.)
- Florida Teacher Scholarship and Forgivable Loan Program (s. 240.4063, F.S.)
- Grants for teachers for special training in exceptional student education (s. 240.405, F.S.)

Troops to Teachers Program

The Troops to Teachers program is designed to help former military personnel enter public education as teachers. The federal government funds the program as a \$4 million grant program to school districts. Since the inception of the program in January 1994, 3,000 service members have entered the teaching profession. The program was created in the 1993 Defense Authorization Bill to ease the effect of military downsizing. It is managed by the Defense Activity for Non-Traditional Support, called DANTES, a Department of Defense agency. Currently the program operates 20 state Placement Assistance offices, including one in Florida. According to officials in the Department of Education, the program has recruited 270 new teachers for Florida's schools. The success of these programs is not so much in the numbers but in their ability to meet demographic or program needs. Almost all of the teachers are male, 29 percent are members of minority groups, and 66 percent are teaching mathematics or science. Eleven percent reported that they were teaching general special education. A related program, called Soldiers to Scholars, provides scholarships to former military personnel who are completing their baccalaureate degrees and have agreed to enter the teaching profession. They live in high-poverty areas of Orlando while attending college, and most (73 percent) accept employment in inner-city schools. Currently 34 people are in this program.

Transition to Teaching Act (Federal)

On June 24, 1999, the United States House of Representatives passed H. R. 2344, the "Transition to Teaching Act," by Representative Jim Davis of Florida. The Senate never acted on the bill, but on December 15, 2000, \$34 million was added to the federal Omnibus Appropriations Bill of 2000 for a program called "Transition to Teaching." The regulations for allocating the funds to states have not yet been approved. If allocations are authorized for programs with a similar design, this bill could streamline Florida's ability to qualify for some of the funding.

C. EFFECT OF PROPOSED CHANGES:

The legislation under consideration will create the Transition to Teaching Program to encourage and assist mid-career professionals who want to become teachers. It is intended to enable professional associations, business and trade groups, unions, school districts, postsecondary education institutions, community organizations, and other organizations to assist their retiring employees who want to become teachers.

D. SECTION-BY-SECTION ANALYSIS:

Section 1. Creates the Transition to Teaching Program to encourage and assist mid-career professionals who want to become teachers.

Section 2. Provides for grants to community colleges, state universities, or independent colleges or universities to implement the Transition to Teaching Program by working with firms that employ professionals or represent employees. A consortium of organizations is eligible, but it must include a postsecondary education institution. The Commissioner of Education shall design the process for receiving and evaluating grant proposals in accordance with state and federal appropriations guidelines. Grants may be awarded only to the extent that funding is provided.

The Commissioner of Education must require an evaluation process to measure the progress and effectiveness of the program. This evaluation must include: (a) The program's goals and objectives; (b) The performance indicators that the applicant will use to measure the program's progress; (c) The outcome measures that will be used to determine the program's effectiveness; and (d) An assurance that the applicant will provide the commissioner with information the commissioner finds necessary to determine the overall effectiveness of the programs.

Section 3. Provides that an applicant shall estimate the funds required for the proposed program. All funds provided for a program must be used to provide training stipends and other financial incentives for program participants, in an amount not to exceed \$5,000 per participant. Eligible applicants are encouraged to implement the program using the specified components.

Section 4. Provides each participant who receives a grant from the program to pursue a teacher preparation program must agree to teach in an eligible school district in this state for at least 3 years after certification. To be eligible, a school district must meet the requirements established in regulations that implement the Omnibus Appropriations Bill of 2000. The Commissioner of Education shall establish conditions under which a participant must repay all or a portion of the training stipend if the participant fails to complete his or her service obligation.

Section 5. Provides that the bill shall take effect July 1, 2001.

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

On June 24, 1999, the United States House of Representatives passed H. R. 2344, the "Transition to Teaching Act," by Representative Jim Davis of Florida. The Senate never acted on the bill, but on December 15, 2000, \$34 million was added to the federal Omnibus Appropriations Bill of 2000 for a program called "Transition to Teaching." The regulations for allocating the funds to states have not yet been approved. If allocations are authorized for programs with a similar design, this bill could streamline Florida's ability to qualify for some of the funding.

IV. 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 spend funds or to take an action requiring the expenditure of funds.

B. REDUCTION OF REVENUE RAISING AUTHORITY:

This bill does not reduce the authority that municipalities or counties 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.

V. COMMENTS:

A. CONSTITUTIONAL ISSUES:

None.

B. RULE-MAKING AUTHORITY:

None.

C. OTHER COMMENTS:

None.

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

N/A

VII. SIGNATURES:

COMMITTEE ON GENERAL EDUCATION:

Prepared by:

Staff Director:

Gip Arthur

Ouida Ashworth