



LEGISLATIVE  
BUDGET  
COMMISSION

**Committee Meeting Packet  
for  
August 30, 2001**

# **LEGISLATIVE BUDGET COMMISSION AGENDA**

**August 30, 2001**

**1:30 p.m.**

**Room 412, Knott Building**

<b>Members:</b>	<b>Senator Lisa Carlton</b>	<b>Representative Randy John Ball</b>
	<b>Senator Victor Crist</b>	<b>Representative Paula Dockery</b>
	<b>Senator Daryl Jones</b>	<b>Representative Ronald A. Greenstein</b>
	<b>Senator Jim King</b>	<b>Representative Carlos A. Lacasa</b>
	<b>Senator Tom Rossin</b>	<b>Representative Evelyn J. Lynn</b>
	<b>Senator Jack Latvala</b>	<b>Representative Sandy Murman</b>
	<b>Senator Ronald A. Silver</b>	<b>Representative Rob Wallace</b>

- I. Consideration of the following budget amendments:**
  - a. EOG Number B2002-0126**  
**Justice Administration Commission**
  - b. EOG Number B2002-0171**  
**Department of Environmental Protection**
  - c. EOG Number B2002-0215**  
**Department of Children & Families**
- II. Consideration of the Department of Agriculture & Consumer Services proposed plan for the Citrus Canker Tree Compensation Program**
- III. Presentation on Procedures to Address General Revenue Deficits**
- IV. Department of Education Report on Technology Initiatives for Performance Enhancements in Florida Schools**
- V. Update on Zero Based Budgeting**
- VI. Consideration of other business**

**Department: Justice Administration**

**EOG Number: B0126**

**Problem Statement:** The State Attorney's Office, Eighth Judicial Circuit, received approval from the Executive Office of the Governor for eight positions (reference Budget Amendment B2001-0393) on December 13, 2000, in order to implement an increase in the Child Welfare Legal Services Contract with the Department of Children and Family Services. The 2000-2001 contract was later amended to include additional funding in the amount of \$6,498 for the purpose of providing the 2000-2001 legislative salary increases for these positions. Budget amendment B2001-0929 was approved by the Executive Office of the Governor on June 13, 2001, providing additional rate and Salaries and Benefits trust fund authority for this increase. Since this budget amendment was approved after the conclusion of the Legislative Session, it was not included in the 2001-02 General Appropriations Act.

Legislative Budget Commission approval is necessary to establish the additional rate during the interim.

**Agency Request:** The Justice Administration Commission requests approval of a rate adjustment of \$4,549.

**Governor's Recommendation:** Recommend approval of a rate adjustment of \$4,549 for the 2001-02 Fiscal Year in accordance with the terms of the amended Child Welfare Legal Services contract.

**Commission Staff Comments:** Recommend approval by the Legislative Budget Commission as recommended by the Governor's Office.

**Senate Subcommittee:** Public Safety & Judiciary  
**Senate Analyst:** Robert Beck  
**Phone Number:** (850) 487-5140 or SunCom 277-5140  
**E-mail Address:** robert.beck@LASPBS.state.fl.us

**House Committee:** Criminal Justice Appropriations  
**House Analyst:** Jim DeBeaugrine  
**Phone Number:** (850) 488-6204 or SunCom 278-6204  
**E-mail Address:** jim.debeaugrine@LASPBS.state.fl.us

Line Item No.	Budget Entity / Fund / Appropriation Category Title		REQUESTED BY AGENCY	RECOMMENDED BY GOVERNOR	APPROVED BY THE LEGISLATIVE BUDGET COMMISSION
	LAS/PBS Account Number	CF	Appropriation	Appropriation	Appropriation
	<b>JUSTICE ADMINISTRATION</b>				
	State Attorney, 8th Judicial Circuit Grants and Donations Trust Fund				
	<b>Positions and Rate</b>				
	Positions		0.0	0.0	
	Salary Rate		4,549	4,549	

**Department:** Environmental Protection

**EOG Number:** B0171

**Problem Statement:** Transfer authority in the amount of \$1,000,000 from the Solid Waste Management Trust Fund is required to implement proviso language in Senate Bill 2000 for the transfer of funds to the Department of Transportation for the Keep Florida Beautiful Program. This proviso language, which accompanies Specific Appropriation 2071, states:

"From the funds in Specific Appropriation 2071, \$150,000 is provided as a performance based grant to fund the State Litter Prevention Program, Keep Florida Beautiful, pursuant to s. 403.4131, F.S, and is contingent upon a like amount being transferred from the Department of Environmental Protection.

From the funds in Specific Appropriation 2071, \$850,000 is provided for the local Adopt-A-Highway Florida certified Keep America Beautiful (KAB) System Grant Program, pursuant to s. 403.4131(5), F.S., and is contingent upon a like amount being transferred from the Department of Environmental Protection."

Through an oversight in the development of the General Appropriations Act, the Department of Environmental Protection did not receive the budget authority necessary to accomplish this transfer, and the Department of Transportation will be unable to implement the proviso without the additional budget authority requested in this amendment.

**Agency Request:** The Department requests an increase of trust fund budget authority in the amount of \$1 million in order to transfer such funds to the Department of Transportation for the Keep Florida Beautiful Program.

**Governor's Recommendation:** Recommend approval to increase trust fund budget authority by \$1,000,000 to transfer funds from the Department of Environmental Protection to the Department of Transportation for the Keep Florida Beautiful Program pursuant to proviso language following Specific Appropriation 2071 of the Fiscal Year 2001-02 General Appropriations Act.

**Commission Staff Comments:** Recommend approval by the Legislative Budget Commission as recommended by the Governor's Office.

**Senate Subcommittee:** General Government  
**Senate Analyst:** Mike Akins  
**Phone Number:** (850) 487-5140 or SunCom 277-5140  
**E-mail Address:** mike.akins@LASPBS.state.fl.us

**House Committee:** General Government Appropriations  
**House Analyst:** Lynn Dixon  
**Phone Number:** (850) 488-6204 or SunCom 278-6204  
**E-mail Address:** lynn.dixon@LASPBS.state.fl.us

Line Item No.	Budget Entity / Fund / Appropriation Category Title		REQUESTED BY AGENCY	RECOMMENDED BY GOVERNOR	APPROVED BY LEGISLATIVE BUDGET COMMISSION
	LAS/PBS Account Number	CF	Appropriation	Appropriation	Appropriation
N/A	<p><b>Environmental Protection</b></p> <p><b><u>Division of Waste Management</u></b></p> <p>Waste Control</p> <p>Solid Waste Management TF</p> <p>Transfer to DOT - Keep Florida Beautiful</p> <p>37450200-103965-00-2644</p>		1,000,000	1,000,000	

**Department:** Children and Family Services

**EOG Number:** B0215

**Problem Statement:** On June 28, 2001, the Department received additional federal funds to provide mental health services to Cuban and Haitian refugees in Dade County (Guantanamo Adjustment Project). The Department, however, has insufficient budget authority in the current fiscal year to support the additional grant expenditures.

**Agency Request:** The Department requests an additional \$1,327,237 in Federal Grants Trust Fund budget authority to provide mental health services to the children and adult refugees in this project.

**Governor's Recommendation:** Recommend approval to increase Federal Grants Trust Fund budget authority by \$1,327,237 to support grant expenditures for mental health services to Cuban and Haitian refugees in Dade County.

**Commission Staff Comments:** Recommend approval by the Legislative Budget Commission as recommended by the Governor's Office.

**Senate Subcommittee:** Health & Human Services Appropriations  
**Senate Analyst:** Tim Sadberry  
**Phone Number:** (850) 487-5140 or SunCom 277-5140  
**E-mail Address:** tim.sadberry@LASPBS.state.fl.us

**House Committee:** Health & Human Services Appropriations  
**House Analyst:** Stephanie Massengale  
**Phone Number:** (850) 488-6204 or SunCom 278-6204  
**E-mail Address:** stephanie.massengale@LASPBS.state.fl.us

Line Item No.	Budget Entity / Fund / Appropriation Category Title		REQUESTED BY AGENCY	RECOMMENDED BY GOVERNOR	APPROVED BY THE LEGISLATIVE BUDGET COMMISSION
	LAS/PBS Account Number	CF	Appropriation	Appropriation	Appropriation
<b>CHILDREN AND FAMILIES</b>					
<b>MENTAL HEALTH PROGRAMS</b>					
<b>Adult Community Mental Health Services</b>					
	G/A Community Mental Health Federal Grants Trust Fund				
400	60910502-100610-00-2261		869,977	869,977	
<b>Children's Mental Health Services</b>					
	G/A Children's Mental Health Services Federal Grants Trust Fund				
403	60910503-100435-00-2261		407,260	407,260	
<b>Program Management and Compliance</b>					
	Other Personal Services Federal Grants Trust Fund				
N/A	60910505-030000-00-2261		50,000	50,000	

**Department:** Agriculture and Consumer Services

**EOG Number:** B0221

**Problem Statement:** Specific Appropriation 1488A provides \$27.5 million from the General Revenue Fund in Lump Sum funding to the Department to compensate private homeowners \$100 for each citrus tree destroyed on their residential property by the Citrus Canker Eradication Program; however, if the homeowner’s property is eligible for a Shade Dade or a Shade Florida Card, they cannot be compensated from this appropriation for the first citrus tree removed. Proviso language requires the Department to develop a plan to identify, document, and distribute these funds to applicable residents. Prior to the release of any funds from this appropriation, the Department is required to submit the plan to the Legislative Budget Commission for review.

The Department has submitted the attached plan based on the requirements of the proviso language and the requirements of section 59, Chapter 2001-279, L.O.F., which directs the Department to compensate eligible homeowners subject to the availability of appropriated funds.

**Agency Request:** The Department has requested that the attached plan be approved so the funds can be released for expenditure. The \$27.5 million Lump Sum appropriation would be allocated as follows:

Special Categories:	
Citrus Canker Tree Compensation	\$27,000,000
Expenses	500,000

As authorized in the proviso language, \$500,000 will be used to fund administrative costs of the distribution program. The Department estimates the administrative costs to include \$328,206 for data processing system design, \$103,900 for postage, \$22,912 for supplies, \$44,782 for temporary staffing, and \$200 for property appraisal data.

**Governor’s Recommendation** Recommend approval of the Department’s Citrus Canker Tree Compensation Plan.

**Commission Staff Comments:** Recommend approval by the Legislative Budget Commission as recommended by the Governor’s Office.

**Senate Subcommittee:** General Government  
**Senate Analyst:** Sandra Blizzard  
**Phone Number:** (850) 487-5140 or SunCom 277-5140  
**E-mail Address:** sandra.blizzard@LASPBS.state.fl.us

**House Committee:** General Government Appropriations  
**House Analyst:** Marsha Belcher  
**Phone Number:** (850) 488-6204 or SunCom 278-6204  
**E-mail Address:** marsha.belcher@LASPBS.state.fl.us

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## CITRUS CANKER TREE PAYMENT PLAN PROGRAM

### I. Eligibility

#### A. Property Owners

1. The property owners of record on the date SB1922 became law, July 1, 2001, are eligible.
2. Property owners who sold their property prior to July 1, 2001 are not eligible.
3. All property owners who have lost more than one citrus tree are automatically eligible for funding. Those who lost only one tree receive a Shade Florida Voucher.

#### B. Qualifying Trees

1. Citrus trees removed by one of the contractors hired by the state or removed by Division of Plant Industry for west coast properties qualify for payment.
2. Seedlings and small trees pulled out of the ground DO NOT qualify.
3. Citrus trees removed by the homeowner DO NOT qualify.
4. Potted plants DO NOT qualify.
5. Commercial properties DO NOT qualify.

### II. Property Owner Notification

#### A. Initial Property Owner Contact

1. The Citrus Canker Eradication Program's (CCEP) database contains information regarding all the property owners and the number of citrus trees removed. The CCEP database also contains detailed information regarding trees to be removed.
2. Personalized Participation Packet
  - a. Participation packets will be mailed to eligible property owners. The participation packets will include a personalized participation letter, participation pre-paid postcard and return instructions.
    - (1) Personalized letter (Attachment 1A and 1B).
      - (a) Letter will include the number of trees database indicates were removed and the amount of money for which the property owner is eligible.
      - (b) Letter will advise property owner that participation in the program will not preclude them from participating in any legal action that may arise as a result of the eradication program.
      - (c) Letter will explain eligibility provisions in the law.
      - (d) Letter will be in Spanish, English and Creole.
    - (2) Postcard/Instructions (Attachment 2).

Underline indicates change from previous submission

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- (a) The pre-paid postcard is to be completed and signed by property owner.
- (b) The postcard will include the amount of payment for which the property owner is eligible.
- (c) Property owners shall indicate willingness to participate or can decline to participate.
- (d) Postcard will include the property owner's address to enable them to make a correction.
- (e) Postcard will request property owners to list phone numbers to enable the Department's staff to make contact in the event there is any discrepancy in the information.
- (f) Unsigned postcards will be forwarded to a separate processing system to allow property owners to be contacted.
- (g) Postcard instructions will be in Spanish, English and Creole.

B. Processing the Return Postcard

1. Postcard Processing Out.

- a. Postcard is the return portion of the initial contact packet.
- b. Postcard has address and amount validation.
- c. Postcard has parcel #, doc type and serial # bar coded on back.
- d. Postcard and packet has Planet Code bar coded on front.
- e. Postcard and packet are in zip code order.
- f. First batch of packets/postcards are for funded requests.
- g. Second batch is for "no-funds" requests.
- h. Return address is separate PO Box.
- i. All eligible owners will receive packet/postcard.
- j. Residential property owners only.
- k. All packet address information will be postal soft validated.
- l. All owner of record info for packet will be updated as of 7/1/2001.
- m. Record of packet sent date with Planet codes stored in database.
- n. Report of packets sent.

2. Postcard Processing In.

- a. PO Box checked daily or at least every other day.
- b. Postcards sorted by response type yes/no/dispute and counted.
- c. All responses batch scanned and counts verified.
- d. For signed yes and no responses, Parcel #, process date, response type stored in table for compensation module if they pass error check.
- e. Error check is for valid postcard serial #.
- f. All unsigned postcards go to help line for follow up.
- g. Dispute responses record and image sent to Reconciliation Research Section.

Underline indicates change from previous submission

- h. Tallahassee imaging group can change any info and send to Yes or No.

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- i. Report of disputes and associated status.
      - j. Report of returns processed.
      - k. Warrant request uploaded to FLAIR and check list generated weekly.
      - l. Compensation Browser displays all status info and Planet Codes.
      - m. Compensation Browser available to help line.
    - 3. Warrants.
      - a. Warrant image, Planet Code and date sent stored in database.
      - b. Date and Planet Code available in Compensation Browser.
    - 4. Distribution Sequence.
      - a. Pay Backward.
        - (1) Eligible universe of properties from program start November, 1995 through August 5, 2001
      - b. Pay Forward.
        - (1) All eligible properties as of August 6, 2001 and forward.
- C. Tracking Correspondence to and from the Property Owners
  - 1. U.S. Postal electronic tracking code (Planet Code) will be included on all outgoing and incoming correspondence to confirm delivery down to the sort level. The Planet Code provides for an information rich mailstream.
- D. Final Notice
  - 1. Final contact packet sent out 90 days from initial contact if there is no response. This packet will contain the same information as the original packet with a modified cover letter. They will have 30 days to respond. After 30 days, the property owner will no longer be considered eligible under the program. Funds will be reallocated to the program.

### III. Complaint Resolution Process

- A. Requirements for Resolving Disputes
  - 1. SB1922 requires a process for dispute resolution.
  - 2. Reconciliation Research Section will be made up of three to four OPS Accountant I's. This section will research and gather information on the disputes. Once the information is gathered, if the problem is straight forward the Accountant I's will make the appropriate adjustments to resolve the dispute. If the Accountant I's cannot determine what needs to be done they will forward all information to the Complaint Resolution Committee for final decision.
  - 3. Complaint Resolution Committee makeup is as follows:
    - a. Assistant Director of Administration
    - b. Public Information Director
    - c. Senior Management Analyst II
    - d. Accountant II over Reconciliation
    - e. Public Information Officer (CCEP)
    - f. Control Supervisor
  - 4. Help line will forward disputes to Reconciliation Research Section.
  - 5. Disputed postcards will be forwarded to Reconciliation Research Section.

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- B. Dispute over the number of trees cut on the property. This type of dispute can come from calls to the help line or postcards returned to the Department with a disagreement over the tree count. Forward to Reconciliation Research Section for further research.
1. The Reconciliation Research Section will do the following:
    - a. Verify any seedlings or potted plants because they are not eligible.
    - b. Pull control action form and tally sheet to verify if the counts agree. If they agree the property owner will be called back.
    - c. If the tally sheet count is different from the control action form, the pathology and survey information will be pulled for the property.
    - d. All information pertaining to the property will be given to the Complaint Resolution Committee for final decision.
    - e. If the Complaint Resolution Committee decides to award the property owner a number that is different from the control action form, the form will need to be adjusted and the new number input into PICS.
    - f. The property owner will be called back by the help line with the results of the research and any decision that has been made.
    - g. If the property owner agrees, the postcard requiring signature will be mailed back to the property owner, so the request can be processed.
- C. Dispute over trees being cut on property. Where there is no control action for the property and nothing on the tally sheets. This dispute can only come from calls to the help line, since there are no control actions on the property. The property owner would not have received a personalized participation packet.
1. The Reconciliation Research Section will do the following:
    - a. Verify any seedlings or potted plants because they are not eligible.
    - b. Verify in the imaging system to see if there is a control action form.
      - (1) If there is a form it will be input in PICS, and the personalized packet will be sent to the property owner.
      - (2) If there is no form, the pathology and survey information will be gathered and sent to the Complaint Resolution Committee for a decision only if there are multiple entries for pathology and survey on the property. If there is only 1 pathology and survey the property will be deemed not eligible.
      - (3) If the Complaint Resolution Committee decides that the property owner did have trees cut, a control action form will need to be completed and input into PICS.
      - (4) The property owner will be called back by the help line with the results of the research and any decision that has been made.
      - (5) If the property owner agrees to the number of trees the Complaint Resolution Committee decided on, the postcard will be mailed to the property owner, so the request can be processed.
- D. Dispute over trees being cut on property. Where there is no control action for the property, but the property does show up on a tally sheet. This dispute can only come from calls to the help line, since there are no control actions on the property. The property owner would not have received a personalized participation packet.
1. The Reconciliation Research Section will do the following:

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- a. Verify any seedlings or potted plants because they are not eligible.
- b. If the property shows up on a tally sheet, a copy will be made for the Complaint Resolution Committee.
- c. PICS and the imaging system will be verified again for a control action.
- d. If no control action can be found, the pathology and survey information along with the copy of the tally sheet will be sent to the Complaint Resolution Committee.
- e. If the Complaint Resolution Committee decides that the property owner did have trees cut, a control action form will need to be completed and input into PICS.
- f. The property owner will be called back by the help line with the results of the research and any decision that has been made.
- g. If the property owner agrees to the number of trees the Complaint Resolution Committee decided on, the postcard will be mailed to the property owner so the request can be processed.

E. Dispute Regarding Receipt of Warrant

1. Using the U.S. Postal Service Planet Code Program, the Department will research delivery status.
2. Contact the Comptroller to determine if the warrant has been cashed (negotiated). If cashed (negotiated) then:
  - a. Obtain copy of endorsed warrant.
  - b. Send the copy of the endorsed warrant to the property owner.
3. If the warrant has not been cashed, the Comptroller will be contacted to put a STOP PAYMENT on the warrant.
  - a. Then an affidavit for duplicate warrant will be sent to the Comptroller for payment.
  - b. When the duplicate warrant is received, it will be mailed to the property owner.

IV. Disbursement of Funds

- A. A data file will be sent to the Comptroller for the processing of the warrants.
- B. The warrants will be mailed to the property owner once received from the Comptroller along with a transmittal letter (Attachment 3).
- C. The Department will ask the Comptroller to send an electronic check register to match our database to verify all warrants that were on the data file were issue

Attachment 1A

Dear Property Owner, (this letter will be personalized)

The Florida Legislature has recognized the sacrifices made by citizens impacted by the citrus canker eradication effort which began in October, 1995. Legislators passed a law during the 2001 legislative session that provides payments to homeowners who have lost citrus trees as a result of the eradication program. I am pleased to outline the details of the payment program set forth in Senate Bill 1922, section 59.

The law provides a \$100 per tree payment less the \$100 Shade Florida voucher for residential property owners who have received **or are eligible for the voucher**. For example, property owners who had two trees removed receive the voucher and a \$100 cash payment, those with three trees removed receive the voucher and a \$200 cash payment etc. Homeowners who have had one tree removed are not eligible for the cash payment. There is no provision in the law that allows homeowners to substitute a cash payment in lieu of the voucher. In addition, the law states that the property owner of record when the law went into effect on July 1, 2001 is eligible for the payments.

The law requires that payments be made only for citrus trees removed by the companies contracted with the Department of Agriculture and Consumer Services. **Seedlings and potted citrus plants are not eligible for the \$100 payment.**

As a homeowner who has lost \_\_\_\_\_ citrus trees as a result of the eradication effort, you are eligible for payment of \_\_\_\_\_ for \_\_\_\_\_ of the trees removed from your property. The Citrus Canker Eradication Program has a database of the homeowners who have had trees removed and it is not necessary for you to call or write to qualify. To participate in this program, please sign and return the enclosed postcard. By signing the postcard and receiving the payment, you do not waive your right to participate in litigation that may arise as a result of the Citrus Canker Eradication Program. **Please remember, it is important that we receive this signed postcard so your payment can be processed. Unsigned cards will not be processed.**

I appreciate the sacrifices you have made in the very important effort to rid Florida of the citrus canker bacteria which is so devastating to citrus plants. Your cooperation and assistance has been and continues to be an integral part of the success of this eradication program.

Sincerely,

CHARLES H. BRONSON  
COMMISSIONER OF AGRICULTURE

**Attachment 1B**

**Dear Property Owner, (this letter will be personalized),**

**The Florida Legislature recently recognized the sacrifices made by the citizens impacted by the citrus canker eradication effort. Legislation was enacted that provides payments to homeowners for citrus trees lost due to the eradication effort.**

**The law provides a \$100 per tree payment less the \$100 Shade Florida voucher for residential property owners who have received or are eligible for a voucher. For example, property owners who had two trees removed receive the voucher and a \$100 cash payment, those with three trees removed receive the voucher and a \$200 cash payment, etc. Homeowners who have had one tree removed are not eligible for the cash payment. There is no provision in the law that allows homeowners to substitute a cash payment in lieu of a voucher. In addition, the law states that the property owner of record when the law went into effect on July 1, 2001 is eligible for the payments. Participation in this program does not waive your right to participate in litigation that may arise as a result of the Citrus Canker Eradication Program.**

**The law requires that payments be made only for citrus trees removed by the companies contracted with the Department of Agriculture and Consumer Services. Seedlings and potted citrus plants are not eligible for the \$100 payments.**

**However, current year funding for this program has been exhausted. If and when additional funding is received, you will receive payment based on the following information. As a homeowner who has lost \_\_\_ citrus trees as a result of the eradication effort, you are eligible for payment of \_\_\_ for \_\_\_ of the trees removed from your property. The Citrus Canker Eradication Program has a database of the property owners who have had trees removed and it is not necessary for you to call or write to qualify. To participate in this program, please sign and return the enclosed postcard. By signing the postcard and receiving the payment, you do not waive your right to participate in litigation that may arise as a result of the Citrus Canker Eradication Program. Please remember, it is important that we receive this signed postcard so your payment can be processed once additional funding is received. Unsigned cards will not be processed. If and when additional funds are available and additional trees are removed from your property, you will be entitled to additional compensation.**

**I appreciate the sacrifices you have made in the very important effort to rid Florida of the citrus canker bacteria, which is so devastating to citrus plants. Your cooperation and assistance has been and continues to be an integral part of the success of the eradication program.**

**Sincerely,**

**CHARLES H. BRONSON  
COMMISSIONER OF AGRICULTURE**

Front Side

Tear Here

Tear Here

Tear Here



NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

**BUSINESS REPLY MAIL**

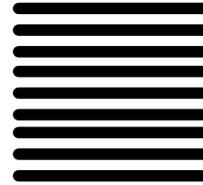
FIRST-CLASS MAIL PERMIT NO. 864 TALLAHASSEE, FL



CITRUS TREE COMPENSATION

Post Office Box 7456

Tallahassee, FL 32314-9955



Back Side

**Instructions:**

1. Check **only one** box, Yes or No.
2. Please enter phone # in case phone contact is necessary.
3. Sign the postcard. **Unsigned postcards will not be processed for payment.**
4. Tear off postcard at perforation.
5. Mail postcard to the Department, postage is pre-paid.

**Instrucciones:**

1. Marque solamente una opcion, si o no.
2. Favor poner tu telefono en caso de necesidad.
3. Firme la tarjeta.
4. Corte la tarjeta donde esta perforada.
5. Envie esta tarjeta Departamento, la tarifa del correo esta paga.

Tear Here

Tear Here

Tear Here

310214562356



**Yes**  
 **Yes**

I wish to receive payment in the amount of \$500.00 for the trees destroyed on my property.  
*Yo deseo recibir \$500.00 en pago por los arboles que fueron destruidos en mi propiedad.*

My property is located at:  
*Direccion de mi propiedad:*

**No**  
 **No**

I do not wish to participate in this Tree Payment Program  
*Yo no deseo participar en el programa*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

310214562356



Attachment 3

Dear Property Owner, (this letter will not be personalized)

I appreciate the cooperation you have provided in efforts to rid Florida of the devastating citrus canker disease. Citrus canker threatens healthy dooryard trees as well as the Florida's citrus industry, which provides a 9 billion dollar benefit to the state. Your assistance is critical to eliminating this threat.

By signing the Tree Payment Program postcard, you indicated you wished to participate. I am pleased to enclose a check for the citrus trees you lost as a result of this important eradication effort. The Florida Legislature recognized your sacrifice and provided the funding for this program during the 2001 legislative session.

Once again, thank you for your help in efforts to eradicate citrus canker. I am confident that in the not too distant future, the quarantine will be lifted and South Florida will be able to replant citrus, ensuring that our children and grandchildren will be able to enjoy the rich heritage of Florida citrus.

Sincerely,

**CHARLES H. BRONSON**  
**COMMISSIONER OF AGRICULTURE**

Line Item No.	Budget Entity / Fund / Appropriation Category Title		REQUESTED BY AGENCY	RECOMMENDED BY GOVERNOR	
	LAS/PBS Account Number	CF	Appropriation	Appropriation	
<b>AGRICULTURE AND CONSUMER SERVICES</b>					
1488A	Agricultural Economic Development Plant Pest and Disease Control General Revenue Fund Lump Sum Citrus Canker Tree Compensation 42170600-090519-00-1000		(27,500,000)	(27,500,000)	
N/A	Citrus Canker Tree Compensation 42170600-104001-00-1000		27,000,000	27,000,000	
1487	Expenses 42170600-040000-00-1000		500,000	500,000	

## **GENERAL REVENUE FUND DEFICIT**

- 1. Constitutional Requirement for a Balanced Budget – Article VII, Section 1 (d)**
  - a. “Provision shall be made by law for raising sufficient revenue to defray the expenses of the state for each fiscal period.”
  
- 2. Duty of Governor as Chief Budget Officer – Subsection 216.221(1), F.S.**
  - a. “..... It is the duty of the Governor, as chief budget officer, to ensure that revenues collected will be sufficient to meet the appropriations and that no deficit occurs in any state fund.”
  
- 3. Definition of a Deficit in the General Revenue Fund – Subsection 216.222 (1), F.S.**
  - a. “..... A deficit is deemed to occur when the official estimate of funds available in the General Revenue Fund for a fiscal year falls below the total amount appropriated from the General Revenue Fund for that fiscal year. ....”
  
- 4. Revenue Estimating Conference – Subsection 216.136 (3), F.S.**
  - a. “Duties – The Revenue Estimating Conference shall develop such official information with respect to anticipated state and local government revenues as the conference determines is needed for the state planning and budgeting system. Any principal may request the conference to review and estimate revenues for any trust fund.”
  - b. “Principals – The Executive Office of the Governor, the coordinator of the Office of Economic and Demographic Research, and professional staff of the Senate and House of Representatives who have forecasting expertise, or their designees, are the principals of the Revenue Estimating Conference. The responsibility for presiding over sessions of the conference shall be rotated among the principals.”
  
- 5. Appropriated from the General Revenue Fund for Fiscal Year 2001-2002 – Official GR Outlook Statement**
  - a. \$ 20,328.1 billion
  
- 6. Certification of Deficit – Subsection 216.221 (5) (a), F.S.**
  - a. “If, in the opinion of the Governor, after consultation with the Revenue Estimating Conference, a deficit will occur in the General Revenue Fund, he or she shall so certify to the commission and to the Chief Justice of the Supreme Court. ....”
  
- 7. Definition of Commission – Subsection 216.011 (qq) (3) (b), F.S.**
  - a. “Commission” means the Legislative Budget Commission created in s 11.90.”

**8. Plans of Action to Eliminate Deficit – Subsection 216.221 (5) (a), F.S.**

- a. “.... No more than 30 days after certifying that a deficit will occur in the General Revenue Fund, the Governor shall develop for the executive branch, and the Chief Justice of the Supreme Court shall develop for the judicial branch, and provide to the commission and to the Legislature plans of action to eliminate the deficit.”

**9. For Preventing a Deficit in the General Revenue Fund – Subsection 216.221 (3), F.S.**

- a. “For purposes of preventing a deficit in the General Revenue Fund, all branches and agencies of government that receive General Revenue Fund appropriations shall participate in deficit reduction efforts. Absent specific direction in the General Appropriations Act, when budget reductions are required in order to prevent a deficit under the provisions of subsection (7), each branch shall reduce its General Revenue Fund appropriations by a proportional amount.”

**10. Guidelines for Governor and Chief Justice to Utilize in Developing a Plan of Action to Prevent Deficits – Subsection 216.221 (5) (b), F.S.**

- a. “In developing a plan of action to prevent deficits in accordance with subsection (7), the Governor and the Chief Justice shall, to the extent possible, preserve legislative policy and intent, and, absent any specific direction to the contrary in the General Appropriations Act, the Governor and Chief Justice shall comply with the following guidelines for reductions in the approved operating budgets of the executive branch and the judicial branch:
  - i. Entire statewide programs previously established by the Legislature should not be eliminated.
  - ii. Education budgets should not be reduced more than provided for in s. 215.16 (2).
  - iii. The use of nonrecurring funds to solve recurring deficits should be minimized.
  - iv. Newly created programs that are not fully implemented and programs with critical audits should receive first consideration for reductions.
  - v. No agencies or branches of government receiving appropriations should be exempt from reductions.
  - vi. When reductions in positions are required, the focus should be initially on vacant positions.
  - vii. Any reductions applied to all agencies and branches should be uniformly applied.
  - viii. Reductions that would cause substantial losses of federal funds should be minimized.
  - ix. To the greatest extent possible, across-the-board, prorated reductions should be considered.
  - x. Reductions to statewide programs should occur only after review of programs that provide only local benefits.
  - xi. Reductions in administrative and support functions should be considered before reductions in direct support services.

- xii. Maximum reductions should be considered in budgets for expenses including travel and in budgets for equipment replacement, outside consultants, and contracts.
- xiii. Reductions in salaries for elected state officials should be considered.
- xiv. Reductions that adversely affect the public health, safety, and welfare should be minimized
- xv. The Budget Stabilization Fund should not be reduced to a level that would impair the financial stability of this state.
- xvi. Reductions in programs that are traditionally funded by the private sector and that may be assumed by private enterprise should be considered.
- xvii. Reductions in programs that are duplicated among state agencies or branches of government should be considered.”

**11. Who Resolves Deficits – Subsection 216.221 (6) and (7), F.S.**

- a. “If the Revenue Estimating Conference projects a deficit in the General Revenue Fund in excess of 1.5 percent of the moneys appropriated from the General Revenue Fund during a fiscal year or when the cumulative total of a series of projected deficits in the General Revenue Fund exceeds 1.5 percent of the moneys appropriated from the General Revenue Fund, the deficit shall be resolved by the Legislature.”
- b. “Deficits in the General Revenue Fund that do not meet the amounts specified by subsection (6) shall be resolved by the commission for the executive branch and the Chief Justice of the Supreme Court for the judicial branch. ....”

**12. Guidelines for Commission and Chief Justice to Utilize in Resolving Deficit – Subsection 216.221 (7), F.S.**

- a. “..... The commission and Chief Justice shall implement any directions provided in the General Appropriations Act related to eliminating deficits and to reducing agency and judicial branch budgets, including the use of those legislative appropriations voluntarily placed in reserve. In addition, the commission shall implement any directions in the General Appropriations Act relating to the resolution of deficit situations. When reducing state agency or judicial branch budgets, the commission or the Chief Justice, respectively, shall use the guidelines prescribed in subsection (5). ....”

**13. How Can Deficits be Resolved**

- a. Use of Budget Stabilization Fund – Section 216.222, F.S.
  - i. “Money in the Budget Stabilization Fund may be transferred to the General Revenue Fund for:
    - 1. Offsetting a deficit in the General Revenue Fund. ....”
    - 2. “Providing funding for an emergency as defined in s. 252.34. ...”
- b. Reducing appropriations in the General Appropriations Act or any other acts containing appropriations.
- c. Use of unencumbered balances in trust funds.
- d. Implementing a combination of a,b and c above.

**14. Repayment of Expenditures from Budget Stabilization Fund – Subsection 215.32 (2) (c) 3, F.S.**

- a. “Unless otherwise provided in this subparagraph, an expenditure from the Budget Stabilization Fund must be restored pursuant to a restoration schedule that provides for making five equal annual transfers from the General Revenue Fund, beginning in the fiscal year following that in which the expenditure was made. to any Budget Stabilization Fund expenditure, the Legislature may establish by law a different restoration schedule and such change may be made at any time during the restoration period. ....”

**15. Who Implements Deficit Reduction Plans – Subsection 216.221 (7), F.S.**

- a. “ ..... The Executive Office of the Governor for the commission, and the Chief Justice for the judicial branch, shall implement the deficit reduction plans through amendments to the approved operating budgets in accordance with s. 216.181.”

**16. Approved Budgets for Operations and Fixed Capital Outlay – Subsection 216.181 (1), F.S.**

- a. “The General Appropriations Act and any other acts containing appropriations shall be considered the original approved operating budgets for operational and fixed capital expenditures. ....”

**17. Duties of the Comptroller – Subsections 216.221 (8) and (9), F.S.**

- a. “The Comptroller also has the duty to ensure that revenues being collected will be sufficient to meet the appropriations and that no deficit occurs in any fund of the state.”
- b. “If, in the opinion of the Comptroller, after consultation with the Revenue Estimating Conference, a deficit will occur, the Comptroller shall report his or her opinion to the Governor in writing. In the event the Governor does not certify a deficit within 10 days after the Comptroller’s report, the Comptroller shall report his or her findings and opinion to the commission and the Chief Justice of the Supreme Court.”

**18. Reductions in Appropriations from General Revenue Fund for Public Schools, State Institutions of Higher Learning, and Community Colleges – Subsection 215.16 (2), F.S.**

- a. “If the state appropriations from the General Revenue Fund for the benefit of the uniform system of public free schools, state institutions of higher learning, and community colleges cannot be paid in full during any given year, they shall be diminished only in the same proportion that appropriations for all other purposes from the General Revenue Fund are diminished during such year. Additionally, any funding reductions to public free schools, state institutions of higher learning, and community colleges shall be diminished in proportions identical to one another. For the purpose of implementing this section, general revenue funds provided for public free schools, state institutions of higher learning, and community colleges shall be restricted to general revenue funds appropriated for

the Division of Public Schools and Community Education, the Division of Workforce Development, the Division of Universities, excluding the general office of the Board of Regents, and the Division of Community Colleges, excluding the division office.”

# **Florida Department of Education**

## **Report to the Legislative Budget Committee on Technology Initiatives for Performance Enhancements in Florida Schools**

**August 30, 2001**



## **PURPOSE OF PRESENTATION**

This presentation is being made to advise the Legislature Budget Commission of the progress being made in implementing the Proviso Language contained in Specific Appropriation 102, Section 2 – Education, of the 2001 General Appropriations Act of the 2001 Legislative session. We will be providing our interpretation of the proviso language, giving an update on the progress to date and sharing the implementation plan for the project.

**SPECIFIC APPROPRIATION 102, SECTION 2 – EDUCATION, OF THE 2001  
GENERAL APPROPRIATIONS ACT, THE 2001 LEGISLATIVE SESSION**

From the funds appropriated in Specific Appropriation 102, \$10,000,000 from the Principal State School Trust Fund is provide for technology initiatives that will benefit students and teachers. The Office of Technology and Information Services in the Department of Education shall convene a panel of recognized authorities in the field of education technology as the Technology Review Group (TRG). The TRG shall review and evaluate existing and emerging technologies that affect the performance of students and teachers. The TRG shall receive, evaluate and rank the responses to this request for proposals and shall award grants for those technology funds by December 1, 2001. These funds shall not be released until the plan for their use is approved by the Legislative Budget Commission.

## **INTENT OF PROVISO LANGUAGE**

In Specific Appropriation 102, Section 2 – Education, of the 2001 General Appropriations Act, the 2001 Legislature provided students and teachers an opportunity to experience emerging technology initiatives that would be to their benefit. The Division of Technology and the Technical Review Group (TRG) took this to mean that the technology selected should directly effect improved student achievement. The TRG is to solicit proposals from vendors, and select appropriate schools to provide technology solutions that are designed to improve student achievement. An evaluation of the projects will be conducted.

The language of the proviso “...request for proposal...” is taken to mean that there should be a competitive process to select the appropriate vendors for the project. With this understanding the Department and the TRG are electing to use a two step process. To facilitate a matching of vendors and schools the first step is to identify technology tools that have essential technical functional specifications needed to assist students and teachers. The second step is to select a group of vendors that can most appropriately meet the objectives of the project and service the needs of the school sites selected.

**DOE/TRG IMPLEMENTATION TIMELINE**  
**August 17, 2001**

- Mid May - the Division of Technology staff made contact with school district educational technology staff for input and assistance with the development of the objectives for the plan. *See Attachment 1- How were the Objectives reached?*
- Last week of May - the first draft of objectives were submitted to the Commissioner's Office for review.
- June 1 - the TRG committee was identified and selected by the Commissioner's Office. *See Attachment 2 for a list of the TRG committee*
- First week of June – Initial draft concept documents mailed to TRG members identifying the six objectives to be discussed at the first meeting.
- June 8, – the TRG members were officially appointed by the Commissioner and notified of the first meeting.
- June 12, – First meeting of TRG occurred.
- June 13-14, – Division of Technology staff worked with the direction of the TRG to revise the original objectives and work plan.
- June 15 – Revised documents sent out to the TRG members.
- June 25 – Web site opened by DOE to gather information on vendors.
- July 2 – Web site closed and DOE staff generated vendor submission log.
- June 26 – August 17 – The General Counsel's Office, Commissioner's Office, Purchasing Office and Technology Office have been working together to develop a process and procedure for executing the proviso language.

**DOE/TRG PROCESS  
FUTURE  
August 20, 2001 – January 6, 2003**

The following is the overall plan for implementing the proviso language. This plan involves issuing an Invitation To Negotiate (ITN), which includes a pre-qualification phase and a negotiation phase, to interested vendors, selecting schools and then proceeding to negotiate with the selected vendors and schools. Once the LBC has completed its review of the draft plan and concurred with its contents, DOE staff will move forward to implement the plan within the parameters of the proviso.

- August 20 – September 11 - the DOE staff prepares for the Legislative Budget Commission meeting on August 30 and next meeting of the TRG on September 11. The Division of Technology will also be attempting to add 2 new members to the TRG from a group of consulting firms. The list of possible firms include Gartner Group, Anderson Consulting, MGT of America, Tidwell & Associates and KPMG.
- August 21 – DOE staff to notice the meeting of the TRG on September 11 to finalize the Invitation To Negotiate (ITN) process, which includes a pre-qualification phase and a negotiation phase, and school selection criteria, October 22/23 to review and evaluate the vendor submissions and November 12 to develop recommendations of awards to vendors and districts for the Legislative Budget Commission meeting in November. *See Attachment 3 for a Draft copy of the School Site Section document*
- September 11 - the TRG committee will meet to finalize the ITN documents, which includes a pre-qualification phase and a negotiation phase, and school selection criteria. *See Attachment 4 for a Draft copy of the Pre-qualification document of the ITN*
- September 14 – DOE staff will release the ITN, which includes a pre-qualification phase and a negotiation phase, with a due date of October 5.
- October 5 – ITN due in to the Department from interested vendors.
- October 12 – ITN results mailed to TRG members for their study.
- October 22/23 – TRG meets to discuss the results and give direction to the Department staff concerning the vendors with which they wish to negotiate.
- October 24 – November 7 – Negotiations occur. Office of Technology will review the selected vendors and schools to develop a recommendation to the TRG concerning schools for participation.
- November 7 – Information sent to TRG members concerning the final negotiations and recommended schools for participation.

- November 12 – TRG meets to develop recommendations for awards.
- End of November – DOE staff meets with Legislative Budget Commission to recommend awards that were developed by the TRG.
- December 1 – Awards announced.
- June 15, 2002 – Preliminary evaluations of the success of the projects due to the Division of Technology.
- July 15, 2002 – Report of preliminary evaluations due to the Legislative Budget Commission.
- December 1, 2002 – Final evaluations of the success of the projects due to the Division of Technology.
- January 6, 2003 – Report of final evaluations due to the Legislative Budget Commission.

## **HOW WERE THE OBJECTIVES REACHED?**

Since the very early days of computers in education, educators have striven for ways to integrate curriculum delivery and technology. In the 1980s, stand-alone computer labs allowed teachers their first glimpse into the future of technology-driven content.

Although most of the first educational software applications offered drill-and-practice approaches, educators were beginning to embrace technology for its potential to deliver content to students. From the 1990's to the present, in most cases, computers have been placed directly in classrooms rather than in labs to further allow teachers to integrate curriculum and technology. During this period, it has been found that this approach is not completely adequate. With only a few computers in the classroom, students have to take turns using the technology. Therefore, technology-engaged learning and testing has not been realized it's fullest potential.

Staff in the Division of Technology, Bureau of Educational Technology, consulted with many technology leaders working in school districts throughout Florida. Based upon these discussions, it was discovered that the following objectives were the most voiced concerns.

Objective 1: Providing every student with a computing device to use at school.

Objective 2: Providing every teacher with access to content in pre-developed electronic templates rather than having to develop technology delivered content.

Objective 3: Providing every student and teacher with instantaneous assessment for performance feedback.

Objective 4: Providing every student with access to web-based filtered content that can be integrated with curriculum delivery.

Objective 5: Providing every teacher with the ability to use technology without the need for extensive training.

Objective 6: Providing every teacher with integrated technology and curriculum content in a "turn-key" environment.

Recent advances in technology and the availability of resources through telecommunications have contributed to better opportunities for students and teachers to benefit from technology-delivered curriculum. Some of these recent advances involve widespread Internet availability, high bandwidth connections to schools, low-cost small computers, evolving wireless technology, electronic educational content, technology acceptance by educators and increased federal funds for educational technology. The question arises, "How do we best take advantage of the advancements in technology to meet the needs as outlined by the six objectives voiced by technology leaders across the state?"

These 6 objectives were brought to the TRG and discussed as challenges to be addressed by this legislative appropriation. Department staff responded to the issues voiced by TRG members at the first meeting. One particular concern identified by the TRG was that the objectives were too broad in scope and difficult to accomplish within one year. In response, Department staff worked to streamline the objectives by consolidating and prioritizing these objectives into a more manageable number for implementation within the allotted time. The original six objectives were reduced to three and some of the functionalities were revised to ensure it would be possible for a technology vendor to deliver required services or products within an acceptable timeframe.

## Technology Review Group Members

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## SCHOOL SITE SELECTION

### **Evaluation of the viability and effectiveness of wireless telecommunication connectivity to the classroom**

Many school districts have increased spending on telecommunications bandwidth over the past couple of years to allow more schools to be connected to the Internet. It has become a concern of these districts that when E-rate discounts are no longer available sustaining these connections will be too costly. Therefore, several school districts have begun to investigate the feasibility of connecting their schools by wireless wide area networks to combat the growing costs of connections to the Internet. After deciding on one of the recommendations provided below, it is suggested that **two or three pilots on wireless WANs** be added to the selection. It is suggested that two to three school districts that have already invested a considerable commitment to deploying wireless communications throughout their districts be given first consideration. It is recommended that the pilots be developed and funded to completion and the following issues should be addressed:

- To show that wireless high-speed connectivity for a district wide-area network is cost-effective and minimizes on-going recurring cost;
- To show that learning can be delivered any time, any place and anywhere within a wireless environment;
- To show that equitable services can be delivered to all of the district educational community with on-line information and management reporting; and
- To show that a wireless environment promotes seamless un-teathered access to instructional services, staff development, management and administrative services to all stakeholders (i.e., students, parents, teachers, administration, staff and community).

In addition, these pilots would require school districts to commit local resources to implement seamless wireless connectivity throughout their schools with an emphasis on technology-delivered curriculum and on training components that allow the school administrators and teachers to be part of the implementation process. It is estimated that \$2 million would make a significant impact for these pilots. It is expected that documented outcomes at these pilot sites would be of major interest to other districts looking at similar wireless solutions. Relevant documentation on implementing wireless connections in schools would be available to present to the legislature during the next legislative session.

### **Methodology #1**

There are **five district reporting regions** in the state. A suggestion would be to select two schools within each of the reporting regions with an emphasis on either the two lowest performing schools, or the highest and lowest performing schools or, it might be advantageous to look for the schools within each region that are rated “D” or “F” and work with 10 of these schools for the implementation of all three of the objectives. This would allow for adequate measurement for the effectiveness of the proposed technology deployed in each of the schools. (There are five regions, therefore 10 schools. See regions on Document #1)

### **Methodology #2**

There are a number of small and rural districts that do not have a robust local economy necessary to support a massive rollout of technology in their schools. A majority of these are located in the panhandle, in the northeastern part of the state. Since most of these schools are small in enrollment and in the size of their facilities, there may be a number of them that can be used to demonstrate the implementation of all of the objectives that the TRG has set forth. Because of the small number of students, school wide impact may be easier to demonstrate.

### **Methodology #3**

There could be a combination of methodologies 1 & 2 to produce an alternative selection involving a mix of poor schools and poorly-rated schools in different sections of the state.

### **Methodology #4**

All schools statewide would be asked to submit a proposal to identify their needs as they relate to the TRG objectives. The proposals would be evaluated on the basis of the overall technology needs of the schools as well as their identified objectives and their compatibility with TRG objectives.

The TRG and the Commissioner would review and award products and services to meet the needs of several schools selected from this group.

**LIST OF CONSULTANTS TO SUPPORT THE TRG:**

Gartner Group

Anderson Consulting

MGT of America

Tidwell & Associates

KPMG

**DRAFT**



FLORIDA DEPARTMENT OF EDUCATION  
TALLAHASSEE, FL

**PRE-QUALIFICATION  
AND  
TECHNICAL INFORMATION REQUEST  
FOR  
TECHNOLOGY INITIATIVES  
FOR PERFORMANCE ENHANCEMENTS  
✦ IN FLORIDA SCHOOLS ✦**

## INSTRUCTIONS

### A. INTRODUCTORY STATEMENT

The intent of the Florida Department of Education is to pre-qualify interested companies (*herein referred to as applicant(s)*) for participation in joint ventures with select Florida schools in the Technology Initiatives for Performance Enhancement Program.

The questionnaire form and required support documents contained within this text will be used to pre-qualify interested firms. This pre-qualification activity is Step-One in a two-step process the Department is utilizing to match the appropriate firm with a chosen school.

The Technology Review Group, a committee with expertise in the technology field, and the Department of Education will qualify applicants based on an assessment of the of the technical information and details, vendor history, vendor's experience, references and technical capability. Pre-qualification is being done to identify those applicants who can provide the greatest overall benefit to the Program. Approved applicants will proceed on to the next phase of the selection process.

Qualified applicants will proceed on through the Invitation to Negotiate process.

***NOTE: Applicants are advised that the information to be provided in this pre-qualification process shall be at their own expense and may be used to develop documents for the Invitation to Negotiate. All responses shall become the property of the Department. No pricing is to be submitted with Step-One information. Responding and pre-qualifying under this request does not insure any agreement for services.***

### B. BACKGROUND

Since the very early days of computers in education, educators have struggled to find ways to integrate curriculum delivery and technology. In the 1900s, stand-alone computer labs allowed teachers their first glimpse into the future of technology-driven content. Although most of the first educational software applications offered drill-and-practice approaches, educators were beginning to embrace technology for its potential to deliver content to students. From the 1990s to the present, in most cases, computers have been placed in the classrooms rather than in labs to further allow teachers to integrate curriculum and technology. During this period it has been found that this approach is not completely adequate due to the insufficient number of computer to student ratios (5:1). With only a few computers in the classroom, students are forced to take turns using the technology. Therefore, technology-engaged learning and testing has not realized its fullest potential.

Recent advances in technology and the availability of resources through telecommunications have contributed to better opportunities for students and teachers to benefit from technology-delivered curriculum. Some of these recent advances involve widespread Internet availability, high bandwidth connections to schools, low-cost small computers, evolving wireless technology, rich electronic educational content, educators' acceptance of technology and increased federal funds for educational technology.

In specific Appropriation 102, Section 2 – Education, of the 2001 General Appropriations Act, the 2001 Legislative session provided school districts an opportunity for technology initiatives that will benefit students and teachers.

**C. BASIS OF EVALUATION**

The Department and the Technology Review Group will evaluate the pre-qualification applications based upon, but not limited to, the criteria listed below:

- Multi-dimensional aspect of applicant in regards to technological capability and resources.
- Interactive capabilities to interface with existing technologies.
- Company profile including prior experience and performance, including comments from references and experience with public employers.
- Administrative considerations, including resources, i.e., financial stability, staff expertise.
- Adherence to Pre-qualification requirements.

**D. DEPARTMENTAL RIGHTS**

As a part of the qualifying process, the Department of Education reserves the right to:

- Request additional information.
- Contact a reasonable number of references from among those provided.
- Request oral presentations with no less than 72 hours notice.

**E. APPLICATION PREPARATION AND SUBMITTAL**

This application shall include information for only the specific single business organization or entity which is applying for pre-qualification and which would be the signatory on a contract with the Department of Education.

All answers and other entries on the forms, except signatures should be typewritten or printed. **It shall be the responsibility of the applicant to return all pages.** Failure to do so may be grounds for rejection. All answers and entries shall be specific and complete in detail. Please do not enclose brochures or other forms of promotional material.

All questions concerning or exceptions to this request must be submitted in writing to the Director of Purchasing, Department of Education Fax (850) 487-2912 and refer to the appropriate page and paragraph. Telephone inquiries are not accepted.

No information given verbally by the Department or by means of telephone will be binding nor will it be construed as to change the requirements of this Request.

**The pre-qualification application shall be signed by the applicant and sworn to as the form indicates. The signatory of the statement guarantees the truth and accuracy of all statements and of all answers to questions.**

Reports and other forms of information may be used as attachments to the prescribed form, provided that the information contained therein specifically includes the information required by this form.

**F. PLACE AND TIME OF SUBMISSION**

Please submit ten (10) copies and the original application no later than XXXXXXXXXXXXXXXX to:

**Gwen Rittman, Purchasing Director**  
**Department of Education**  
**325 W. Gaines**  
**1201 Turlington Building**  
**Tallahassee, FL 32399-0400**

Since this request is for pre-qualification and technical information rather than specific tendered items, the opening is intended to publicly record the applications received, therefore, details of each submission will not be read.

The Department of Education reserves the right to revise the submittal date or to cancel this Request without penalty or cost to the Department.

**G. NOTIFICATION**

The Department requests each applicant to identify a representative for all communication concerning the process. The applicant will be notified, in writing, of the action on their application. Applicants found to be qualified will then be solicited to respond to an Invitation to Negotiate on identified objectives with varying project size and scope.

**H. ANTI-COLLUSION STATEMENT**

The signatory of the statement of the applicant guarantees that the applicant has not discussed or compared their application with other applicants and has not colluded with any other party whatsoever. Any such violation will result in the cancellation and/or return of material and the removal from the pre-qualified master bidder list.

**I. CONFLICT OF INTEREST**

All applicants shall disclose to the Department, any potential conflict of interest. If such conflict of interest does exist, at its discretion, the Department may disqualify the application.

**J. CONFIDENTIALITY**

The applicant acknowledges that, if a chosen participant in this program, any information disclosed concerning student records is confidential and/or proprietary to the Department, and shall not be disclosed to third parties without the Department's prior written consent.

**K. APPEAL DUE TO DENIAL OR REVOCATION OF PRE-QUALIFICATION**

In case the applicant's submission for pre-qualification is denied the applicant may appeal the denial in accordance with Chapter 28-110 Florida Administrative Code.

**Technology Initiatives for Performance Enhancement  
Vendor Qualifications Form**

PLEASE FOLLOW THE INSTRUCTIONS BELOW CAREFULLY AS YOU COMPLETE THE ATTACHED FORMS AND SUBMIT TO THE DEPARTMENT OF EDUCATION. FORMS THAT ARE INCOMPLETE WILL NOT BE CONSIDERED.

<b>Required information from Vendor</b>	
<b>Vendor Name:</b> _____	
<b>Address:</b> _____ _____	
<b>Vendor Representative:</b> _____	(TYPED)
<b>Vendor Representative:</b> _____	(SIGNATURE)
<b>Telephone Number:</b> _____	
<b>Email address:</b> _____	
<b>Facsimile Number:</b> _____	
1. Identify one or more of the objective(s) that can be met through your products or services and document specification requirements by completing and submitting the Specifications Form..	
2. Provide qualifications as follows:	
a) A brief, descriptive statement indicating the qualification to deliver the services sought under this inquiry	
b) A brief, descriptive statement of current offering of similar services within the State of Florida	
c) A brief, descriptive statement of current offering of similar services across a variety of urban and remote rural sites.	
d) A brief description of background and organizational history including:	
e) Years in business	
f) Location of offices, including all offices in Florida	

3. Identify form of business (i.e., individual, sole proprietor, corporation, non-profit corporation, partnership, joint venture, limited liability company, etc )
4. Provide a statement as to whether there is (or is not) any pending litigation against the company.
6. Provide documentation of financial responsibility, financial stability, and sufficient financial resources to provide the scope of services or other pertinent financial information by which the State may reasonably formulate an opinion about the relative stability and financial strength of the company. This information must include the most recent audited financial statement or a ranking reference and a credit rating by a rating service.
7. Identify approximately how long the company has been providing (performing) the products (services) that might address and help to accomplish the identified program objectives and documented technical specifications.
Years _____ Months _____
8. Identify, if any, all current or previous (within past five years) contractual relationships with school districts in Florida.
9. Identify customer references for similar projects. (NOTE: Three Minimum)
10. Provide a brief narrative, captioned "Project Understanding" that illustrates the products or services to be provided. Additionally, indicate service areas within the State of Florida.

11. Is your company currently represented on a State Contract for Information Technology Products and Services (list contract number). This request is not a requirement for consideration.

I acknowledge that the information contained in this document is accurate.

Print Name of Company Representative: \_\_\_\_\_

Signature of Company Representative: \_\_\_\_\_  
DATE

Title of Company Representative: \_\_\_\_\_

Company Name: \_\_\_\_\_

## Specifications Form

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### OBJECTIVE 1-CLASSROOM MANAGEMENT

#### Applications (to be used for classroom instruction )

	Support view of all standard html web pages
	Support playback of Flash files
	Support java script
	Support Active Server Pages
	Support several inputs including (i.e., typing, handwriting, drawing, and records.)
	Allow students to create, edit, and save documents and templates
	Record audio notes
	File a note in a folder
	Play Multimedia clips: sight, sound, animation, and moving pictures (mpeg format)
	Deliver Multimedia over a wireless network or by synching to a desktop
	Save and replay multimedia
	Display and store static picture files (jpeg, gif, or bmp format)
	Displays color pictures on color-enabled devices
	Deliver picture files over a wireless network or by synching to a desktop
	Collect, track, and analyze data using a variety of formulas to manipulate data
	Provide a calculator
	Display e-books page by page and allow user to highlight text within the book and look up words in the electronic book text using an integrated dictionary
	Display e-book pages to allow a user to find a word within the text or go to a specific page number
	Provide web-based access for parents, teachers, students and administrators to attendance data, grades, and homework assignments
	Filtered web-based search engine that displays search results that are appropriate and relevant for classroom use
	Provide access to student-oriented web links covering art, homework help, language arts, social studies, science, and math
	Provide access to educational links that are appropriate
	Provide access to teacher-oriented web links covering child development, professional development, school funding, school tools, standards & testing, and classroom technology

*DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)*

<b>OBJECTIVE 1: Student Navigation System (within the classroom environment)</b>	
	Supports access to frequently used applications including e-mail, student handbook, and web sites
	Supports user authentication to access server stored resources
	Supports data synchronization between computers and web component
	Supports the ability to add new applications
	Supports applications of different permission levels based on user group so that exchange of information can take place in the classroom. Ex, teachers may publish to students, but students may not publish to one another
	E-mail accounts to be provided with the capability to be: <ul style="list-style-type: none"> <li>➤ Closed within the school; i.e., restrict send and receive capabilities to within the school email domain</li> <li>➤ Closed within a school district, i.e. restrict send and receive capabilities to all school email domains within the school district</li> <li>➤ Apply domain filtering to incoming and outgoing mail for each user</li> <li>➤ Apply domain filters based upon user groups; i.e. teacher, students and administrators</li> </ul>
	Automate assignment of email passwords
	Encrypt email passwords
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<b>OBJECTIVE 1: Gradebook Capability</b>	
	Online gradebook that allows teachers to keep track of student performance on classroom based assessments
	Provides a means for teachers to link state or district standards to classroom -based assessments captured in the gradebook
	Supports weighting of grades and automatic calculation of final grades
	Allows a student to register attendance using an electronic device
	Provides an application that allows teachers and school administrators to publish calendar entries and tasks directly into students' calendars and task lists electronically
	Enables teachers to distribute homework assignments and document attachments to students
	Allows administrators to distribute the same information school-wide
	Allows for edits, updates and deletes to already published items
	Allows username and password protection to prevent abuse by unauthorized users
	Operates in a web browser and is accessible "anywhere"
	Enables teachers to distribute homework assignments as document attachments to students and parents
	Enables teachers and principals to run reports out of gradebook on mastery of Sunshine State Standards at the individual student, class and school levels
	Provides a way for teachers to keep track of qualitative measures that can impact student achievement (i.e., ability to follow direction, class participation, etc.)
	Provides system design that is SIF compliant
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<b>OBJECTIVE 1: Software - Administrative Tools</b>	
	User authentication for access to administrative tools
	User authentication for various levels of tool usage (i.e. view, add, modify delete and bulk add )
	Manage user accounts (i.e. view, add, modify delete and bulk add, reset passwords, modify permissions )
	Manage user email accounts (i.e. add, modify, deactivate, delete, reset passwords, modify permissions)
	Manage school accounts (i.e. add, modify, deactivate, delete, reset passwords, modify permissions)
	Reporting at user, school and district levels
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<b>OBJECTIVE 1: Software - Teacher Navigation</b>	
	Teachers provided with one-click access to all of their major applications, including grade book, attendance, assessment & lesson delivery system, and educational content & resources
	A web-based directory of lesson plans designed to enable teachers to incorporate technology into their curricula
	Lesson plans include downloadable worksheets and classroom materials for use by both teachers and students
	Lesson plans are aligned to national educational standards
	A web-based directory of teaching methods designed to enable teachers to incorporate handheld technology into their classroom management practices
	A web-based mechanism by which teachers can submit their own lesson plans for review and publication
	Formatted for viewing via both handheld and full-screen web browsers
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<b>OBJECTIVE 1: Lesson Planner</b>	
	A lesson planner that allows teachers to link state and district standards to lesson plans and assessments
	A means for teachers to share lessons plans within a school and to share successful teaching strategies
	Reports that inform teachers and administrators on which standards have been covered in the classroom
	Provide a means to attach resource found via the resource finder to lesson plans
	Provide teachers with the ability to view lessons by the day, week and/or month
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<b>OBJECTIVE 1: Resource Finder</b>	
	A robust content database that contains web-based resources including, but not limited to curriculum units, lesson plans, learning activities and assessments
	Advance search capabilities that give users the ability to search the content database for relevant resources by grade level, subject area, learning style, resource type, grouping and pedagogy
	Provides a mechanism by which a state, district and/or other interested parties may have access to a common data base
	Provides standards correlation, which identifies specific Florida standards that are addressed by each piece of content in the content database. For example: pull up a lesson plan and observe how it relates to standards
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<b>OBJECTIVE 1: Communication</b>	
	A mechanism for teachers to create custom learning objects, defined as packets of assigned materials in digital format for delivery to individual students
	A mechanism for teachers to deliver multimedia content directly to students
	A mechanism for students to engage in self-paced learning activities
	A mechanism for conducting interactive class discussions
	A mechanism for teachers to have a master administrative interface for controlling assessment and lesson delivery via a workstation
	Provide a mechanism to facilitate communications between parents, students, teachers, and administrators regarding student achievement and progress
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed:</i></p>	

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### **OBJECTIVE 2-TOOLS FOR DIAGNOSTICS/ASSESSMENT**

*Solutions for this objective are intended to provide an Internet-based student assessment system which assists Florida educators in meeting the state's standards-based accountability requirements. The system shall be flexible enough to support assessment and testing initiatives for classroom, school, school district and state. The system shall be operable on the existing technological infrastructure resident throughout the public school system in Florida.*

#### **OBJECTIVE 2: Online Assessment & Diagnostic Tools for Measuring and Recording Student Achievement (within the classroom environment)**

	Provides an online mechanism that delivers student assessments and student assessment results in real-time
	Provides an online mechanism for submission of educator-written test items to the vendor for potential inclusion in the vendor's database of test questions
	Provides the capability for teachers to review, via a web-based interface, individual student responses and the distribution of classroom responses to individual test questions on an assessment
	Provides a mechanism for automatically generating detailed reports on student assessment performance
	Provides a mechanism for educators to track student performance over multiple assessments
	Provides the capability for students to access assessments for practice and self-initiated learning
	Provides a mechanism to record students' classroom performance for later review by teachers and to track student performance against Sunshine State Standards
	Provides teachers with the capability to control the creation, administration and scheduling of student assessments via a web-based interface
	Provides access to a database of extensive pre-generated, criterion-referenced test questions
	Provides assessments that specifically address the Florida Sunshine State Standards and those standards inherent to the Florida Comprehensive Assessment Test (FCAT)
	Provides web-based access for parents to view results of their students
	Provides the online mechanism for school and district level administrators to benchmark student progress across a school or district population to monitor academic progress throughout a school year
	Supports daily simultaneous usage by the school systems throughout the State of Florida
	Provides a solution that is compatible with standard current and reasonably recent versions of commercially available Internet browser products such as Internet Explorer and Netscape Navigator, and does not require school – or district – based installation of any other software or hardware

Attachment 4

	Provides a solution that does not utilize "JavaScript," "dhtml," "browser cookies," or other similar technologies that rely on the web browser's local processing capabilities and would thereby enable a user to easily compromise the integrity of the system by modifying the code executing on the web browser
	Provides a mechanism for automatically generating a new test whenever a student scores less than 70 percent with respect to any specific objective covered in a test which new test is tailored to such student by re-testing on the objective(s) for which the students scored less than 70 percent in the original test
	Provides the capability of automatically generating multiple parallel online assessments based on educator-selected benchmarks for determining students progress toward skill acquisition throughout the school year
	Provides multiple options for managing user set-up and identification at district, school and classroom levels, according to the requirements of the individual Florida Public School districts
<p>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</p>	

<b>OBJECTIVE 2: Software-Administrative Tools</b>	
	User authentication for access to administrative tools
	<i>User authentication for various levels of tool usage (i.e. view, add, modify delete and bulk add)</i>
	Manage user accounts (i.e. view, add, modify delete and bulk add, reset passwords, modify permissions )
	Manage user email accounts (i.e. add, modify, deactivate, delete, reset passwords, modify permissions)
	Manage school accounts (i.e. add, modify, deactivate, delete, reset passwords, modify permissions)
	Reporting at user, school and district levels
DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)	

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**Signature of Company Representative:** \_\_\_\_\_ **DATE**

**Title of Company Representative:** \_\_\_\_\_

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### **OBJECTIVE 3-DEPLOYMENT OF WIRELESS ACCESS SYSTEM**

*Wireless networks and associated access and support devices must adhere to the following hardware specifications:*

#### **OBJECTIVE 3: HARDWARE SYSTEMS:**

Infrastructure

	Integrates into existing network infrastructures, including both existing wired and wireless networks
	Provides communication across wireless and wired networks for transport of user and application data
	Supports real-time, local and remote access to applications and data
	Centralizes and backs up applications, configurations and data
	Gives users access to consistent applications, configurations and data from the school or Internet
	Provides for mobility of computing devices

*DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed:*

<b>OBJECTIVE 3: Wireless Network</b>	
	Provides wireless technology that is designed for Wireless Local Area Network (WLAN) capabilities
	Provides wireless network connectivity and the ability to seamlessly roam through the school
	Supports a large number of concurrent and active multi-point user connections with average throughput of 128 kbps per user
	Provides wireless products that must conform to standards and be interoperable with any existing wireless products
	Wireless scalability is achieved by adding multiple access points to provide the desired level of wireless network coverage
	Wireless access points are overlapped to provide effective blanketed coverage with seamless transitioning throughout the school network
	Scalable coverage with additional wireless bridges and alternative antennae to broaden delivery areas
	Wireless and wired network management and configuration is centralized including network monitoring and configuration controlled from a remote server for support
	Network devices are managed using standard management methods (SNMP, HTTP, Telnet, FTP, TFTP, Console, etc.)
	Network devices are addressed appropriately to fit the needs and requirements of the school environment, including both dynamic IP addressing and static IP addressing
	Wireless networking access points and clients utilize integrated wireless multi-point TCP/IP stacks to provide seamless and typical network connectivity similar to typical wired Ethernet network connectivity
	Security functions are supported for network authentication, access control and traffic encryption
	Network equipment is up-gradeable and reusable including support for future network technologies such as higher speed wireless networking
	Wireless client network adapters are WLAN adapters that operate in a common TCP/IP layer that may be utilized by applications
	Wireless network products provide variable power settings to allow for increased control over bandwidth, range and client device battery life
	Wireless adapters operate in standard PC slots (Compact Flash or PCMCIA) to provide support for a wide variety of devices
	Wireless adapter drivers provide status indicators for signal strength and quality
DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)	

<b>OBJECTIVE 3: School Server</b>	
	Acts as a caching device between the school facility and FERN to speed up Internet access and to reduce the use of limited bandwidth between the school and the Internet during peak hours
	Allows the user to remain functional in the event of a network outage between the school and the deliverable content
	Stores user information including applications, configuration information, databases, email and local files
	Restores the electronic devices to acceptable user state when student logs on.
	Controls data synchronization and sending user data to a central storage unit so that a user can access their information from the Internet
	Replicates user state to a remote server so that a user can restore their handheld device state when they are outside the school, or in the event the school caching server is out of service
	Authenticates the user for access to network resources
	Manages the internal network infrastructure
DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)	

<b>OBJECTIVE 3: Computing Devices</b>	
	Provide functionality without stationary
	Provide for a wide variety of connectivity and expansion capabilities
	Support a diverse selection of storage options
	Support a rechargeable battery to provide mobile computing for a reasonable time between charges
	Provide a variety of user input capabilities
	Provide broad application support and extensibility
	Provide standard e-mail and Internet browsing functions
	Include functions to maintain a calendar, tasks, contacts and notes to allow the user to maintain typical organizational information
	Support dial-up, Ethernet and wireless network connections for diverse network connectivity to allow users to access resources via available connections
	Access standard multimedia and streaming media content allowing users to experience full multimedia experiences
	Support software for multimedia extensions to provide users access to a wide variety of multimedia content across available network connections
	Includes RAM & ROM to support applications, drivers and user data
	Support screen resolution should be of acceptable size to have a large enough field of view to

Attachment 4

	provide sharp readable and usable displays
	Support color output to provide a variety of options for content delivery
	Support built-in speaker, audio jack and microphone to provide the user with input and output tools for multimedia use including viewing of presentations, recording of audio notes and expansion of multimedia output to external devices
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<p><b>OBJECTIVE 3: Technical Capabilities - Remote Provisioning:</b></p>	
	All applications necessary for performing automatic software updates and synchronization of user information and files are loaded without any action by the user
	Software updates and synchronization of user information occurs automatically
	Software updates and synchronization of user information occurs each time the user logs into and out of network resources
	System determines whether individuals are the only users of the handheld device or share the device with other users
	System has a core set of applications that are available to all users
	System has premium applications that can be purchased by individual users
	System recognizes individual users
	System removes user's personal information and files from computer device when the user logs out of that device
	System wipes the computer device clean each time a user who shares devices logs into or out of the device
	Personal user information is encrypted while transmitted over the WLAN
	Personal user information is encrypted while it is stored on the network
<p><i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i></p>	

<b>OBJECTIVE 3: Software Remote File Storage</b>	
	Allows user to create and manipulate files on a computer and then save them to the network
	Allows user to retrieve files stored on the network and prevents accidental data loss
	Utilizes a centralized file storage mechanism
	Supports mobile computing file backup capability
	Supports PC based file backup capability
	Synchronizes files saved from separate platforms and locations
	Provides automatic file storage capability upon user exit
	Enables password and user ID protection
	Utilizes a web-based solution
	Notifies user of storage availability and capacity
	Supports the saving of all file types
DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)	

<b>OBJECTIVE 3: Server Software (activities for students and teachers)</b>	
	Supports secure access to restricted network resources from handheld devices
	Supports secure access to restricted network resources from the website
	Supports secure access to restricted applications (printing) on the teacher workstation
	Provides different user privileges based on user type (educator/student/etc.)
	Provides authentication mechanism
	Provides error handling
	Provides confirmation on user actions
	Displays user-friendly interfaces
	Displays on-screen login help
	Supports concurrent logins on web
	Supports sharing devices between users
	Supports user owning their own device
	Provides password change mechanism
	Provides password assistance (if users forget their password)
	Supports teacher override to log students out if they leave class without logging out
DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)	

<b>OBJECTIVE 3: Printing</b>	
	Supports a mobile computing environment
	Able to integrate with existing school network printing capabilities
	Provide educator-controlled administration of student printing capabilities
	Provide educators with a history of student printing activity
<i>DESCRIPTION OF PRODUCTS OR SERVICES THAT MEET THE CHECKED FUNCTIONALITY: (Attach Additional pages if needed)</i>	

**I acknowledge that the information contained in this document is accurate.**

**Print Name of Company Representative:** \_\_\_\_\_

**Signature of Company Representative:** \_\_\_\_\_  
**DATE**

**Title of Company Representative:** \_\_\_\_\_

**Company Name:** \_\_\_\_\_

**DRUG FREE WORKPLACE PROGRAM CERTIFICATION**

Preference shall be given to businesses with drug-free workplace programs. In order to have a drug-free workplace program, a business shall:

- 1) Publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against the employees for violation of such prohibition.
- 2) Inform employees about the dangers of drug abuse in the workplace, the business' policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.
- 3) Give each employee engaged in providing the commodities or contractual services that are under bid a copy of the statement specified in subsection (1).
- 4) In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.
- 5) Impose a sanction on, or require the satisfactory participation in a drug abuse assistance or rehabilitation program if such is available in the employee's community, by any employee who is so convicted.
- 6) Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As a person authorized to sign the statement, I certify that this form complies fully with the above requirements.

---

Authorized Signature

DISCLOSURE STATEMENT

PARTNERSHIP OR INDIVIDUAL

I hereby certify that I, if an individual, or each of us, if a partnership, doing business as

\_\_\_\_\_  
(Name of Individual or Partnership)

*(am)(is) not now involved in nor have I ever engaged in any private business venture or enterprise, directly or indirectly, with the Commissioner of Education, the Deputy Commissioner of Education, any Associate Commissioner of Education, Division Director, or Bureau Chief within the Florida Department of Education.*

*I further certify that neither I, nor any partner, if a partnership, nor anyone acting in my or our behalf has requested that any of the above designated persons or any other employee of the Department of Education exert any influence to secure the appointment of* \_\_\_\_\_

\_\_\_\_\_  
(Name of Individual or Partnership)

under this proposed agreement.

(1) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

(1) If partnership, each partner must sign & execute.

COMPANY OR CORPORATION

I hereby certify that neither I nor any owner, officer, director, or shareholder of corporation,

\_\_\_\_\_  
(Name of Corporation (Company))

, a \_\_\_\_\_ (1)  
(Name of State of Inc.)

*licensed to do business in Florida, is presently involved in or has engaged in any private business venture or enterprise, directly or indirectly, with the Commissioner of Education, the Deputy Commissioner of Education, any Associate Commissioner of Education, Division Director, or Bureau Chief with the Department of Education.*

*I further certify that neither I nor any owner, officer, director, or shareholder of this corporation or anyone acting on behalf of this corporation or any of its owners, officers, directors, or shareholders has requested that any of the above designated persons or any employee of the Department of Education exert any*

*influence to secure the appointment of* \_\_\_\_\_ *under*

\_\_\_\_\_  
(Company)

\_\_\_\_\_  
(Corporation)

this proposed agreement.

(2) \_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

(1) If company is not incorporated, insert "not incorporated" in this space.

(2) If incorporated this statement is to be executed by same person who