

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 471 Community Colleges/Teacher Institutes
SPONSOR(S): Fiorentino
TIED BILLS: **IDEN./SIM. BILLS:** SB 1804

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Subcommittee on Higher Education</u>	<u>6 Y, 0 N</u>	<u>Tilton</u>	<u>Bohannon</u>
2) <u>Committee on Education K-20</u>	<u></u>	<u>Tilton</u>	<u>Bohannon</u>
3) <u>Education Appropriations</u>	<u></u>	<u></u>	<u></u>
4) <u>Appropriations</u>	<u></u>	<u></u>	<u></u>
5) <u></u>	<u></u>	<u></u>	<u></u>

SUMMARY ANALYSIS

HB 471 authorizes community colleges to create teacher institutes to provide professional development instruction to meet Florida teacher certification or recertification requirements; to provide instruction to assist potential and existing substitute teachers in performing their duties, to provide instruction to assist paraprofessionals in meeting education and training requirements, and to provide instruction for baccalaureate degree holders to become certified teachers.

HB 471 authorizes community colleges to offer alternative certification programs designed to serve non-education major baccalaureate degree holders who want to become teachers. The programs are intended to serve mid-career professionals, dislocated professionals and other baccalaureate degree holders. Community colleges may implement programs already approved by the Florida Department of Education (DOE) or may develop new programs and submit for DOE approval prior to implementation. Instructors for these alternative certification programs must possess a master's degree in education or an education field and document recent teaching experience. An approved community college program may be used by the school district or school districts served by the community college to fully satisfy the current statutory requirements for the provision of a competency-based professional preparation alternative certification program. Approved programs must be available for implementation statewide.

HB 471 specifies the standards for the alternative certification programs as well as entry and exit requirements for program participants.

Upon completion of a community college alternative certification program, a participant will receive a credential from the sponsoring community college that will satisfy the education certification requirements relating to mastery of professional preparation. Program participants will be eligible for educator certification through DOE upon satisfaction of all requirements for certification set forth in s. 1012.56(2), F.S., including demonstration of mastery of general knowledge, subject area knowledge, and professional preparation and education competence, through testing and other statutorily authorized means.

HB 471 requires each participating community college to submit an annual performance evaluation that measures the effectiveness of the alternative certification program.

The fiscal impact of HB 471 is indeterminate. See FISCAL COMMENTS.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h0471b.edk.doc
DATE: March 29, 2004

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. DOES THE BILL:

- | | | | |
|--------------------------------------|---|--|---|
| 1. Reduce government? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. Lower taxes? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. Expand individual freedom? | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 4. Increase personal responsibility? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. Empower families? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

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

By requiring the DOE to review and approve alternative certification programs offered by the community colleges, which is an additional state regulatory activity, the bill marginally increases government.

B. EFFECT OF PROPOSED CHANGES:

Background

According to recent estimates by DOE¹, the State of Florida will need to fill nearly 85,000 teacher vacancies over the next five years and nearly 173,000 vacancies over the next 10 years. Florida’s public and private colleges and universities produce approximately 6,000 teacher candidates each year.²

Not all of the vacancies will be filled by beginning teachers or recent graduates of teacher education programs. DOE estimates that 16 – 20% of the vacancies each fall are filled by teachers who taught the prior year in another Florida school district. An unknown number of vacancies are filled by teachers returning to the classroom after an absence of one or more years. Other sources of teachers include recent graduates of programs other than education who might be willing to enter the teaching profession either by satisfying course requirements after graduation or by using an alternative certification program; certified or certifiable college graduates who are not currently teaching; teachers in other states or the private sector who are willing to relocate or transfer; and mature adults without teaching credentials who might be interested in making a career change.

Currently there are three pathways to teacher certification:

- (1) The traditional state approved teacher education programs offered by university colleges of education as well as specific four-year programs offered by three community colleges: St. Petersburg, Miami-Dade and Chipola;
- (2) The course-based alternative certification program which contains coursework (mostly upper-division) offered by community colleges (for lower division courses only) and universities and on-the-job classroom experience; and,
- (3) Alternative certification programs offered by the school districts which are tied to being employed in the district with a temporary certificate, including the use of distance learning technology.

While these programs contribute to the production of teachers, they may not always allow the level of flexibility required by many individuals seeking to transition from one career into another.

Effect of Proposed Changes

¹ *Projected Number of Florida Public School Teachers Needed Through 2020-2021, Florida Department of Education, November 2002.*

² *Trends in the Supply of New Teachers in Florida, Florida Department of Education, December 2003.*

HB 471 authorizes community colleges to create teacher institutes to provide:

- professional development instruction to meet Florida teacher certification or recertification requirements;
- instruction to assist potential and existing substitute teachers in performing their duties;
- instruction to assist paraprofessionals in meeting education and training requirements, and;
- instruction for baccalaureate degree holders to become certified teachers.

HB 471 authorizes community colleges to offer alternative certification programs designed to serve non-education major baccalaureate degree holders who want to become teachers. The programs are intended to serve mid-career professionals, dislocated professionals and other baccalaureate degree holders. Community colleges may implement programs already approved by DOE or may develop new programs and submit for DOE approval prior to implementation. Instructors for these alternative certification programs must possess a master's degree in education or an education field and document recent teaching experience. An approved community college program may be used by the school district or school districts served by the community college to fully satisfy the requirements for the provision of a competency-based professional preparation alternative certification program required by current law. Approved programs must be available for implementation statewide.

A community college program must be approved by DOE if the college provides sufficient evidence of the following:

- that the program will be administered collaboratively with other institutions, agencies, organizations and under the leadership of an advisory committee composed of teachers and district school board representatives;
- That instruction will be provided in professional knowledge and subject matter content that includes the educator-accomplished practices and competencies and meets subject matter content requirements, professional competency testing requirements; and competencies to teach reading, where appropriate.

HB 471 specifies criteria for program participants. Program participants must:

- meet eligibility requirements for temporary teacher certification;
- participate in an appropriate field experience; and
- fully demonstrate the ability to teach the subject area for which certification is being sought prior to program completion.

Upon completion of the program, a participant will receive a credential from the sponsoring community college that will satisfy the education certification requirements relating to mastery of professional preparation. Program participants will be eligible for educator certification through DOE upon satisfaction of all requirements for certification set forth in s. 1012.56(2), F.S., including demonstration of mastery of general knowledge, subject area knowledge, and professional preparation and education competence, through testing and other statutorily authorized means.

HB 471 requires each participating community college to submit an annual performance evaluation that measures the effectiveness of the alternative certification program to the DOE. Performance evaluations must include the pass rates of participants on all examinations required for teacher certification and report results of employer satisfaction surveys.

HB 471 amends current statutory provisions relating to educator certification requirements to identify the community college alternative certification programs as an additional means of demonstrating mastery of professional preparation and education competence for teachers.

C. SECTION DIRECTORY:

Section 1. Creates s. 1004.85, F.S., to authorize community colleges to create teacher institutes; to authorize community college teacher institutes to offer competency-based alternative teacher certification programs; to require Department of Education approval of such programs; to provide requirements for program completion, eligibility for funding, and program requirements; and to authorize rulemaking.

Section 2. Amends s. 1012.56, F.S., to provide that successful completion of a community college alternative certification program meets certain educator certification requirements.

Section 3. Provides an effective date of upon becoming law.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

See FISCAL COMMENTS.

2. Expenditures:

See FISCAL COMMENTS.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

See FISCAL COMMENTS.

2. Expenditures:

See FISCAL COMMENTS.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

See FISCAL COMMENTS.

D. FISCAL COMMENTS:

HB 471 states that community colleges are eligible for state and federal funding for these programs but does not contain a specific appropriation.

HB 471 requires program completers to be included in calculations for performance-based funding. Requiring the completers of the program authorized in the bill to be included in calculations for performance-based funding would not necessarily increase the amount of funding required, but could redistribute the performance funds in favor of colleges who choose to implement these programs.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not require a city or county to spend funds or to take any action requiring the expenditure of funds.

2. Other:

This bill does not appear to have any constitutional issues.

B. RULE-MAKING AUTHORITY:

HB 471 authorizes the State Board of Education to adopt rules to implement provisions of law relating to community college teacher institutes.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

The Subcommittee on Higher Education recommended a strike-all amendment to the bill on March 29, 2004 and reported the bill favorable. The amendment authorizes postsecondary institutions to seek approval from DOE to create educator preparation institutes and describes the purposes of such institutes; authorizes the institutes to offer alternative certification programs; provides criteria for the alternative certification programs; provides criteria for participants in the alternative certification programs; permits school districts to use the alternative certification programs offered by the institutes; requires annual performance evaluations; and amends educator certification requirements to include the successful completion of an alternative certification program offered by an educator preparation institute and achievement of a passing score on the professional education competency exam required by SBE rule as an acceptable means of demonstrating mastery of professional preparation and education competence.