1989

Session Law 89-120

Florida Senate & House of Representatives

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S 711 GENERAL BILL/1ST ENG by Woodson-Howard and others
(Similar H 1489)
Education/Dropout Prevention; provides for an outreach program to secure parental involvement in efforts to prevent students from dropping out of school; requires each public school which is designated Chapter I school to establish an outreach program; requires program to conform to goals set forth in federal legislation; provides requirements for home visits; allows school district to contract for conduct of outreach program, etc. Effective Date: 06/26/89.
03/29/89 SENATE Prefiled
04/07/89 SENATE Introduced, referred to Education; Appropriations—SJ 106
04/14/89 SENATE Extension of time granted Committee Education
04/24/89 SENATE On Committee agenda—Education, 04/26/89, 2:00 pm Room-A—(LL-37)
04/26/89 SENATE Comm. Report: Favorable by Education—SJ 210
04/27/89 SENATE Now in Appropriations—SJ 210
05/03/89 SENATE Extension of time granted Committee Appropriations
05/18/89 SENATE Extension of time granted Committee Appropriations
05/29/89 SENATE Withdrawn from Appropriations—SJ 557; Placed on Calendar
05/31/89 SENATE Placed on Special Order Calendar—SJ 618; Passed as amended; YEAS 32 NAYS 0—SJ 681
06/01/89 HOUSE In Messages
06/02/89 HOUSE Received, placed on Calendar—HJ 1127; Read second time; Read third time; Passed; YEAS 112 NAYS 0—HJ 1127
06/02/89 HOUSE Ordered enrolled—SJ 1406
06/12/89 Signed by Officers and presented to Governor
06/26/89 Approved by Governor; Chapter No. 89-120

NOTES: Above bill history from Division of Legislative Information's FINAL LEGISLATIVE BILL INFORMATION, 1989 SESSIONS. Staff Analyses for bills amended beyond final committee action may not be in accordance with the enacted law. Journal page numbers (HJ & SJ) refer to daily Journals and may not be the same as final bound Journals.
I. SUMMARY:

A. Present Situation:

Chapter I of the Elementary and Secondary Education Act provides financial assistance to meet the special educational needs of children. The reauthorization of Chapter I in 1988 through passage of the Hawkins/Stafford Elementary and Secondary Improvement Amendments Act, P.L. 100-297, contained new requirements for parental involvement in Chapter I programs. Educational agencies receiving Chapter I funds must involve parents in the program so that parents are informed of the reason for their child's participation and the instructional objectives and methods of the program, are supported in their efforts to work with their children at home toward attainment of educational objectives, have access to teachers who have been trained to work with parents, have a variety of opportunities to become informed about the educational program and to consult with teachers, and are provided opportunities to participate if they lack literacy skills or do not speak English fluently. The law suggest that parental involvement include parent input into the design and implementation of the program, volunteer or paid participation by parents in school activities, and programs, training, and materials that help build parents' capacity to improve their child's learning at home and in school.

Each local educational agency is required to consult with parents in the development of a written plan for parental involvement in the program. An annual parent meeting is required. Each local educational agency must provide opportunities for regular meetings of parents, give parents timely information about the program, and inform them of the requirements for parental involvement.

Every school district in Florida receives Chapter I basic funds. In 1989-90, Florida will receive $168,118,189 for this program. Each school district reports annually to the Department of Education concerning student demographics, student gains in achievement, etc., in the Chapter I program.

B. Effect of Proposed Changes:

The bill would reinforce the Chapter I requirements for parental involvement by requiring each Chapter I school in the state to establish a parent outreach program. Chapter I schools would have to inform parents of educationally deprived children the reason for their child's participation in the program, support parents' efforts to work with their children at home, train teachers and staff to work with parents, consult with parents on an ongoing basis concerning the ways the parents and school can work together to achieve the program's objectives, provide a comprehensive range of opportunities for
parents to become informed about the program, and ensure opportunities for participation by parents who lack literacy skills or do not speak fluent English.

The outreach programs would have to provide home visits on Saturdays and evenings in order to accommodate working parents who could not take time off during school hours.

School districts could contract with a community organization that would provide the program.

Each school district would be required to report annually to the Department of Education concerning the outreach program.

The report would include a statement of the funds spent, a description of the staff's qualifications, a description of the procedures used in the program, an evaluation of how well the program goals were met, and documentation of the program's effect on dropout prevention. The Commissioner of Education would be required to provide annually to the President of the Senate and the Speaker of the House of Representatives a statewide comparative analysis of the district reports.

