

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 769 w/CS (Strike-All Amendment) Career Education  
**SPONSOR(S):** Jennings  
**TIED BILLS:** None **IDEN./SIM. BILLS:** SB 1452

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REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) Commerce	15 Y, 0 N w/CS	McDonald	Billmeier
2) General Education (Sub)	5 Y, 0 N	Aldis	Bohannon
3) Education K-20		Aldis	Bohannon
4) Education Appropriations (Sub)			
5) Appropriations			

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### SUMMARY ANALYSIS

HB 769, with the proposed strike-all amendment, revises a number of provisions relating to career education. These provisions can be separated into the following areas:

- Charter Technical Career Centers—establishes uniform procedure for FTE calculation to minimize inconsistencies created by varying class time requirements by high schools and community colleges.
- Career Education Certification on Diploma—establishes requirements for a student to receive a career education certification on his or her diploma.
- Industry-Certified Career Education Programs—provides for career education programs to be coordinated with industry. Requires studies on industry-certified career education programs to determine effect on student performance and need for cost factors or start-up funding.
- Guidance Services—requires an annual district guidance report.
- Workforce Development Funding—removes Workforce Development Education Fund to conform with budget transfer of the remaining adult and career education portion of the workforce budget to the school district budget. Requires the Department of Education to develop comparable processes for funding and reporting data from workforce education programs conducted by school districts and community colleges.
- Apprenticeships—establishes an Apprenticeship Appeal Commission to review disputes between apprenticeship sponsors and community colleges or school districts. Requires study by the Agency for Workforce Education on need for new and expanded apprenticeship programs.
- Comprehensive Study on Workforce Education—requires study group appointed by the Commissioner of Education to make recommendations on funding and allocation models, improvements to articulation, implementation of innovative programs for high school and postsecondary workforce education, and improvements to guidance counseling.
- Nomenclature Changes—changes terms “vocational” and “technical” to “career” to more accurately describe the professional preparation of these programs.

The bill appears to have an indeterminate, but presumed small, impact on state and local government expenditures. Please see the FISCAL ANALYSIS section for more details.

The bill becomes effective July 1, 2004.

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

**STORAGE NAME:** h0769e.edk.doc  
**DATE:** April 13, 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 checked="" type="checkbox"/> | No <input type="checkbox"/>            | N/A <input type="checkbox"/>            |
| 5. Empower families?                 | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            | N/A <input type="checkbox"/>            |

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

The bill cannot be said to reduce government as it requires several studies and reports by the Department of Education and requires the State Board of Education to promulgate rules to implement provisions of the bill.

#### B. EFFECT OF PROPOSED CHANGES:

##### BACKGROUND:

###### Overview

At least since 1988, the Department of Education and the Legislature have taken an active role in the attempt to improve the outcomes of high school career education and to remove from it the stigma of the “vocational track.” Based on studies initiated by the Rand Corporation and the Southern Regional Education Board, the goal of all the reform efforts has been the same: prepare all students for postsecondary education and work. The student should have a choice of

“...two parallel, more equal pathways through high school -- a Tech Prep pathway for career and community college-bound students and a parallel pathway for four-year college and university preparatory students. Both pathways should contain the same basic curriculum of demanding college preparatory level courses and should be flexible enough for students to move from one pathway to another.”<sup>1</sup>

All of the reforms have as their main effort the integration of vocational and academic education, with the following common components:

- Revise and develop vocational courses to teach communication, mathematics, and science.
- Revise and develop academic courses to teach concepts from the college preparatory curriculum through functional and applied strategies.
- Recognize that high school vocational education alone does not result in self-sufficiency, and develop two-plus-two programs that guarantee a smooth transition to postsecondary education or include part of a postsecondary education during the high school years.

Florida’s major education reform efforts can be divided into four categories, each of which may emphasize one of these components more than others. Each type of school includes all three components. Following is a brief description of the four categories.

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<sup>1</sup>Southern Regional Education Board, 1992. *Making High Schools Work*, p. 7.

## Blueprint for Career Education – “Blueprint Schools”

These schools were originally funded by the 1988 Legislature and were designed around the Southern Regional Education Board’s original “Ten Steps to Improve High School Vocational Education Programs.” All Florida school districts now operate their vocational education programs around those concepts. However, when the Board evaluated several states, it found that Florida’s programs still lacked the academic rigor that was associated with success. The Board’s report recommended stronger efforts to increase academic proficiency among vocational students, especially to get them to take higher-level courses.

### Tech Prep

This program, also called two-plus-two, requires an articulation agreement with postsecondary education institutions. In 2000, almost all of Florida’s high schools (296 of 298) had at least one tech prep program, and all 28 community colleges and five 4-year universities participated.

### Career Academies

These schools, created in 1992 by s. 233.068, F.S., are open-enrollment schools-within-schools that prepare students for a common occupational “cluster” -- a group of related occupations that require varying levels of postsecondary education. The Legislature originally funded 30 academies, with an additional 8 funded by the federal School-to-Work program. This section was repealed in the rewrite of the school code in the 2002 Session.

### High Schools That Work

These schools are the “second generation” of the Blueprint Schools, designed around the findings of the Rand Corporation and the Southern Regional Education Board. The program must agree to an evaluation based on testing by the National Education Assessment Program (NEAP). Their main focus is integration of academic and career education, a 4-year career plan, and continuation in postsecondary education. In 2002 there were 41 high schools designated High Schools That Work that served over 93,000 students.

### **Task Force**

In the 1998 General Appropriations Act, Specific Appropriation 143 provided funding for a task force to design a comprehensive vocational program that would guarantee the academic competency and workforce readiness of all vocational high school graduates. The Commissioner of Education appointed the task force to make recommendations related to a comprehensive vocational program.

### **1999-2000 Pilot Projects**

The 1999 Legislature appropriated \$2 million for implementation of 10 technical programs in comprehensive high schools as the task force recommended. One difference from the recommended model was that they did not require 2 years of a foreign language to earn the certificate.

### **EFFECT OF PROPOSED CHANGES:**

#### **Charter Technical Career Centers**

Charter technical career centers currently must provide instruction for at least the number of days required by law for other public schools or community colleges, as appropriate, and may provide instruction for additional days. The number of days of instruction contributes to the determination of the number of FTE served. Each system counts differently.

Public schools count FTE on a 180 day, 900 contact hour basis. This usually translates to 75 hours of instruction for one-half high school credit toward graduation. Community colleges count FTE on the basis of credits earned with forty credit hours equaling one FTE. A 3 credit hour course is only required to have 40 instructional hours. This is 35 hours less seat time than the public schools require for the same one-half credit.

The net result is that the public schools usually require students to attend class for the additional time (35 hours) in order to be reported and earn an FTE through the Florida Education Finance Program (FEFP). Either the school district or the community college must provide space and supervision for the additional 35 hours to the high school students in such a class. This becomes an issue when a school district and community college jointly sponsor a charter technical career center.

The Volusia/Flagler Advanced Technology Center (ATC) is a charter technical career center that is co-sponsored by Daytona Beach Community College and the Volusia and Flagler County School Districts. In the first two years of the program the ATC had to use its own funds to keep public school students in the classroom for the extra 20 days in order to receive full FTE funding. Specific Appropriation 59 in the 2003-2004 General Appropriations Act addressed the problem by directing that funds for dual enrollment instruction of public school students provided at the ATC be provided in an amount equal to the hours of instruction that would be necessary to earn the FTE and the funding for an equivalent course if it were taught in the school district.

The bill specifies that a single calculation must be used to report all FTE at a charter technical career center, regardless of whether the student is a public school or community college student. The calculation method will be identified in the charter agreement.

### **Career Education Certification**

The bill establishes a career education certification that may be placed on a student's diploma. The certification is designed to indicate that a student is prepared for both postsecondary education and the workplace.

The bill establishes the following requirements for a student to earn a career education certification:

- Completion of the requirements for high school graduation as provided in s. 1003.429 or s. 1003.43.
- A passing score on the college entry-level placement test high enough that the student does not require college preparatory or vocational preparatory instruction.
- Completion of a comprehensive career education program of study which requires:
  - All courses for graduation must be at level 2 or above (no basic courses).
  - Attainment of one occupational completion point in an industry-certified career education program or completion of two courses in a technology education program.
  - Completion of a one credit core course addressing workplace readiness skills which shall meet the graduation requirement for practical or performing arts.
  - Participation in work-based learning experiences.
  - A capstone activity involving a student project related to a career.

The State Board of Education is charged with adopting rules to establish the requirements of the workplace readiness skills course, the work-based learning experience, and the capstone activity.

A school district is not required to offer a comprehensive career education program, but if the school district chooses to offer the program the district school board and superintendent shall implement it. For each student who receives the certification, the school district may receive incentive funding contingent upon the General Appropriations Act. The incentive funds received by the district must be expended on the comprehensive career and technical education program of study.

## Industry-Certified Career Education

One of the requirements to attain a career education certification is that a student must complete an occupational completion point in an industry-certified career education program. Industry-certified career education programs are designed with the appropriate industry to ensure that all components of the program are relevant and appropriate to prepare the student for further education or for employment in that industry. Some high schools in Florida currently offer industry-certified programs in a variety of areas including automotive repair, culinary arts, and nursing. However, there are no established standards, so the meaning of "industry-certified" can vary widely between communities.

The bill requires the State Board of Education to adopt rules to implement the certification process, including procedures for obtaining appropriate business partners and requirements for business and industry involvement in curriculum oversight and equipment procurement. The bill also requires career education programs within a comprehensive high school program of study to be coordinated with the appropriate industry.

The Department of Education shall identify industry-certified programs that are currently operating and perform a study on the performance of participating students. Performance factors examined will include graduation rates, retention rates, additional educational attainment, employment records, earnings, and industry satisfaction. The department will also study the need for a cost factor or start-up funding for industry-certified programs. Both studies are to be completed by December 31, 2004, and submitted to the President of the Senate and the Speaker of the House of Representatives.

## Guidance Services

The bill requires each district school board to annually submit a district guidance report to the Commissioner of Education by June 30. The guidance report shall at a minimum include:

- Examination of student access to guidance counselors.
- Degree to which the district has a guidance model program.
- Evaluation of the information and training available to guidance counselors and career specialists to advise students on areas of critical need, labor market trends, and technical training requirements.
- Progress toward incorporation of best practices.
- Consideration of alternative guidance systems or ideas, including:
  - Teacher-advisor model.
  - Mentoring.
  - Business community partnerships.
  - Web-based delivery.
  - Parental involvement.
- Submission of the district's guidance plan.<sup>2</sup>

The bill directs the Department of Education to provide resources to assist school districts in preparing the required guidance report.

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<sup>2</sup> The Department of Education has indicated that 27 school districts have submitted a district guidance plan. The Florida Statutes do not require a guidance plan, but s. 1006.02, F.S., does require districts to "document the manner in which they have prepared students to enter the workforce."

## **Workforce Funding**

In January of this year, the Council for Education Policy, Research and Improvement (CEPRI), released a report developed in consultation with workforce education stakeholders. The changes made in this bill provide a framework for implementing several recommendations in the report.

CEPRI found that since the creation of the Workforce Development Fund in 1997, by merging a portion of the community college budget and the public school adult education budget and the accompanying development of performance formulas, continual budget reductions in all except one year had occurred, while enrollment growth had been absorbed within current or reduced resources. Further, the community college workforce funds had been rebudgeted in the community college budget in FY 2002-03. CEPRI recommends returning the remaining adult and career education portion of the Workforce budget to the school district budget. Once in the respective delivery system budgets, however, common methodology and measures should be used between the two delivery systems. The bill deletes references to the "Workforce Development Education Fund" throughout the statute to conform to this budget transfer.

CEPRI also found that there were problems with the current formula methodology for adult and career education. With overall adult and career education funding not increasing for the last few years, gains in performance funding came at the expense of other programs and institutions in the system. These programs did not have the ability to determine the amount of performance gain needed in order to earn back their performance funds that were at risk. Further, no provision was made in the formula to address increasing demand for a program or workload. CEPRI recommends that a revised funding allocation model and program reporting system be developed by the DOE that acknowledges workload as well as performance. This legislation facilitates the recommendation by continuing the provision that the General Appropriations Act (GAA) may reflect allocations of base and performance funding to workforce programs. Should the GAA not include an allocation, base funding shall be allocated by DOE based on weighted enrollment not exceeding 90% of the allocation and performance funding being at least 10% of the allocation. The Department of Education is charged with developing a funding process for school district programs comparable to that for community college programs.

The bill deletes an obsolete section dealing with the reversion of funds.

School districts, mirroring the community college workforce programs, are charged with the reporting of FTE's by discipline, reflected in an annual cost report. Fee revenue is also to be reported. Finally, the DOE is to develop a plan for comparable reporting of program, student, facilities, personnel and financial data between the community colleges and the school district workforce development education programs.

## **Apprenticeships**

The bill establishes an Apprenticeship Appeal Commission to hear appeals from apprenticeship sponsors, community colleges, and school districts that are having disputes over contractual matters. The commission, appointed by the Commissioner of Education, shall be composed of twelve members who serve without compensation. Six of the members will represent apprenticeship sponsors, three of the members will represent school districts currently operating apprenticeship programs, and the final three members will represent community colleges currently operating apprenticeship programs.

The Apprenticeship Appeal Commission is required to develop a recommended program model that consists of best practices, guidelines, appeal procedures, and a model contract for apprenticeship contracts. The best practices and model contract shall be submitted to the Legislature and the Department of Education by December 31, 2004.

The bill gives the Apprenticeship Appeal Commission a number of powers and duties including:

- Hear and recommend non-binding resolutions for disputes between apprenticeship sponsors and school districts or community colleges offering apprenticeship programs.
  - Only hears disputes if mediation fails.
  - Uses developed best practices and model contract as criteria in appeal hearings.
- Submit an annual report to the Commissioner of Education, by December 31, which details each dispute handled by the commission.
- Reject appeals that fail to follow procedural rules, review appeals documents, gather other applicable information, and make a written report with recommendations to the Commissioner of Education.

In addition to appointing the members, the Commissioner of Education is charged with receiving appeals and convening meetings of the commission to hear appeals. Each meeting must have at least eight members and be in the same ratio as the membership composition of the commission. Convened members cannot represent the apprenticeship sponsor, school district, or community college involved in the dispute before the commission.

The State Board of Education is provided rulemaking authority to implement the provisions of this section.

The bill also requires the Agency for Workforce Education to do a study on the need for new and expanded apprenticeship programs. The study will look at all apprenticeship programs registered pursuant to Chapter 446, F.S., by workforce region with an emphasis on apprenticeships in construction, biotechnology, information technology, allied health, or other areas of critical need. A report, with findings and recommendations, is due to the Legislature and Governor, by December 31, 2004.

### **Comprehensive Workforce Study**

The bill requires the Commissioner of Education to form a group to study and help find solutions to the demands of workforce education in Florida. The Commissioner shall appoint members who represent school districts, community colleges, public and private universities, private postsecondary schools and colleges, the Agency for Workforce Innovation, Workforce Florida, Inc., Enterprise Florida, and other members the Commissioner deems appropriate. The majority of the members must represent business and industry.

The study group shall examine and make recommendations on a wide range of issues within the six areas summarized below:

- Funding model that encompasses both enrollment and performance.
- Allocation model based on occupational completion points, literacy completion points, and program length.
- Methods to improve articulation and maximize transferability of coursework
- Innovative programs that help to prepare high school students for further education and employment.
- Innovative options or expanded use of resources for postsecondary workforce education focusing on areas of high demand or unmet need.
- Guidance counseling and advising for students in K-12, including what could be done at the middle school level, to better prepare students for their future careers.

The Department of Education shall provide staff assistance and resources to assist the study group in preparing recommendations. The study group shall report to the Commissioner and State Board of Education by October 1, 2004. The Commissioner shall, based on the study group report, report to the

Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2004, with recommended funding and statutory changes.

## **Nomenclature**

Historically, terms such as “vocational and technical” have been used to describe educational paths for students who do not plan to attend a college or university. These terms do not reflect the skills and professionalism required of persons entering the workforce today.

This bill changes references to “vocational and technical” education in current law to “career” education. Some of these specific changes include:

- “Vocational and technical programs” are changed to “career programs.”
- “Vocational-technical certificates” are changed to “career certificates.”
- “Vocational-technical schools” are changed to “career institutes.”
- “Vocational-technical training” is changed to “career training.”
- “Area technical centers” are changed to “career institutes.”
- “Technical institutes and vocational schools” are changed to “career institutes.”
- “Vocational-technical facilities” are changed to “career institute facilities.”
- “Vocational-technical centers” are changed to “career institutes.”
- “Vocational-directed” is changed to “career-directed.”
- “Vocational education” is changed to “career education.”
- “Technical centers” are changed to “career centers.”
- “Vocational schools” are changed to “career institutes.”
- “Vocational work-related programs” are changed to “career-related programs.”
- “Vocational-preparatory is changed to “career-preparatory.”
- “Technical credit is changed to career credit.”

This change in nomenclature more accurately describes the professional preparation of these programs.

### **C. SECTION DIRECTORY:**

Section 1: Amends s. 1002.34, F.S., relating to charter technical career centers; specifying method of calculating FTE.

Section 2: Creates s. 1003.431, F.S., providing for career and technical education certification on high school diploma; providing student requirements for program participation; providing for State Board of Education rules; providing for program incentive funding and uses of such funding.

Section 3: Amends s. 1003.491, F.S., relating to career and technical education; providing responsibilities of school boards and superintendents.

Section 4: Creates s. 1003.492, F.S., allowing industry certification of career education programs; requiring State Board of Education to adopt rules; requiring the Department of Education to establish a pilot program to study the effect on students of industry-certified programs; providing funding for pilot programs based upon a cost factor recommended by the Department of Education.

Section 5: Creates s. 1006.025, F.S., requiring school districts to annually submit a district guidance report to the Commissioner of Education; requiring the Department of Education to provide assistance to districts in preparing the annual guidance report.

Section 6: Amends s. 1012.01(2), F.S., relating to instructional personnel; changing "occupational/placement specialist" to "career specialist".

Section 7: Amends s. 1011.80, F.S., correcting cross references; eliminating the Florida Workforce Development Education Fund; providing methodology for distribution of workforce funds when the General Appropriations Act does not; requiring the Department of Education to develop a funding process for school district workforce development education programs; establishing reporting requirements for school district workforce development education programs.

Section 8: Amends s. 1009.22, F.S., deleting language referring to the Workforce Development Education Fund.

Section 9: Amends s. 1011.83, F.S., deleting language referring to the Workforce Development Education Fund.

Section 10: Creates s. 446.073, F.S., establishing the Apprenticeship Appeal Commission; providing duties and guidelines for the commission.

Section 11: Requires study by the Agency for Workforce Innovation on new and expanded apprenticeship programs within each workforce region; requiring submission of report by December 31, 2004.

Section 12: Requires the Commissioner of Education to convene a group to do a comprehensive study of workforce education; requiring study group recommendations by October 1, 2004; requiring commissioner to submit a report by December 1, 2004, with recommendations for funding and statutory changes; providing for composition of study group; requiring the Department of Education to provide staff assistance and resources.

Section 13: Amends s. 20.18, F.S., to change "vocational, technical" to "career."

Section 14: Amends s. 110.1099, F.S., to change "technical centers" to "career centers."

Section 15: Amends s. 112.19, F.S.; to change "vocational-technical certificate" to "career certificate;" "vocational-technical school" to "career institute."

Section 16: Amends s. 112.19, F.S., to change "vocational-technical certificate" to "career certificate;" "vocational-technical school" to "career institute."

Section 17: Amends s. 112.191, F.S., to change "vocational-technical certificate" to "career certificate;" "vocational-technical school" to "career institute."

Section 18: Amends s. 112.191, F.S., to change "vocational-technical certificate" to "career certificate;" "vocational-technical school" to "career institute."

Section 19: Amends s. 112.1915, F.S., to change "vocational-technical certificate" to "career certificate;" "vocational-technical school" to "career institute."

Section 20: Amends s. 238.01, F.S., to change "vocational school" to "career institute."

Section 21: Amends s. 250.10, F.S., to change "vocational-technical training" to "career training."

Section 22: Amends s. 250.482, F.S., to change "vocational or technical school" to "career institute."

Section 23: Amends s. 288.047, F.S., to change "area technical center" to "career institute."

Section 24: Amends s. 288.9511, F.S., to change "technical institutes and vocational schools" to "career institutes."

Section 25: Amends s. 292.05, F.S., to change "vocational training" to "career training."

Section 26: Amends s. 292.10, F.S., to change "vocational training" to "career training."

Section 27: Amends s. 295.02, F.S., to change "vocational-technical school" to "career institute."

Section 28: Amends s. 295.125, F.S., to change "vocational training" to "career training;" "vocational-technical facilities" to "career institute facilities;" vocational-technical schools and centers" to "career institutes;" "vocational-technical school" to "career institute;" "vocational program" to "career program."

Section 29: Amends s. 339.0805, F.S., to change "vocational-technical center" to "career institute."

Section 30: Amends s. 364.508, F.S., to change "area technical centers" to "career institutes."

Section 31: Amends s. 376.0705, F.S., to change "vocational-technical centers" to "career institutes."

Section 32: Amends s. 380.0651, F.S., to change "technical schools" to "career institutes."

Section 33: Amends s. 402.305, F.S., to change "vocational-technical programs" to "career programs."

Section 34: Amends s. 402.3051, F.S., to change "vocational/technical programs" to "career programs."

Section 35: Amends s. 403.716, F.S., to change "vocational-technical centers" to "career institutes."

Section 36: Amends s. 414.0252, F.S., to change "vocational or technical training" to "career training."

Section 37: Amends s. 420.0004, F.S., to change "vocational-technical center" to "career institute."

Section 38: Amends s. 420.524, F.S., to change "vocational-technical center" to "career institute."

Section 39: Amends s. 420.602, F.S., to change "vocational-technical center" to "career institute."

Section 40: Amends s. 440.16, F.S., to change "area technical center" to "career institute."

Section 41: Amends s. 443.171, F.S., to change "vocational training" to "career training;" "vocational guidance" to "career guidance."

Section 42: Amends s. 445.003, F.S., to change "vocational education" to "career education."

Section 43: Amends s. 445.004, F.S., to change "vocational education programs" to "career education programs;" "technical and vocational education programs" to "career education programs."

Section 44: Amends s. 445.009, F.S., to change "vocational education" to "career education;" "vocational competencies" to "career competencies;" "vocational program" to "career program."

Section 45: Amends s. 445.012, F.S., to change "vocational contact hour" to "career contact hour;" "technical center" to "career institute;" "vocational-preparatory" to "career-preparatory."

Section 46: Amends s. 445.0123, F.S., to change "technical center" to "career institute."

Section 47: Amends s. 445.024, F.S., to change "vocational education or training" to "career education or training;" "vocational education" to "career education."

Section 48: Amends s. 445.049, F.S., to change "vocational certificate" to "career certificate."

Section 49: Amends s. 446.011, F.S., to change "vocational programs" to "career programs."

Section 50: Amends s. 446.052, F.S., to change "vocational instruction" to "career instruction."

Section 51: Amends s. 446.22, F.S., to change "vocational school" to "career institute."

Section 52: Amends s. 475.17, F.S., to change "area technical center" to "career institute."

Section 53: Amends s. 475.451, F.S., to change "area technical centers" to "career institutes."

Section 54: Amends s. 475.617, F.S., to change "area technical center" to "career institute."

Section 55: Amends s. 475.6175, F.S., to change "area technical center" to "career institute."

Section 56: Amends s. 475.618, F.S., to change "area technical center" to "career institute."

Section 57: Amends s. 475.627, F.S., to change "area technical center" to "career institute."

Section 58: Amends s. 494.0029, F.S., to change "area technical centers" to "career institutes."

Section 59: Amends s. 509.302, F.S., to change "vocational training" to "career training."

Section 60: Amends s. 553.841, F.S., to change "vocational-technical schools" to "career institutes."

Section 61: Amends s. 790.06, F.S., to change "area technical center" to "career institute."

Section 62: Amends s. 790.115, F.S., to change "vocational school" to "career institute."

Section 63: Amends s. 810.095, F.S., to change "vocational school" to "career institute."

Section 64: Amends s. 943.14, F.S., to change "vocational-technical center" to "career institute."

Section 65: Amends s. 948.015, F.S., to change "vocational training" to "career training."

Section 66: Amends s. 948.09, F.S., to change "vocational or technical training" to "career training."

Section 67: Amends s. 958.12, F.S., to change "vocational" to "career."

Section 68: Amends s. 985.03, F.S., to change "vocational programs" to "career programs."

Section 69: Amends s. 985.315, F.S., to delete "technical;" to change "vocational work-related programs" to "career-related programs;" "vocational training" to "career training."

Section 70: Amends s. 1000.04, F.S., to change "area technical centers" to "career institutes;" to delete "career and technical;" to delete "development" from "workforce development education."

Section 71: Amends s. 1000.05, F.S., to delete "and technical."

Section 72: Amends s. 1001.42, F.S., to delete "and technical."

Section 73: Amends s. 1001.44, F.S., to change "technical centers" to "career institutes" and "center" to "institute."

Section 74: Amends s. 1001.452, F.S., to change "technical center" to "career institute."

Section 75: Amends s. 1001.453, F.S., to delete "and technical."

Section 76: Amends s. 1001.64, F.S., to delete "development" from "workforce development education."

Section 77: Amends s. 1002.01, F.S., to delete "and technical."

Section 78: Amends s. 1002.20, F.S., to delete "and technical."

Section 79: Amends s. 1002.22, F.S., to change "area technical center and technical center" to "career institute;" changing "technical center official or employee" to "career institute official or employee."

Section 80: Amends s. 1002.38, F.S., to change "technical education" to "career education."

Section 81: Amends s. 1002.42, F.S., to delete "and technical."

Section 82: Amends s. 1003.01, F.S., to delete "and technical;" to delete "vocational education."

Section 83: Amends s. 1003.02, F.S., to delete "and technical."

Section 84: Amends s. 1003.43, F.S., to delete "and technical."

Section 85: Amends s. 1003.47, F.S., to change "area technical center" to "career institute."

Section 86: Amends s. 1003.51, F.S., to delete "and technical."

Section 87: Amends s. 1003.52, F.S., to delete "and technical."

Section 88: Amends s. 1004.02, F.S., to change "technical certificate program" to "to career certificate program;" "career and technical education program" to "career education program;" "career and technical program" to "career program;" "career and technical education" to "career education;" "career technical certificate" to "career certificate;" "career technical degree" to "career degree;" "workforce development education" to "workforce education."

Section 89: Amends s. 1004.04, F.S., to change "technical credit" to "career credit."

Section 90: Amends s. 1004.07, F.S., to change "area technical center" to "career institute."

Section 91: Amends s. 1004.54, F.S., to change "technical centers" to "career institutes."

Section 92: Amends s. 1004.65, F.S., to delete "technical;" to change "vocations" to "careers;" to delete "and technical."

Section 93: Amends s. 1004.73, F.S., to delete "development" from "workforce development education."

Section 94: Amends s. 1004.91, F.S., to change "technical education programs" to "career education programs;" "technical credit" to "career credit;" "vocational-preparatory" to "career-preparatory;" "technical certificate" to "career certificate."

Section 95: Amends s. 1004.92, F.S., to delete "and technical;" to change "technical center" to "career institute;" "technical" to "career;" "center advisory council" to "institute advisory council;" "center improvement plan" to "institute improvement plan;" "center director" to "institute director;" "center's

annual budget and plan" to "institute's annual budget and plan."

Section 96: Amends s. 1004.93, F.S., to change "technical certificate" to "career certificate;" "technical education program" to "career education program."

Section 97: Amends s. 1004.98, F.S., to delete "and technical."

Section 98: Amends s. 1005.02, F.S., to delete "technical."

Section 99: Amends s. 1005.06, F.S., to change "technical certificate" to "career certificate."

Section 100: Amends s. 1005.21, F.S., to delete "and technical."

Section 101: Amends s. 1006.035, F.S., to change "technical school" to "career institute."

Section 102: Amends s. 1006.051, F.S., to delete "and technical."

Section 103: Amends s. 1006.21, F.S., to delete "and technical."

Section 104: Amends s. 1006.31, F.S., to delete "and technical."

Section 105: Amends s. 1007.21, F.S., to delete "and technical."

Section 106: Amends s. 1007.23, F.S., to change "technical centers" to "career institutes."

Section 107: Amends s. 1007.24, F.S., to delete "and technical."

Section 108: Amends s. 1007.25, F.S., to delete "and technical."

Section 109: Amends s. 1007.27, F.S., to delete "and technical."

Section 110: Amends s. 1007.271, F.S., to change "technical certificate" to "career certificate;" "career and technical-level" to "career-level;" "career and technical courses" to "career courses;" to delete "and technical;" to change "job-preparatory program" to "career-preparatory program;" "area technical center" to "career institute;" "technical center" to "career institute."

Section 111: Amends s. 1008.37, F.S., to change "technical center" to "career institute."

Section 112: Amends s. 1008.385, F.S., to delete "and technical."

Section 113: Amends s. 1008.405, F.S., to delete "development" from "workforce development education."

Section 114: Amends s. 1008.41, F.S., to delete "development" from "workforce development education."

Section 115: Amends s. 1008.42, F.S., to change "career and technical education programs" to "career education programs;" "technical certificate" to "career certificate;" "technical degree program" to "career degree program;" "technical certificate program" to "career certificate program;" "technical degree level" to "career degree level;" to delete "and technical."

Section 116: Amends s. 1008.43, F.S., to delete "and technical."

Section 117: Amends s. 1008.45, F.S., to delete "and technical."

Section 118: Amends s. 1009.23, F.S., to change "technical credit" to "career credit."

Section 119: Amends s. 1009.25, F.S., to change "vocational preparatory" to "career preparatory;" to delete "and technical."

Section 120: Amends s. 1009.40, F.S., to change "technical center" to "career institute;" "technical institution" to "career institution."

Section 121: Amends s. 1009.532, F.S., to change "technical certificate" to "career certificate."

Section 122: Amends s. 1009.533, F.S., to change "technical center" to "career institute."

Section 123: Amends s. 1009.536, F.S., to delete "and technical."

Section 124: Amends s. 1009.55, F.S., to change "technical school" to "career institute."

Section 125: Amends s. 1009.61, F.S., to delete "and technical."

Section 126: Amends s. 1009.64, F.S., to change "technical centers" to "career institutes;" "technical certificate program" to "career certificate program."

Section 127: Amends s. 1009.98, F.S., to change "technical certificate program" to "career certificate program;" "technical center" to "career institute."

Section 128: Amends s. 1010.20, F.S., to delete "and technical."

Section 129: Amends s. 1010.58, F.S., to delete "and technical."

Section 130: Amends s. 1011.62, F.S., to delete "and technical."

Section 131: Amends s. 1011.68, F.S., to delete "and technical."

Section 132: Amends s. 1012.01, F.S., to change "career and technical education" to "career education;" "technical center directors" to "career institute directors;" "technical center" to "career institute;" "technical institutes" to "career institutes."

Section 133: Amends s. 1012.39, F.S., to delete "and technical."

Section 134: Amends s. 1012.41, F.S., to delete "and technical."

Section 135: Amends s. 1012.43, F.S., to delete "and technical."

Section 136: Amends s. 1013.03, F.S., to delete "and technical."

Section 137: Amends s. 1013.31, F.S., to delete "and technical."

Section 138: Amends s. 1013.64, F.S., to change "technical centers" to "career institutes;" "career and technical educational facility" to "career institute facility;" to delete "and technical."

Section 139: Amends s. 1013.75, F.S., to change "technical center" to "career institute."

Section 140: Provides an effective date of July 1, 2004.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

### A. FISCAL IMPACT ON STATE GOVERNMENT:

#### 1. Revenues:

This bill does not appear to have a fiscal impact on state government revenues.

#### 2. Expenditures:

This bill has an indeterminate but presumed small fiscal impact on state government expenditures.

The bill requires a number of actions by the Department of Education including:

- Studies and reports on various workforce related areas.
- Provision of staff assistance to the Apprenticeship Appeal Commission.
- Development of resource material for districts in preparation for district guidance reports.

It is not clear if additional staff will be needed to complete these tasks; however, it is worth noting that a number of the tasks are one-time and not recurring in nature.

### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

#### 1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

#### 2. Expenditures:

This bill has an indeterminate but presumed small fiscal impact on local government expenditures. The bill requires each district to submit an annual guidance report, but the DOE is required to provide support materials to assist districts in preparation of the report. The bill encourages and provides the possibility of incentive funding for but does not require districts to adopt a comprehensive career education program to allow students to achieve a career education certification on the student's diploma.

### C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have a direct economic impact on the private sector.

### D. FISCAL COMMENTS:

The bill indicates the possibility for incentive funding to districts for students who achieve a career education certification on their diploma, but it is not required and is determined by availability in the General Appropriations Act.

The bill also studies whether there is a need for cost factors or start-up funding for industry-certified career education programs. If industry-certified career education is determined to be of benefit to the state, the study could recommend one or both of these funding options for use in future years.

## III. COMMENTS

### A. CONSTITUTIONAL ISSUES:

#### 1. Applicability of Municipality/County Mandates Provision:

This bill does not require municipalities or counties to expend funds, does not reduce their authority to raise revenue, and does not reduce the percentage of a state tax shared with counties or municipalities.

2. Other:

This bill does not appear to violate any constitutional provisions.

B. RULE-MAKING AUTHORITY:

The bill provides rulemaking authority to the State Board of Education with respect to various aspects of the career education program, including the definition of work-based learning experiences, the specification of capstone activities, the creation of a standard format for the career education certification, and the implementation of the certification process. The bill appears to confer implied authority on the Department of Education for rulemaking with respect to the development of a funding process for school district workforce development programs and the development of a plan for comparable reporting of information between community colleges and school district workforce education programs. These requirements, as well as the processes and guidelines developed by the Apprenticeship Appeals Commission, which is housed within the department, may require formal rulemaking under ss. 120.536(1) and 120.54, F.S.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

#### IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

On March 21, 2004, the Committee on Commerce adopted two amendments and passed the bill as a committee substitute. The differences between the original bill and the committee substitute are as follows:

- Removed the requirement for the State Board of Education to revise rules governing the certification and recertification of guidance counselors in section 4 of the bill.
- Replaced the words "endorsement" and "endorsements" with "certification" and "certifications", respectively.

On April 13, 2004, Representative Jennings will sponsor a strike-all amendment to this bill when it is heard by the Subcommittee on General Education. This analysis is drawn to that amendment.

On April 13, 2004, the Subcommittee on General Education favorably recommended HB 769 with a strike-all amendment. This analysis is drawn to that amendment.