

# State Legislation



# State Legislation

## LEGISLATION CATEGORIES

- M&D Organization
- Encroachment
- Licensure
- Mission Growth Support
- National Guard
- Veterans Support
- Housing
- Schools/Education
- Transportation
- Other

## GOALS

- 1) Bill Awareness
- 2) Tracking Prioritization
- 3) ID Gaps

- **Tracking nearly 100 bills across all categories listed**
- **~40% focused on Veteran support**

# M&D Organization

| Number  | Title                      | Sponsor | Last Action  | Notes            |
|---------|----------------------------|---------|--|------------------|
| HB 1419 | Department of Commerce     | Tuck    | 2/9/2024 Added to Infrastructure & Tourism Appropriations Subcommittee agenda  | S 1420 – Related |
| SB 1420 | The Department of Commerce | Burgess | 2/8/2024 Favorable by Appropriations Committee on Transportation, Tourism, and Economic Development; YEAS 7 NAYS 0; Now in Rules | H 1419 – Related |

# Encroachment

| Number  | Title                                      | Sponsor   | Last Action  | Notes              |
|---------|--|-----------|--|--------------------|
| SB 328  | Affordable Housing                         | Calatayud | 2/7/2024 S Passed as Amended   | H 1239 – Similar   |
| HB 1239 | Affordable Housing                         | V. Lopez  | 2/9/2024 Now in Appropriations Committee                                       | S 328 – Similar    |
| HB 1407 | Marine Encroachment on Military Operations | Altman    | 2/8/2024 H Now in Now in State Affairs Committee                               | S 1720 – Identical |
| SB 1720 | Marine Encroachment on Military Operations | Rodriguez | 2/8/2024 Favorable by-Rules; YEAS 20 NAYS 0 Placed on Calendar, on 2nd reading | H 1407 – Identical |

# Encroachment

| Number  | Title                                | Sponsor  | Last Action  | Notes              |
|---------|--------------------------------------|----------|--|--------------------|
| HB 1493 | Wind Energy Facility Siting          | Altman   | 1/13/2024 Referred to Energy, Agriculture & Commerce     | S 1718 – Identical |
| SB 1718 | Wind Energy Facility Siting          | Collins  | 1/11/2024 Referred to Regulated Industries; Rules        | H 1493 – Identical |
| HB 1221 | Land Use and Development Regulations | McClain  | 2/12/2024 Reported out Commerce; Laid on Table; CS Filed | S 1184 – Related   |
| SB 1184 | Land Use and Development Regulations | Ingoglia | 1/9/2024 Introduced Community Affairs; Judiciary; Rules  | H 1221 – Related   |

# Encroachment

| Number  | Title                           | Sponsor  | Last Action                                      | Notes                                |
|---------|---------------------------------|----------|--|--------------------------------------|
| HB 1455 | Conveyances to Foreign Entities | Driskell | 1/13/2024 Referred to Judiciary                  | S 1480 – Related<br>S 1524 – Related |
| SB 1524 | Conveyances to Foreign Entities | Torres   | 1/10/2024 Referred to Judiciary; Military; Rules | H 1455 – Related<br>S 1480 – Related |
| SB 1480 | Interests of Foreign Countries  | Torres   | 1/10/2024 Referred to Judiciary; Military; Rules | H 1455 – Related<br>S 1524 – Related |

# Licensure

| Number  | Title  | Sponsor                            | Last Action   | Notes   |
|---------|--|------------------------------------|---|---|
| SB 68   | Social Work Licensure Compact  | Rodriguez                          | 1/9/2024 S Introduced   | S 70 – Linked<br>H 99 – Similar<br>H 101 – Related<br>H 1549 – Related                      |
| HB 99   | Social Work Licensure Interstate Compact                               | Healthcare Regulation Subcommittee | 2/8/2024 H Added to Second Reading Calendar   | H 101 – Linked<br>S 68 – Similar<br>S 70 – Related<br>H 1549 – Related                      |
| SB 1498 | Practice of Audiology and Speech-language Pathology Interstate Compact | Wright                             | 1/10/24 Referred to Health Policy; Appropriations Committee on Health and Human Services; Fiscal Policy | S 1500 – Linked<br>H 1549 – Related<br>S 7016 – Related                                     |
| HB 1549 | Health Care  | Grant                              | 2/8/2024 First Reading; Now in Health & Human Services Committee  | H 7041 – Linked<br>S 1498 – Similar<br>S 68 – Related<br>H 99 – Related<br>S 1600 – Related |

# Mission Growth Support

| Number  | Title                             | Sponsor   | Last Action   | Notes             |
|---------|-----------------------------------|-----------|---|-------------------|
| SM 370  | Spaceports                        | Wright    | 2/8/2024 Placed on Special Order Calendar, 02/14/24                                       | HM 143 – Related  |
| HM 143  | Tax-exempt Private Activity Bonds | Sirois    | 1/16/2024 Added to Second Reading Calendar  | SM 370 – Related  |
| HB 577  | Spaceport Territory               | Griffitts | 2/12/2024 Added to Second Reading Calendar  | S 968 – Identical |
| SB 968  | Spaceport Territory               | Calatayud | 1/30/24 Favorable by Transportation; YEAS 5 NAYS 0; Now in Rules                          | H 577 – Identical |
| HB 1645 | Energy Resources                  | Payne     | 2/8/2024 Now in Commerce Committee  | S 1624 – Related  |
| SB 1624 | Energy Resources                  | Collins   | 2/8/2024 On Committee agenda– Approps on Agriculture, Environment, and General Government | H 1645 – Related  |



# National Guard

| Number  | Title                  | Sponsor | Last Action                               | Notes               |
|---------|------------------------|---------|---|---------------------|
| SM 226  | Florida National Guard | Wright  | 1/18/2024 Adopted House in Messages       | HM 1145 – Identical |
| HM 1145 | Florida National Guard | Daley   | 2/7/2024 Added to Second Reading Calendar | SM 226 – Identical  |

# State Legislation

## Discussion

# MacDill AFB

## School Liaison Program (SLP) & EFMP Family Support (EFMP-FS)

### Exceptional Student Education Assistance Processes

SLP and EFMP-FS staff assist families in **ALL** local school districts. However, most of our families are in Hillsborough County. As such, we primarily reference their sites below. If you're in a different school district, please initiate contact with the School Liaison Office for assistance.

#### **New Individual Education Plans (IEP) or 504 Plans:**

If you believe your child needs an IEP (or 504 Plan), begin by making the request in writing to your child's school and becoming educated on the process. **YOU** will always be your child's primary advocate.

- (1) Use this link to see the process start to finish, and Hillsborough County Public School (HCPS) contact information: <https://www.hillsboroughschools.org/Page/5129>.
- (2) Start educating yourself:
  - <https://www.fldoe.org/academics/exceptional-student-edu/ese-eligibility/>
  - <https://www.parentcenterhub.org/acronyms/>
  - Reach out to EFMP-FS at [6fss.fsh.efmp@us.af.mil](mailto:6fss.fsh.efmp@us.af.mil) for additional training resources.
- (3) If you have children (0-5), not in school, and suspect developmental delays consider early evaluations!

The **younger** kids are, the **easier** it is to establish services (if qualified) **Don't wait!**

<https://health.usf.edu/medicine/pediatrics/early-steps>

[https://macdillfss.com/wp-content/uploads/RESOURCES\\_YOUTHDEVELOPMENT.pdf](https://macdillfss.com/wp-content/uploads/RESOURCES_YOUTHDEVELOPMENT.pdf)

#### **PCSing to MacDill AFB Area with IEPs / 504 Plans:**

**Note:** You are **ALWAYS** eligible to enroll your child in their zoned school based on where you'll be residing. The resources below do not negate that right, but rather offer additional resources for relocating families.

- (1) If you are relocating into the **HCPS district**, you have the option of **calling the HCPS CHOICE Line at 813-272-4692**. You will receive a call within 72 business hours.
  - a. Identify as a military family and they will assist you by providing IEP/504 Plan guidance.
  - b. They will create a ticket, provide you the ticket number, and gather the information.
  - c. HCPS District ESE staff will refer case to appropriate specialist to work with you.
- (2) Reach out to the **School Liaison Program Manager (SLPM)**, Ms. Venetia Waters, regarding school districts, home schooling, virtual school, and more! Find her here: <https://macdillfss.com/school-liaison-officer/>.
- (3) Check out additional transition resources for families:
  - [https://www.hillsboroughschools.org/cms/lib/FL50000635/Centricity/domain/3243/pdf/Transfer\\_Process\\_IEP\\_and\\_504\\_brochure.pdf](https://www.hillsboroughschools.org/cms/lib/FL50000635/Centricity/domain/3243/pdf/Transfer_Process_IEP_and_504_brochure.pdf)

#### **MacDill AFB Internal ESE Assistance Process for IEP / 504 Plan Issues:**

When a military ESE student is enrolled in a HCPS school and parents have concerns regarding services, follow the process below. **STOP** the process below when your case is resolved or move to the next step if issues continue.

**Step 1:** Family discusses concerns with school & attempt resolution. (Teacher, Assistant Principal, Principal)

**Step 2:** Family contact base SLPM or EFMP-FS staff for guidance & resources.

**Step 3:** Family calls the CHOICE line, gets ticket number and is contacted by HCPS ESE staff within 72 business hours.

HCPS ESE will engage with the child's school as needed.

**Step 4:** Families follow up with base staff on outcome. If unresolved, they will refer further as needed.

**Steps Explained: (we recommend electronic communication during these steps)**

**Step 1:** Families should initially work with the school directly to resolve concerns. The recommended path is classroom teacher, ESE staff at the school, Assistant Principal, and then Principal.

**Note:** It is recommended for all communication to occur in writing or for verbal communication to be followed up with an email.

**Step 2:** If unable to resolve at the school level, families can contact either the School Liaison Program Manager or the EFMP Family Support staff and present the situation. Initially, we will provide resources for self-advocacy and other resources, along with a request that you follow Step 3.

**Note:** It may be that your case is one that we can refer directly to District partners if warranted (rather than go through Step 3). Send us a detailed email explaining dates, personnel you interacted with and sequence of events. SLPM and EFMP-FS staff will use discretion on whether step 3 is most appropriate or if case needs to be elevated sooner.

**Note:** **Air Force** SLPM and EFMP-FS staff **cannot** attend meetings. If you're from a Sister Service, they may be able to attend meetings virtually. If that's the case, we will provide you a warm handover.

**Step 3:** In this step, **call the Hillsborough County Public School (HCPS) CHOICE Line at 813-272-4692. You will receive a call within 72 business hours.**

- a. Identify as a military family and explain you need ESE related assistance.
- b. They will create a ticket, provide you the ticket number, and gather the information.
- c. HCPS District ESE staff will refer case to appropriate specialist to work with you.
- d. Normally, the case is resolved at this stage.

**Note:** Please reach out to SLPM or EFMP-FS if you are not contacted by the ESE Team or if the process is stalled for an unreasonable (to you) amount of time. We will follow up with our partners to ensure outreach and assistance.

**Step 4:** Advise SLPM and/or EFMP-FS staff on the status of your case (whether resolved or not). If you've attempted Steps 1-3 and the case is not resolved, advise SLPM and/or EFMP-FS Staff. It may be that we need to provide a warm handover to the base's EFMP Legal Team or your Service's legal resources (if a Sister Service family).

**Note:** **Air Force** EFMP Legal Team assists by reviewing IEPs, discussing parental rights and processes, drafting legal letters, etc. In some cases, they may be able to attend IEP meetings. Sister Service assistance may differ.

Families in **other school districts**, please initiate the process through the School Liaison Program Manager.

### **Resolution & Advocacy Resources:**

EFMP Family Support Office: [6fss.fsh.efmp@us.af.mil](mailto:6fss.fsh.efmp@us.af.mil) or 813-828-0122 / 0136

School Liaison Program Manager: [venetia.waters@us.af.mil](mailto:venetia.waters@us.af.mil) or 813-828-0146

APD Resource Directory: <https://resourcedirectory.apd.myflorida.com/>

Florida Alliance for Assistive Services & Technology: <https://faast.org/>

Florida Diagnostic Learning & Resources System Parent Services: <https://hillsborough.fdlrs.org/parent-services>

Florida Inclusion Network: <https://www.floridainclusionnetwork.com/>

Florida Navigator: <https://navigator.apd.myflorida.com/ProgramSearch.aspx>

Florida Office of Independent Education & Parental Choice:

<http://www.floridaschoolchoice.org/information/privateschooldirectory/>

Family Network on Disabilities: <https://fndusa.org/>; <https://fndusa.org/contact-us/programs/psn/>; <https://fndusa.org/contact-us/programs/dadvocates/>; <https://fndusa.org/contact-us/programs/youth-advocacy/>

Southeast ADA Center: <https://adasoutheast.org/?s=IEP>

Step Up for Students Scholarships: <https://www.stepupforstudents.org/for-parents/special-needs/how-the-scholarship-works/>; <https://www.stepupforstudents.org/for-parents/special-needs/how-to-find-a-gardiner-provider/>

The ARC of Tampa: <https://www.thearctb.org/social-services-organization>

The Family Café: <https://familycafe.net/resources/>

Wright's Law: <https://www.wrightslaw.com/>

# Team Eglin School Liaison Manager


Ms. Elaine Lajeunesse



## Strengths:

- Staffing specialist welcome at each school

## Challenges & Concerns

- Meeting students IEP educational goals and implementation
  - Lack of specialized staff to support the students
  - Mil–parents are rezoned for specialized services
  - Timeliness of response from schools on addressing concerns
- 

# “Autism Speaks”

Regional ESE Advocate  
Ms. Anne Thompson

Eglin AFB SLO partner agency

Exceptional Student Education and The Military





# Challenges, Concerns and Trends That Impact Military Exceptional Students and Their Families

Exceptional Student Education and The Military





# Delays and Timelines

Qualitative findings provided by parents describe each ESE education step/process as taking months to establish and complete due to the high mobility of military students in areas such as:

- Early Identification services
- Scheduling meetings (timeline of transition)
- The ESE eligibility determination process and lengthy timeline
- Educational needs not being met due to the delays developing an IEP/504. Meetings are typically on average only scheduled for roughly forty five minutes to an hour
- Delay in receiving services with PCS e.g., being asked by a new school district to produce additional documentation for transfer students who already have an established IEP. Difficulty getting new school district ESE staff or administration to honor previous school's IEP, programs, services and or accommodations as is. New process starts clock again and equals another delay

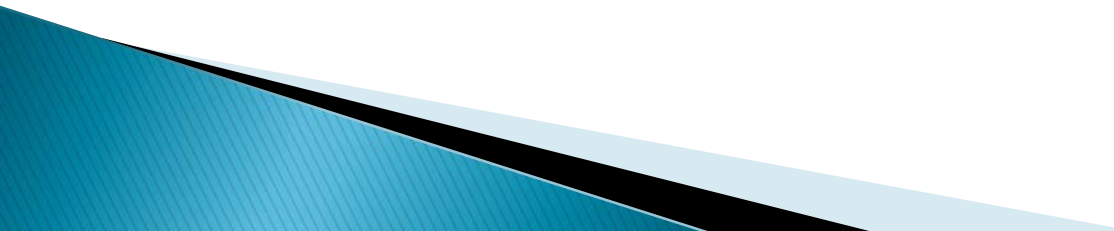
# Most common challenges reported from parents, educators and administrators

- Critical teaching shortages in ESE, service providers and support personnel prohibit schools from adequately supporting exceptional students.
- Disruptions in the continuity of early intervention services, special education and related services under IDEA because of transition status.
- Difficulties timely supporting transfer student's with current incoming IEPs/504 plans due to variations and or disparities in ESE programs, services and supports
- Timely access and or availability of specialty medical care services, special education and supports. Teen ESE students are significantly underserved. Adverse impacts of students achieving their long term educational and functional goals as a result of many of these challenges

# TRENDS/CONCERNS

- ▶ Lack of parent and staff training and adequate communication
- ▶ Shortages of specialty care physicians/providers and ESE service providers. Several installations share limited resources with the public and they are forced off installation and out of town. Time delays result which adversely impact student receiving diagnosis and disability supports.
- ▶ Not receiving adequate access to qualified service providers and related services in schools adversely impacts the student from receiving a FAPE and prevents or delays long term education and functional goals from being achieved
- ▶ Schools not recognizing the educational and functional impact of student's diagnosis(es). **WHY THIS MATTERS:** If a student's disability is not fully recognized, they will likely not receive adequate educational support to meet their individualized needs or receive a FAPE

# TRENDS/CONCERNS

- ▶ The existence and quality of long-term educational outcome goals are directly related to the family's familiarity with special education laws and active parent advocacy. Parents are not offered training and are frustrated
  - ▶ Stress from the school related ESE difficulties and time delays have resulted in a trend towards many military spouses home schooling their child(ren) and seeking private service providers
  - ▶ Parent feedback suggests that military installations with adequate affordable housing near ESE inclusive K-8 and K-12 DOD schools in close proximity to CDC after school care strongly supports the student, family, military member and the mission
  - ▶ Inclusion and school climate trend
- 



## Key Message

Highly mobile children, including military children, are more likely to experience recurring educational disruptions and challenges, particularly those who need access to special education and related services. States can assist by streamlining processes to ensure timely establishment of comparable special education services upon relocation and reducing burdens associated with due process proceedings.

## Discussion Points

- 1. Minimizing delays:** A military family's mobile lifestyle can greatly impact child identification, eligibility determinations and receipt of services under the Individuals with Disabilities Education Act, or Section 504 of the Rehabilitation Act of 1973.

In a November 2022 letter issued to all state directors of special education, the U.S. Department of Education strongly encouraged school districts to expedite their evaluations of "highly mobile children": <https://sites.ed.gov/idea/files/Letter-to-State-Directors-of-Special-Education-on-Ensuring-a-High-Quality-Education-for-Highly-Mobile-Children-11-10-2022.pdf>.

### Potential state actions

- States can clarify in statute that evaluations should be conducted no more than 30 days after a student's transfer from another state, even if it occurs during summer recess or intermediate periods. This facilitates a timelier provision of services for highly mobile students. Receiving school districts should be encouraged to accept evaluations from other school districts, if still timely.
- States with advance enrollment for military connected children are encouraged to put specific procedures in place to identify if a child is transferring with a Section 504 plan, an individualized family service plan or an individualized education plan, and to take the necessary steps (transfer of records, needed evaluations, meetings) to ensure comparable services are in place when the child arrives: <https://statepolicy.militaryonesource.mil/emeritus-status-tracker/advance-enrollment>.



According to a 2021 study of military parents raising children with special education needs, 31% indicated that their children with disabilities went without services for more than 60 days following a military move. And 42% reported that their Individualized Education Plan was not implemented once they arrived at their new duty location. The same research noted that 74% of respondents believed they had cause to file a special education complaint but did not do so: <https://thepromiseact.org/2021-survey-results/>.



- Parent-to-parent programs providing support to families impacted by disabilities is an evidence-based best practice. Focusing a state's parent-to-parent program on the unique issues of military families and other highly mobile families can increase the likelihood of a successful transition.

**2. Reducing burdens during proceedings:** In situations where parents and school systems can't come to an agreement on the provision of special education services, federal law – the Individuals with Disabilities Education Act, or IDEA – provides for procedural safeguards to help the parties work through the disagreement. This includes a voluntary mediation process, filing a state complaint and due process – which typically involves hiring an attorney and potentially paying significant fees to expert witnesses.

- In recent research, military parents have reported they would be more likely to file a complaint if they were in the area longer, the process was less time-consuming and stressful, and they had financial support: <https://thepromiseact.org/wp-content/uploads/Partners-in-PROMISE-2022-Survey-Findings-FINAL.pdf>.
- There have been anecdotal reports of school systems delaying actions for the children of military parents, knowing they are less likely to have the time or money necessary to utilize these procedural safeguards. And even in cases where military parents are successful in a due process hearing, military relocation of the family can make executing the hearing officer's orders difficult.
- To level the playing field for military children and other children frequently on the move, and to encourage school districts to work with parents to come to a consensus prior to due process, states can take actions to enhance IDEA's procedural safeguards, supporting the resilience and economic security of military families.

### Potential state actions

- Enact enhanced parental consent requirements related to eligibility, placement criteria and changes to services related to the transferring of IEPs, IFSPs or Section 504 plans between school districts.
- Shift the burden of proof in due process cases to the school districts.
- Require reimbursement of expert witness fees in due process cases in which a hearing officer finds in favor of the parents.

The proposed state actions do not preclude additional approaches to meet the priority's objective. The Defense-State Liaison Office works with organizations advocating for highly mobile children in special education, consistent with the above positions, as these actions stand the best chance of success when a coordinated community approach is used.



## Key Message

Highly mobile children, including military children, are more likely to experience recurring educational disruptions and challenges, particularly those who need access to special education and related services. States can assist by streamlining processes to ensure timely establishment of comparable special education services upon relocation and reducing burdens associated with due process proceedings.

## Analysis

Many military children with special education needs are disadvantaged in accessing needed services in a timely manner due to the frequency with which their families move. Children from military families change location, on average, every two to three years. States have enacted improvements to state education statutes to build upon existing requirements provided within the federal Individuals with Disabilities Education Act: <https://sites.ed.gov/idea/statute-chapter-33>; the Rehabilitation Act of 1973, Section 504: <https://www2.ed.gov/policy/speced/reg/narrative.html>; and Americans with Disabilities Act of 1990, Title II: <https://www2.ed.gov/about/offices/list/ocr/disabilityoverview.html>.

- **Minimizing delays:**

1. **Timeliness:** States are requested to add language to their state statutes requiring the immediate provision of comparable services upon a student's transfer from another school system. They also require the development, adoption and implementation of either the existing individualized education plan or individualized family service plan, or a new IEP or IFSP, within 30 calendar days of registration in the new school district, even if that move occurs during the summer recess or intermediate period.
2. **Advance enrollment:** States with advance enrollment provisions for military connected children are encouraged to put in place specific procedures to identify if a child is transferring with a Section 504 plan, IEP or IFSP (transfer of records, needed evaluations, meetings) to ensure comparable services are in place when the child arrives: <https://statepolicy.militaryonesource.mil/emeritus-status-tracker/advance-enrollment>.
3. **Parent-to-parent programs:** Providing support to families impacted by a disability is a research-based prevention practice. States encouraging parent-to-parent programs to focus on the unique issues of military families and other highly mobile families can increase the likelihood of a successful transition.

- **Reducing burdens during proceedings:**

1. **Enhancing parental consent:** States can strengthen the opportunities for parents to participate in decision-making regarding any potential changes to their children's educational program by requiring enhanced parental consent prior to taking any significant actions.





2. **Shifting burden of proof:** When due process hearings take place, in general, the party that requests the hearing (most often the parents) will have the burden of proving their case. States can reassign the burden of proof from parents to school districts.
3. **Expert witness fees:** When a hearing officer finds in favor of a family at due process, states can reduce financial burdens for families by enacting provisions to reimburse them for the cost of their expert witnesses.

## Best Practices

- **Minimizing delays**

1. **Timeliness**

**New Jersey Administrative Code 6A, Chapter 14, Subchapter 4**

<https://www.state.nj.us/education/code/current/title6a/chap14.pdf>

"1. For a student who transfers from one New Jersey school district to another New Jersey school district, the IEP shall be implemented as written if the parents and district board of education agree. If the appropriate district board of education staff do not agree to implement the current IEP, the district board of education shall conduct all necessary assessments and, within 30 days of the date the student enrolls in the school district, develop and implement a new IEP for the student.

2. If the student transfers from an out-of-State school district, the appropriate district board of education staff shall conduct any assessments determined necessary and, within 30 days of the date the student enrolls in the school district, develop and implement a new IEP for the student.

3. The appropriate district board of education staff shall take reasonable steps to promptly obtain the student's records, including the current IEP and supporting documentation, from the previous school district in accordance with N.J.A.C. 6A:32. The school district in which the student was previously enrolled shall take reasonable steps to promptly respond to all requests for records of students transferring from one district board of education to another district board of education."

2. **Advance enrollment**

In accordance with recent policy guidance ([https://sites.ed.gov/idea/idea-files/letter-to-state-directors-of-special-education-on-ensuring-a-high-quality-education-for-highly-mobile-children-november-10-2022/#\\_ftn4](https://sites.ed.gov/idea/idea-files/letter-to-state-directors-of-special-education-on-ensuring-a-high-quality-education-for-highly-mobile-children-november-10-2022/#_ftn4)) provided by the U.S. Department of Education, Office of Special Education Programs, the Defense-State Liaison Office recommends that states that have enacted "advance enrollment" or "remote enrollment" policies allowing military children to enroll preliminarily in a school and/or programs prior to arrival in the state pending a military reassignment, add language to their statutes explicitly including students with special education needs.



**Suggested language:**

*To avoid undue delays for transferring military children with disabilities in receiving timely comparable special education services and/or accommodations, a school district shall promptly coordinate with a pupil's parents and previous school district upon that pupil's application for enrollment pursuant to this section.*

**3. Parent-to-parent programs****Evidence-based practice**

<https://www.p2pusa.org/parents>

Many states already have a parent-to-parent program to support individuals with disabilities. States, school districts and installations can work together to encourage these organizations to support highly mobile families, including military families, assisting with special educational needs and making a successful transition more likely.

**• Reducing burdens during proceedings****1. Enhancing parental consent****Virginia Administrative Code, Title 8, Agency 20, Chapter 81, Section 170**

Special education programs for children with disabilities in Virginia

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter81/section170>

"E. Parental consent.

1. Required parental consent. Informed parental consent is required before:

- a. Conducting an initial evaluation or reevaluation, including a functional behavioral assessment if such assessment is not a review of existing data conducted at an IEP meeting; (34 CFR 300.300(a)(1)(i))
- b. An initial eligibility determination or any change in categorical identification;
- c. Initial provision of special education and related services to a child with a disability; (34 CFR 300.300(b)(1))
- d. Any revision to the child's IEP services;
- e. Any partial or complete termination of special education and related services, except for graduation with a standard or advance studies diploma;
- f. The provision of a free appropriate public education to children with disabilities who transfer between public agencies in Virginia or transfer to Virginia from another state in accordance with 8VAC20-81-120;
- g. Accessing a child's public benefits or insurance or private insurance proceeds in accordance with subsection F of this section; and (34 CFR 300.154)
- h. Inviting to an IEP meeting a representative of any participating agency that is likely to be responsible for providing or paying for secondary transition services. (34 CFR 300.321(b)(3))"



## 2. Shifting burden of proof

### New Jersey Revised Statutes

#### Title 18A – Education, Chapter 46-1.1 (2021)

Burden of proof, production on school district relative to special education due process hearings.

<https://law.justia.com/codes/new-jersey/2021/title-18a/section-18a-46-1-1>

“1. Whenever a due process hearing is held pursuant to the provisions of the “Individuals with Disabilities Education Act,” 20 U.S.C. s.1400 et seq., chapter 46 of Title 18A of the New Jersey Statutes, or regulations promulgated thereto, regarding the identification, evaluation, reevaluation, classification, educational placement, the provision of a free, appropriate public education, or disciplinary action, of a child with a disability, the school district shall have the burden of proof and the burden of production.”

## 3. Expert witness fees

### Maryland House Bill 1237, Chapter 708, Section 8-413 (2023)

Special Education - Judicial Actions - Attorney's Fees and Related Costs

[https://mgaleg.maryland.gov/2023RS/Chapters\\_noIn/CH\\_708\\_hb1237t.pdf](https://mgaleg.maryland.gov/2023RS/Chapters_noIn/CH_708_hb1237t.pdf)

**“(L) (1) THE COURT MAY AWARD REASONABLE ATTORNEY’S FEES AND RELATED COSTS, INCLUDING EXPERT WITNESS FEES AND COSTS, TO THE PARENT OF A CHILD WITH A DISABILITY WHO IS A PREVAILING PARTY IN ACCORDANCE WITH THIS SUBSECTION.”**



# Panel: The Impact of Florida Universities on the Growth of Florida Bases Tuesday, February 13th at (11:15 am to 12:00 pm)

Moderator: Neal Finkelstein, Chair, FDA Mission Sustainment and Growth Group

- Space Impact: **Dr. Julie Brisset**, Interim Director at the University of Central Florida Space Institute
- ROTC Impact: **CAPT Nicole Augins**, Assistant Professor of Aerospace Studies at Embry-Riddle Aeronautical University
- Industry Impact: **Cheryl Martin**, Director of Global Business Development Higher Education and Research at NVIDIA (University of Florida grant )
- Defense Impact: **Taylor Johnston**, COO, Institute of Applied Engineering at the University of South Florida

P  
A  
N  
E  
L

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY | UF UNIVERSITY of FLORIDA | NVIDIA.

UCF | Florida Space Institute | UNIVERSITY of SOUTH FLORIDA

FLORIDA COMMERCE





# **The Florida Space Institute**

--

## **Accelerating Space Research and Education in Florida**

Julie Brisset  
Interim Director  
Florida Space Institute



# FSI – Introduction

- History:
  - Created in 1990 as the Space Education and Research Center (SERC) under the Florida State University System
  - SERC was located close to the Kennedy Space Center
  - In 1996, SERC was renamed the Florida Space Institute
  - In 2012, FSI moved closer to the UCF campus

- Mission:

**Accelerate Space Research and Education in Florida**



# FSI Activities

## Research

- Planetary Sciences
  - Solar System Astronomy
  - Planetary Radar
  - Small Body Research
  - In-Situ Resource Utilization
- Radio Astronomy
- Atmospheric Sciences
- Heliophysics
- Propulsion

## System Development

- Space Instrumentation Design & Fabrication
- Space Instrumentation Testing
- Robotics
- CubeSats

## Operations

- Florida Space Grant Consortium
- Exolith Lab
- Center for Climate Open Research and Education
- Arecibo Observatory

## Student Development

- Graduate Mentorship
- Undergraduate Lab Experiences
- Senior Design



## Hardware Fabrication & Testing Laboratory

### Hardware fabrication and testing

#### - Instruments and SmallSats:

- 3D printers (PLA, carbon fiber)
- CNC mill
- 12'x12' ISO 7 cleanroom
- Electronics workbenches
- Engineering staff



#### - Simulation and testing:

- Thermal vacuum chamber
- Thermal testing
- Vibration table
- Regolith bin



### Suborbital flight payload preparation

#### - Hardware development:

- Mechanical and electronics design
- Prototyping and breadboarding
- Machining

#### Assembly and Testing:

- Printed circuit board population
- Hardware integration and wiring
- Functionality and environmental testing





# FSI Facilities

## Exolith Lab

- Close collaboration with Space Resource Technologies (SRT)
- Research facility using SRT simulants for:
  - In-Situ Resource Utilization
  - Space hardware testing
  - Dust mitigation
  - Astronaut suit testing
  - Building habitats on the Moon
  - Agriculture in Lunar/Martian soil
- Supporting Space Missions
  - NASA
    - VIPER
    - Perseverance
    - OSIRIS-Rex
  - JAXA, ESA, DLR, etc
- Education and outreach activities

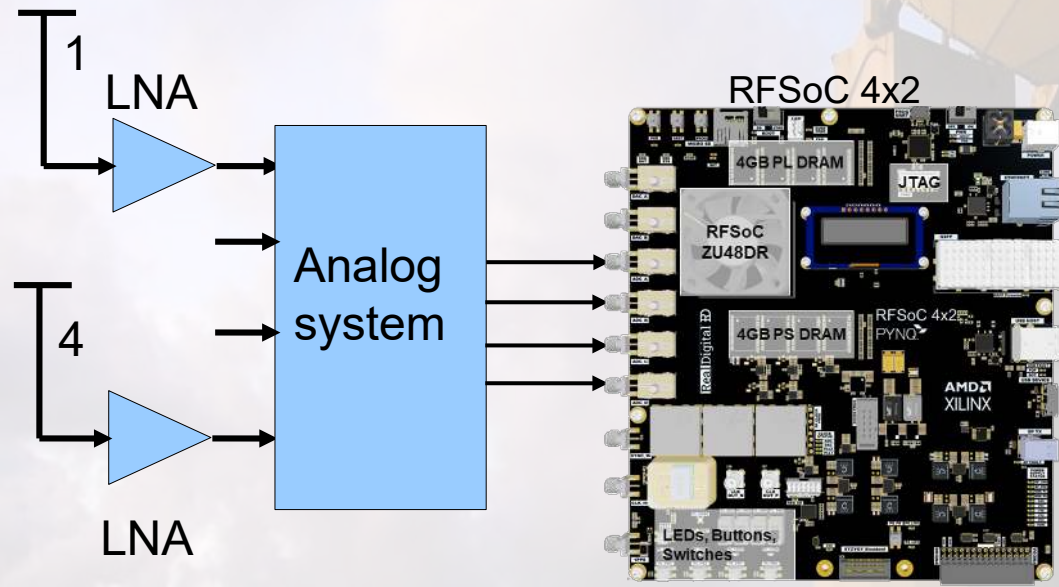




# FSI Facilities

## RF Instrumentation Lab

- Research and development in RFI mitigation
  - Goal: to develop technology and mitigation strategies for radio astronomy service in NRDZs
  - Collaboration with UPR-M



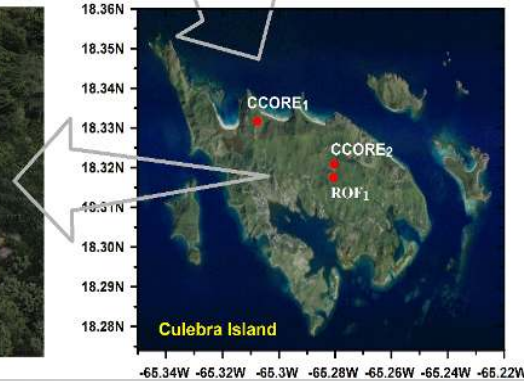
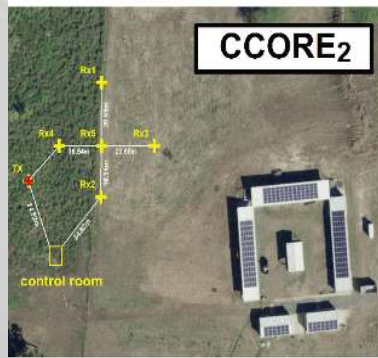
- Building a 4 channel voltage acquisition system
- 250 MHz bandwidth for each channel
- Identifying active services for collaborative experiments for NRDZ





# FSI Facilities CCORE

- Climate Center for Open Research and Education
- UCF operates atmospheric and astronomy instrumentation out of the island of Culebra
  - Optimal environment for optical and radio instruments due to its very low levels of RF interference, low light contamination, and little cloud coverage.





# Student Development at FSI

- **Undergraduate hands-on experience**

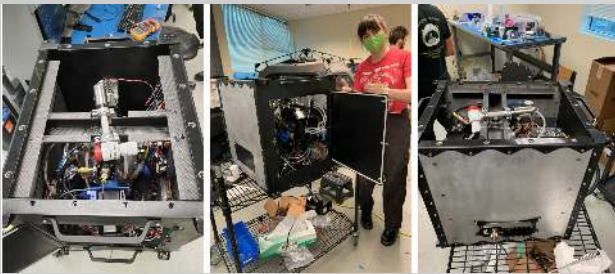
Training up to 30 students/year  
Spaceflight hardware design,  
fabrication, and testing

- **Senior design projects**

Strong robotics component: Rovers,  
Simulation, Analysis, Autonomy

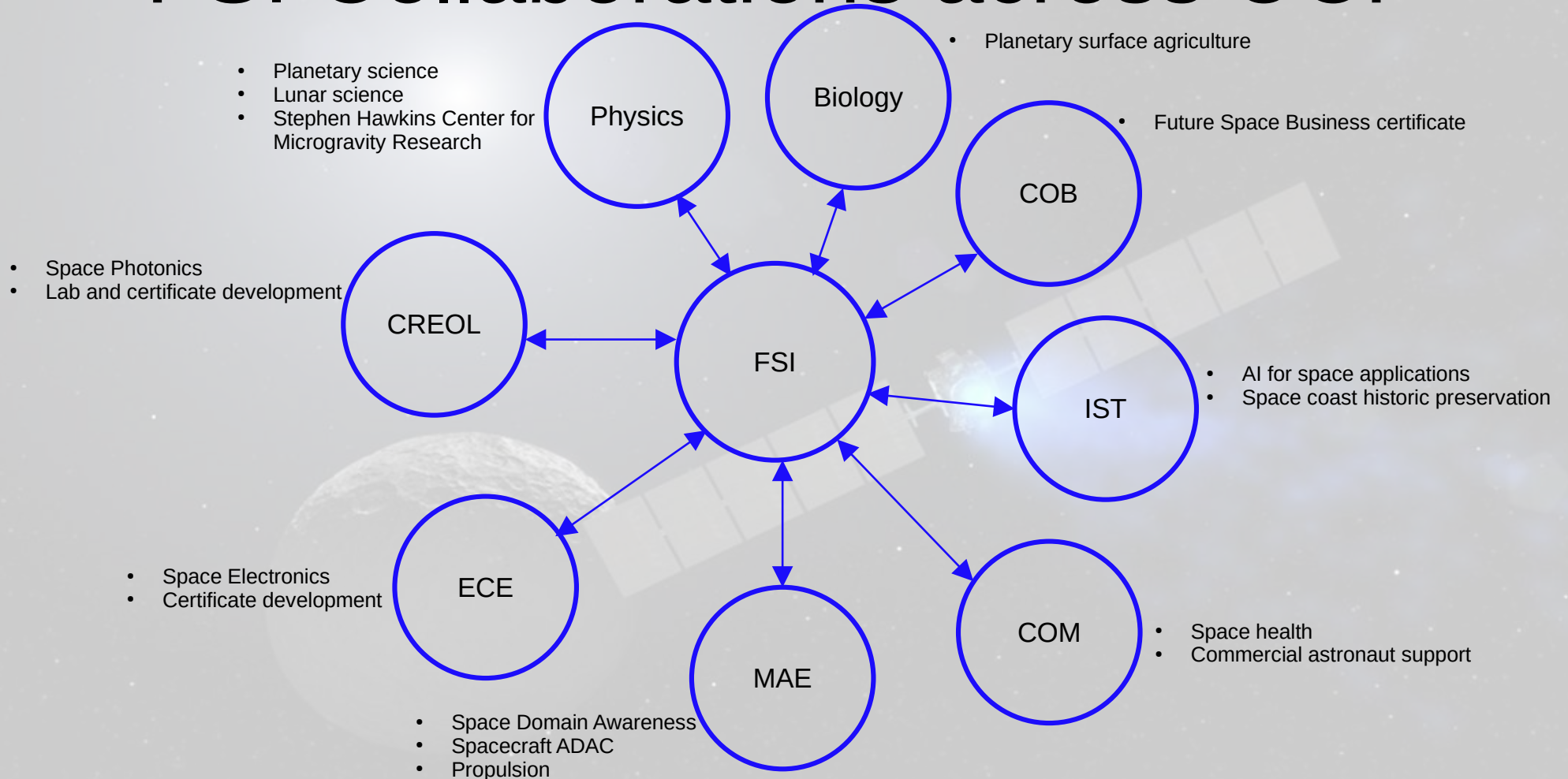
- **Graduate mentorship**

Currently 7 graduate students at FSI  
Degrees are in MAE, Physics





# FSI Collaborations across UCF





# FSI Collaborations across Florida

- Bethune-Cookman University
- Eastern Florida State College
- Broward College
- Eckerd College
- Embry-Riddle Aeronautical University
- Florida A&M University
- Florida Atlantic University
- Florida Gulf Coast University
- Florida Institute of Technology
- Florida International University
- Florida Polytechnic University
- Florida State University
- University of Florida
- Miami Dade College
- University of Miami
- University of North Florida
- University of South Florida
- University of West Florida
- Astronauts Memorial Foundation
- Space Florida
- Kennedy Space Center
- Orlando Science Center





# FSI Partnership Opportunities

- Research and Technology Development
  - Space Domain Awareness (SDA)
  - High power radar applications
    - SDA in cislunar space
    - Airborne vehicle jamming, etc.
  - Lunar surface operations and infrastructure, resource utilization
- Workforce Development
  - Possibility to develop highly interdisciplinary curricula, including classified curricula
  - Hands-on training for space applications



# Thanks for your attention

Happy to take questions

Julie Brisset

Interim Director, Florida Space Institute

[julie.brisset@ucf.edu](mailto:julie.brisset@ucf.edu)





# **Air Force ROTC**

**Capt Nicole Augins**





# Air Force ROTC Mission



Air Force ROTC combines undergraduate education and military instruction, leading to a commission as an Officer in the United States Air Force or Space Force



# Program Overview

---

- Three or four year program
  - 2 years in General Military Course
  - 2 years in Professional Officer Course
- 145 detachments across the United States
  - more than 1,000 cross-town schools
- 2-week summer training at Maxwell AFB
- Enter Active Duty as 2nd Lieutenant
  - 2022: 2,109 into the AF; 141 into the SF



# Detachment 157 @ ERAU

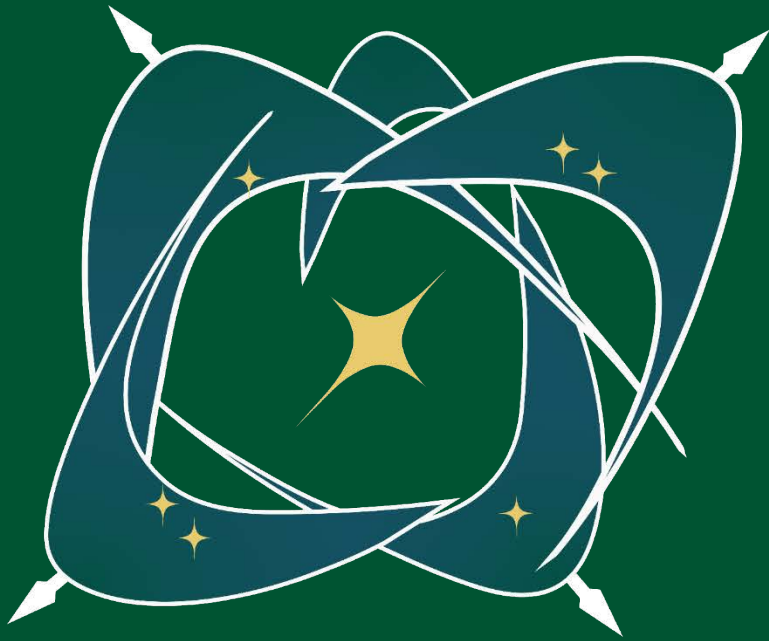
---

- #1 producer of pilots from AFROTC in the country
- #1 producer of Space Force Officers from AFROTC (FY25)
- #2 largest detachment in the nation



# Questions





# INSTITUTE OF APPLIED ENGINEERING UNIVERSITY OF SOUTH FLORIDA

AD VERITATEM VELOCITER



# Origin Story

2014

- Need for organization identified

2016

- RDA between USF and SOFWERX established to provide interns and research capability

2017

- Vision for the organization realized

2018

- IAE established as a 501(c)(3) Nonprofit

2020

- IDIQ awarded between IAE and USSOCOM in February

2022

- BPA awarded between IAE and CENTCOM & 6th ARW in September

Established to solidify a direct link between expertise at USF and neighboring Combatant Commands – USSOCOM & USCENTCOM



# Intellectual Firepower for the Warfighter



US  
Government



Institute of Applied  
Engineering



Academia

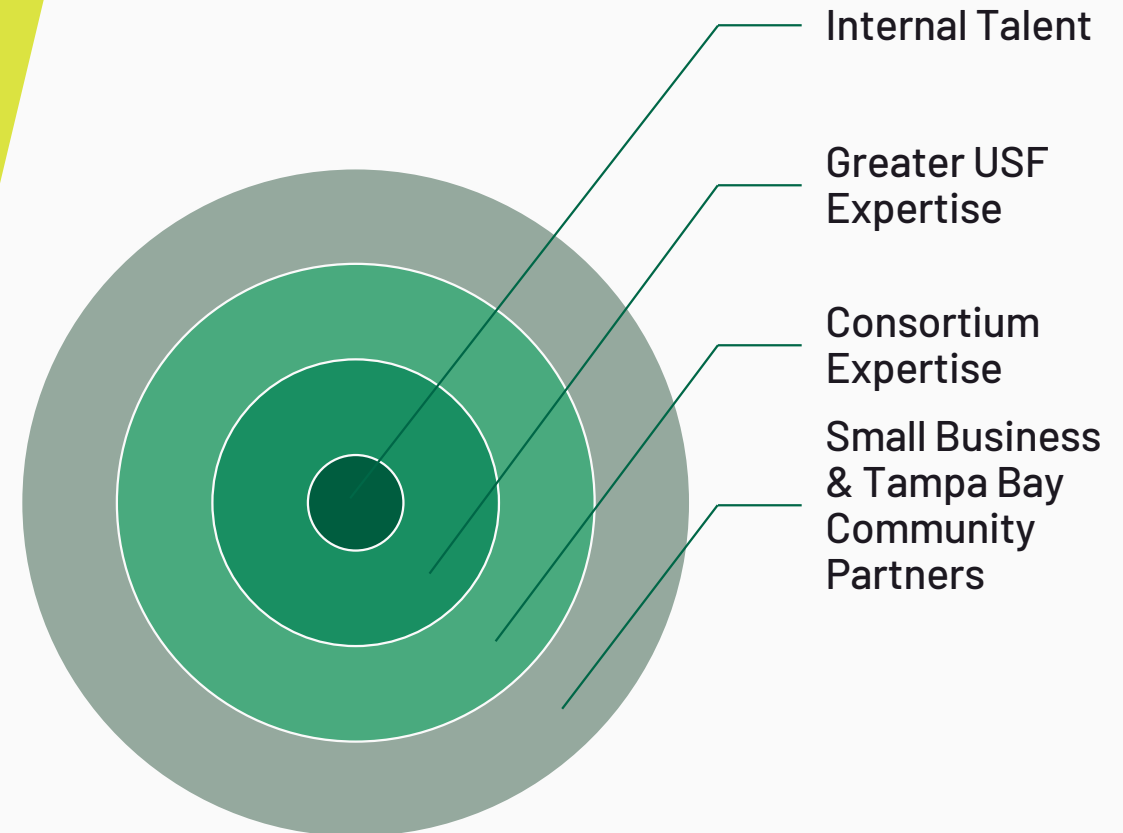
Link between US Government (DoD, DOE, National Laboratories, OGAs, etc.) and Academia

- Navigate the complexities of accessing talent and vital research within academic institutions
- Ensure successful execution of requirements with deliverables, beyond basic research

Talent pipeline connecting Customers to faculty, engineers, students & University Resources

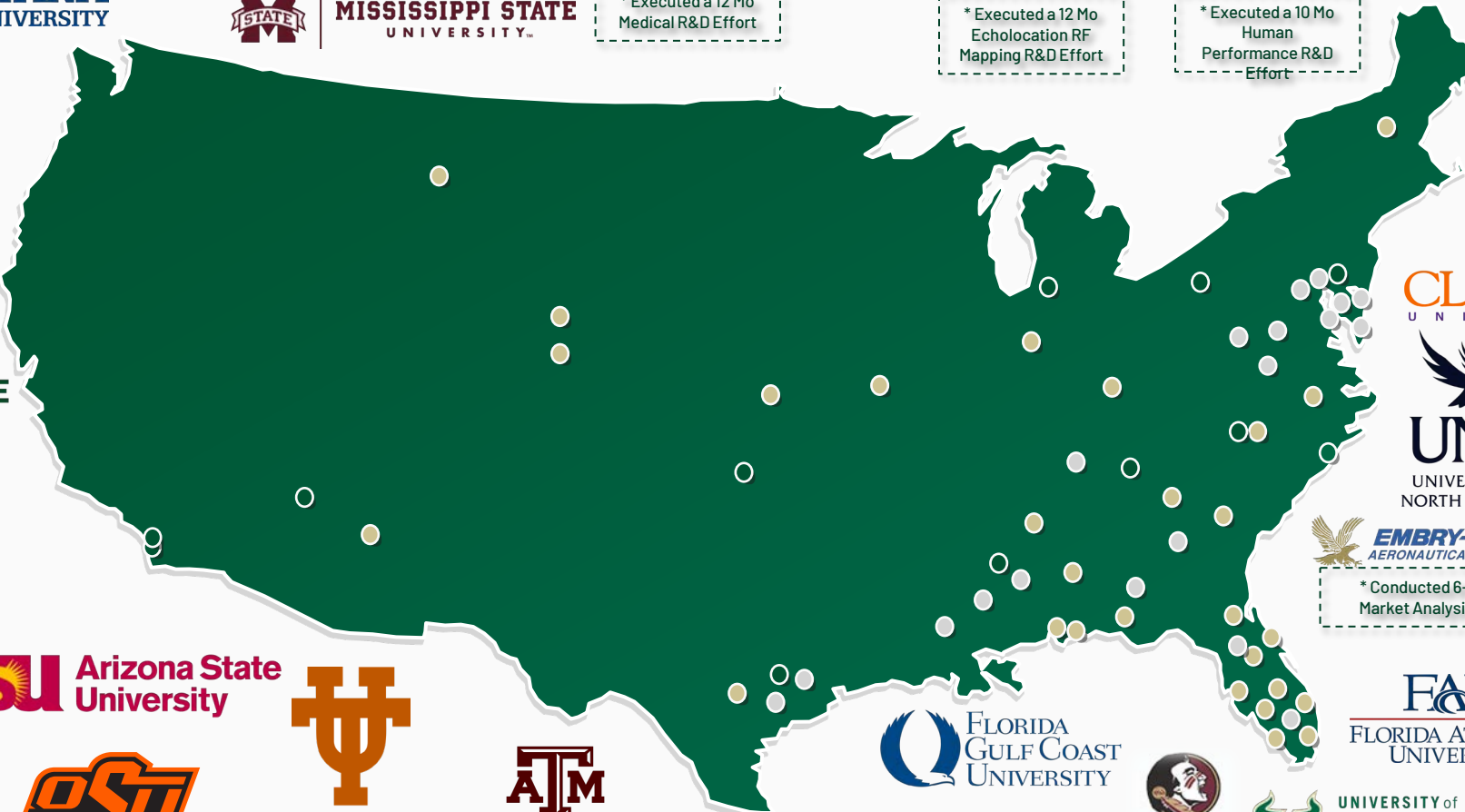
# Ecosystem & Capabilities

- R1 Research Institution
- AAU Status
- Contract vehicles in place with SOCOM & CENTCOM
- SCIF with TS-SCI/SAP
- FAR compliant contracting & accounting
- IRB/Human Subjects Research



No other organization offers this capability in the Southeast

# ACADEMIC CONSORTIUM



**MONTANA STATE UNIVERSITY**

**PURDUE UNIVERSITY**

**KANSAS STATE UNIVERSITY**

**UMKC**  
UNIVERSITY OF MISSOURI-KANSAS CITY

**MISSISSIPPI STATE UNIVERSITY**

**University of CINCINNATI**

\* Executed a 12 Mo Medical R&D Effort

**Carnegie Mellon University**

**SC**

\* Executed a 12 Mo Echolocation RF Mapping R&D Effort

**UNIVERSITY OF SOUTH CAROLINA**

\* Executed a 10 Mo Human Performance R&D Effort

**NORWICH UNIVERSITY**

**Penn**  
UNIVERSITY OF PENNSYLVANIA

**University of Colorado Boulder**

**COLORADO STATE UNIVERSITY**

**UC San Diego**

**ASU** Arizona State University

**SAN DIEGO STATE UNIVERSITY**

**OSU**

**AUBURN UNIVERSITY**

**ARIZONA**

**ihmc**  
FLORIDA INSTITUTE FOR HUMAN & MACHINE COGNITION

**TEXAS A&M UNIVERSITY**

**UTSA**  
The University of Texas at San Antonio™

Executing a 12 Mo Virtual Reality Design Workbench R&D Effort  
A 30 Month Medical R&D Project & Executed a 12 Month R&D Project

**FLORIDA GULF COAST UNIVERSITY**

**UNIVERSITY of WEST FLORIDA**

**FLORIDA STATE**

**FLORIDA A&M UNIVERSITY**

**East Carolina UNIVERSITY**

\* Conducted 6-month Market Analysis study

**UNCW**  
UNIVERSITY of NORTH CAROLINA WILMINGTON

**CLEMSON UNIVERSITY**

**UNF**  
UNIVERSITY of NORTH FLORIDA.

**EMBRY-RIDDLE AERONAUTICAL UNIVERSITY**

\* Conducted 6-month Market Analysis study

**FLORIDA POLYTECHNIC UNIVERSITY**

\* Executed 3 Capstone Projects Supporting NSW & USASOC




**FLORIDA TECH**  
FLORIDA'S STEM UNIVERSITY™

**University of Central Florida**

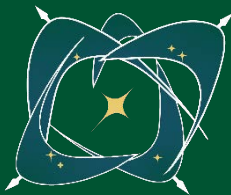
\* Executing an 18 Mo Oceanographic Propagation R&D Project

**FIU**  
FLORIDA INTERNATIONAL UNIVERSITY

\* Completed an Intern Program & 10 Studies on topics including, Quantum Tech, Neural Interfaces, Battery Technology, Cybersecurity, and Human Performance

-  Consortium Member
-  Membership Pending
-  TCRDF affiliated HBCUs





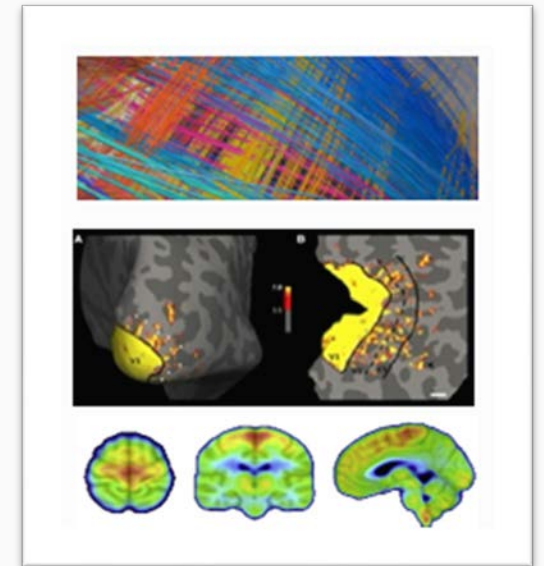
# INSTITUTE OF APPLIED ENGINEERING ACADEMIC CONSORTIUM



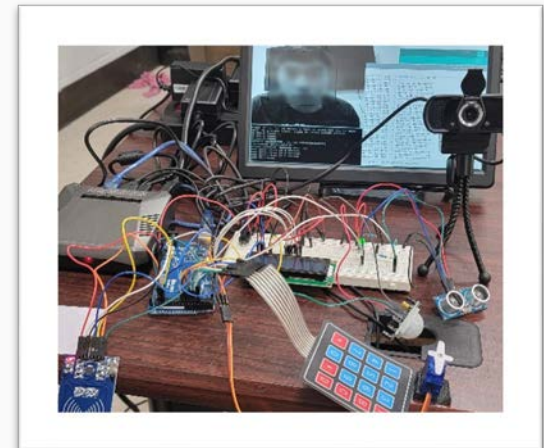
AD VERITATEM  
VELOCITER

# IAE's Breadth of SOF Programs

- ✦ Operator Deployable Basic Internet of Things Starter Kit and Training (BISKit)
- ✦ Brain Health – Harvard/Mass. General Hospital (ReBlast)
  - ✦ Effects of Repetitive Low-Level Blast on Active-Duty SOF Operators
- ✦ Edge Computing – Android Device Based Sensor Using AI/ML
- ✦ IOT Device Characterization in support of Counter IED efforts



ReBlast



BISKit

# IAE in the Space Domain

- ✦ Articulated Reconnaissance and Communications Expedition (ARCE)
- ✦ Automated LiDAR Scanning Topography (A-LiST)
- ✦ Small Sat Ground Station and Mission Support



IAE Launches smallsats about the Transporter I,  
first SpaceX dedicated rideshare mission



# IAE Student Internships

- Internship Programs supporting SOCOM, SOFWERX, and SAF-CDMA
- 720+ intern positions filled since 2016
- Sourced from academic institutions around the country
- Summer 2023 Stats
  - 37 students: 35 Undergrad, 2 Grad
  - 27 STEM, 10 non-STEM



Capable of supporting  
Unclassified, CUI,  
Classified Programs

The background of the slide is a photograph of the United States Capitol dome, showing its iconic neoclassical architecture with white columns and a large dome. The sky is a clear, bright blue. The text is overlaid on the left side of the image.

THE  
*Roosevelt*  
GROUP

HONORED TO SERVE GREAT  
COMMUNITIES & COMPANIES

**TRG Federal Affairs Update**  
**13 February 2024**

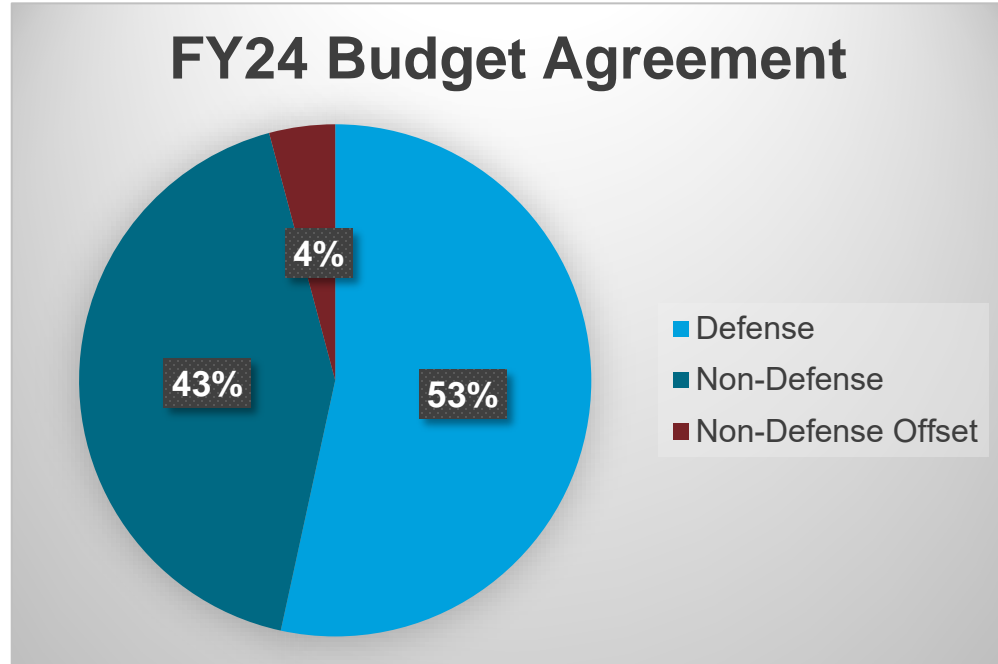
# Capitol Hill Atmospherics

- ❖ State of the Union – March 7<sup>th</sup> (latest in modern history)
- ❖ FY24 Appropriations – negotiations on-going
  - March 1<sup>st</sup> and March 8<sup>th</sup> deadlines
- ❖ Tax extender package to deal with Child Tax credit and R&E expensing
- ❖ FY25 Budget to be delayed
- ❖ 2024 Presidential Elections - primaries
- ❖ On-going Ukraine, Israel and South China Sea unrest



# FY24 Appropriations

- ❖ House and Senate leadership agree to top level funding for FY24 appropriations
- ❖ Subcommittee allocations (302b) are set
- ❖ Appropriations Staff working on reconciling differences
- ❖ Confident of final outcome before 1 March
- ❖ Short-term CR expires on 1 March and 8 March
- ❖ Omnibus with everything likely as END STATE
- ❖ Political dynamics for Speaker Johnson not easy – similar to McCarthy



# Highlights of FY24 NDAA

Providing funding to support a **5.2 percent pay raise** for both military servicemembers and the DOD civilian workforce, the largest increase in decades;

Deterring China by **increasing our investments in the Pacific Deterrence Initiative** and establishing the Indo-Pacific Campaigning Initiative;

Confronting Russia and **supporting Ukraine** by fully investing in the European Deterrence Initiative and the Ukraine Security Assistance Initiative;

Supporting DOD activities relating to the security partnership among Australia, United Kingdom, and the United States, known as **AUKUS**;

Authorizing **critical investments in battle force ships, submarines, aircraft, combat vehicles, long-range artillery**, and other equipment to maintain our combat advantage;

Ensuring servicemembers have **access to quality housing, including by broadening the authority to adjust the basic allowance for housing in high-cost areas, and directing improvements to enlisted housing**;

Authorizing **increased funding for the military services' recruiting** and advertising activities;

**Strengthening the national supply chain and the defense industrial base**, including by providing waivers to streamline the acquisition of defense stocks related to Ukraine and authorizing additional munitions eligible for multiyear procurement contracts;

**Modernizing our military technology and capabilities**, including hypersonic weapons, artificial intelligence, quantum technologies, and biotechnologies;

Providing increased funding for **military construction**;

Maintaining and modernizing our secure, credible **nuclear deterrent**;

Advancing the development of **various missile defense programs** and systems; and

Strengthening the Department of Defense's **cybersecurity strategy and capabilities**.



# HASC Quality of Life Panel

## HASC announces creation of QoL Panel 14 June 2023

- Focus on issues that impact U.S. service members and their families
- Provide a written report to the Military Personnel to include recommended proposals for the FY 2025 NDAA

## Meetings held September through Dec 2023

- Oversight engagement with DepSecDef Hicks
- Roundtable with military service organizations
- Access to Health Care
- Child-Care
- Compensation
- Military Housing
- Roundtable with Military Spouses
- Top enlisted leaders
- Other Congressional members



*We owe it to these individuals to ensure they have access to safe, comfortable, and affordable housing. Unfortunately, the reality of military housing is often far from that.*

*Last week, the Government Accountability Office published a report detailing deplorable and frankly inexcusable conditions of unaccompanied housing for junior servicemembers. Sewage overflow, water quality issues, rodent infestations, mold, broken air condition units in sweltering heat, and other all have been found in these facilities... facilities that service members are expected and required to live in.*

*We cannot allow this situation to persist... it is an issue not only of justice and dignity, but also of military readiness. When our servicemembers are preoccupied with their health and safety, they cannot focus on their mission.*

*A few years ago, we saw similar conditions in private family military housing. Families dealt with long delays in repair and maintenance requests or requests that were not responded to at all, children were getting sick from mold and lead paint, and members feared retribution from private companies if they complained to their command. This situation required extensive Congressional action to make improvements to these conditions.*

*The Department and individual services have continued to neglect the oversight and management these projects require. They have failed to provide the housing that servicemembers need and deserve.*

**Final recommendations being written now**

# HASC Readiness Sub-committee Hearing

***Title: State of DOD Housing and Aging Infrastructure***

**2/7/2024**

**Witnesses:**

1. Honorable Brendan Owens; Assistant Secretary of Defense for Installations, Energy and Environment; Department of Defense
2. Honorable Rachel Jacobson; Assistant Secretary of the Army for Installations, Energy and Environment; Department of the Army
3. Honorable Meredith Berger; Assistant Secretary of the Navy for Installations, Energy and Environment); Department of the Navy
4. Honorable Ravi Chaudhary; Assistant Secretary of the Air Force for Installations, Energy and Environment; Department of the Air Force

**Themes:**

- Infrastructure across the department is in poor condition and continues to age; FSRM underfunded
- Poor condition of barracks/dorms; Commanders need to be held accountable; who was fired?
- Potential to expand privatization to unaccompanied housing

# Types of Congressional Requests

## Appropriations:

- Community Project Funding (CPF) requests — Members may request funding for specific projects in their communities. These will have strict guidelines for the projects that will be accepted..ie.,MILCON
- Programmatic requests — Members may request specific funding levels for agencies and programs funded in the twelve appropriations bills.
- Language requests — Members may request bill language or report language directing or encouraging specific actions by federal agencies.

## Authorization:

- A **policy legislative proposal** may be either bill or report language. A policy legislative proposal makes national security policy recommendations to assert congressional priorities in DoD with no funding adjustments.
- A **budgetary legislative proposal** makes specific funding additions and reductions to the NDAA, to assert congressional priorities in the conduct of U.S. defense policy. It is *not a congressional earmark*. All budgetary legislative proposals must be budget neutral.

# How to make a request

Each member's office has their own NDAAs request forms and appropriations request forms

Most are filled on-line and submitted direct to the member's office.



**FY2025 Defense Authorization Form**  
Deadline: February 20, 2024

#### Contact Information

Organization:  
Submitted By:  
Phone Number:

#### Request Information

Proposal Title:  
Florida-based (Y/N)? If Yes, City or County:  
Request Type (Report, Budgetary, or Bill Language):  
Proposal Summary:  
Justification:  
Service/Agency:  
Appropriations Account:

Congressman Carlos A. Gimenez  
Florida's 28<sup>th</sup> Congressional District  
448 Cannon HOB | 202-225-2778

UNITED STATES CONGRESSMAN  
**CARLOS A. GIMENEZ**  
FLORIDA'S 28TH CONGRESSIONAL DISTRICT

CALL MY OFFICE: 202-222-6160

#### RELATED LINKS

- Appropriations Request
- Art Competition
- Commendations and Greetings
- Flags
- Grant Applicants
- Help with a Federal Agency
- Hurricane Preparedness
- Internships
- 2023 Project Requests
- Tours and Tickets
- Service Academy Nominations
- WRDA Requests
- Community Project Funding
- 2021 Project Requests
- 2024 Project Requests

Line Item/PE Title:  
Line Number:  
Change from Presidential Budget:  
Draft Language:

## APPROPRIATIONS REQUEST

Home / Services / Appropriations Request

DEADLINE: MARCH 15, 2024

### Appropriations Request

*Note: Funds marked with an \* are required.*

As your Member of Congress, I look to ensure that your federal government invests in the policies and programs that help our communities, states, and localities move forward.

That's why it's important I hear directly from you about what your federal budget should prioritize. If your organization participates in federally funded programs, please fill out the following form to detail your requests for program funding. Requests must be fact-based and comply with House rules. Requests will only be reviewed through this website.

For assistance with this form please call the Washington, D.C. office at (202) 225-2778.

#### Organization's Contact Information

Profile First Name \* Last Name \* Suffix

Requesting Organization Name \*

Email \*

Phone Number \*

Phone Type \*

What are these options?

This is to help the community that you help of hearing or use a video phone chat so that fact so we can use the proper technology when we need to call them. The default option "Voice" is a normal voice telephone.

Organization's Address Information

Address \*

Address (2)

City \* State \* Zip Code \*

Request

Request Type \*

Select the Appropriations Bill \*

For Programmatic Requests

Agency/Office/Program Title \*

Program Funding Level \*

Description of Program Request \*

Event Language Request \*

Justification for Language Request \*

Human Validation

Submit

# FY25 Timelines

## HASC

- Database opens 1 February – closes 1 March
- HASC office deadlines for proposals throughout February

## SASC

- Initial letters to Committee due 8 April

## FY25 President's Budget (PB)

- President's Budget to be released March 11<sup>th</sup>
- J-Books (details on budget) to be released April 15<sup>th</sup>

## HAC/SAC

- Deadlines TBD – expect them in late March/April timeframe



# What you need to know

## HASC DEADLINES: all due within the next week

|                     |       |               |  |       |
|---------------------|-------|---------------|--|-------|
| Rep. Matt Gaetz     | FL-01 | Austin Burv   | <a href="mailto:austin.burv@mail.house.gov">austin.burv@mail.house.gov</a>         | TBD   |
| Rep. Michael Waltz  | FL-06 | FL-06         | <a href="mailto:hector.arguello@mail.house.gov">hector.arguello@mail.house.gov</a> | 02/16 |
| Rep. Cory Mills     | FL-07 | Nate Benson   | <a href="mailto:Nate.benson@mail.house.gov">Nate.benson@mail.house.gov</a>         | 02/12 |
| Rep. Carlos Giménez | FL-28 | Andrew Letsch | <a href="mailto:Andrew.letsch@mail.house.gov">Andrew.letsch@mail.house.gov</a>     | 02/20 |

**Review Members websites for info and guidance;  
if you don't see it call their office**

### Florida House Members Appropriations Deadlines:

Rep. Scott Franklin, March 1

Rep. Debbie Wasserman Shultz, TBD

Rep. Mario Diaz-Balart, March 29

Rep. John Rutherford, TBD

Rep. Lois Frankel, TBD

### Possible Examples:

- Draft report language for NDAA highlighting the strategic importance of Homestead Air Reserve Base
- Prepare Community Project funding requests for 35% designed MILCON projects that are in the FYDP or on the Services Unfunded Priority Lists
- Draft report language providing sense of Congress recognizing that offshore development could impact military training opportunities in the EGTRR and it should be limited.
- Draft bill language requiring the Department submit an analysis of all manpower impacts (plus/minus) to northwest Florida from 2023 through 2028.