II. ECONOMIC IMPACT AND FISCAL NOTE:

A. Public:

None.

B. Government:

School districts would use Chapter I funds to pay for the parental involvement program.

III. COMMENTS:

None.

IV. AMENDMENTS:

None.
The bill requires each public school which is designated a Chapter I school to establish an outreach program to secure parental involvement in efforts to prevent students from dropping out of school.

A. PRESENT SITUATION:

The Florida Legislature passed the Dropout Prevention Act of 1986 with the intent to encourage school districts to establish comprehensive dropout prevention programs that incorporate alternative education, teenage parent, substance abuse, disciplinary and youth services programs in grades 4 to 12. The Act authorizes an increased funding weight for students placed in dropout prevention programs established in accordance with comprehensive plans developed by the school districts and approved by the Department of Education. These plans are required to feature parental and community involvement, interagency coordination, early identification of risk factors, dropout retrieval activities, vocational activities, and career awareness. As of October, 1988, all except six school districts had implemented comprehensive dropout plans.

As of February 1988, a myriad of various types of dropout programs and initiatives served approximately 48,000 students, including 811 students who returned to school after dropping out.

B. EFFECT OF PROPOSED CHANGES:

This bill could enhance parent-teacher relationships, increase parental involvement, and improve sensitivity to cultural and
ethnic deference influencing school performance.

C. SECTION-BY-SECTION ANALYSIS:

Section 1.


Section 2.

States that beginning in academic year 1990-91, public schools designated as Chapter I schools Under Title I of the Elementary and Secondary Education Act of 1965, as amended, must establish a program of outreach to the parents of educationally deprived children.

The goals of the program must conform substantially to the goals set forth in the School Improvement Amendments of 1988 (Pub. L. 100-297, sec. 1016, entitled "Parental Involvement").

Provides for visits on Saturdays and during the evening hours in order to accommodate parents who cannot take time to participate in the program during school hours because of the requirements of their jobs.

Provides that a school district can contract to have the outreach program conducted by an organization located in the community which the program is to serve. The program must be staffed by people familiar with that particular community.

Requires a report by the school district on the outreach program to DOE on or before August 1 of each year, beginning in 1990. The report must include a statement of the money spent on the outreach program and the qualification of program staff; a clear, concise description of the procedures used in the program; an evaluation of how well the goals have been met; and documentation of the effect the program is having on the school dropout problem.

Requires the Commissioner of Education to submit to the President of the Senate and the Speaker of the House of Representatives a report that provides a statewide comparative analysis based on the district reports.

Section 3.

Provides a effective date.
II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring or First Year Start-Up Effects:
   Fiscal information is not available at this time. According to DOE it is possible that Title I money could be used to fund the program.

2. Recurring or Annualized Continuation Effects:
   No estimate is available from DOE at this time.

3. Long Run Effects Other Than Normal Growth:
   No estimate is available from DOE at this time.

4. Appropriations Consequences:
   No estimate is available from DOE at this time.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring or First Year Start-Up Effects:
   None.

2. Recurring or Annualized Continuation Effects:
   None.

3. Long Run Effects Other Than Normal Growth:
   None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:
   None.

2. Direct Private Sector Benefits:
   Although Florida's economy is experiencing strong growth and low unemployment, a workforce that is well-grounded in the basic math and language skills is essential for sustained economic health.
3. Effects on Competition, Private Enterprise, and Employment Markets:
None.

D. FISCAL COMMENTS:
None.

III. LONG RANGE CONSEQUENCES:
This bill is consistent with the State Comprehensive Plan to create an educational environment which provides adequate skills and knowledge for students to develop their full potential, and make a positive contribution to society.

This bill is consistent with the Children and Youth Committee's mission statement to development strategies to reduce alcohol and drug abuse, teenage pregnancy, and dropout rates.

This bill is consistent with the House policy statement in that it could help to restructure the educational system to give school districts the flexibility to shape programs to meet local needs.

IV. COMMENTS:
None.

V. SIGNATURES:
SUBSTANTIVE COMMITTEE:
Prepared by: Brenda Johnson
Staff Director: Richard Herring

SECOND COMMITTEE OF REFERENCE:
Prepared by:
Staff Director:

APPROPRIATIONS:
Prepared by:
Staff Director: