

The Florida Senate
PROFESSIONAL STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: Education Pre-K - 12 Appropriations Committee

BILL: CS/CS/SB 1232

INTRODUCER: Committee on Education Pre-K-12 and Senator Gaetz

SUBJECT: Career and Professional Education

DATE: February 28, 2007 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Carrouth</u>	<u>Matthews</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Armstrong</u>	<u>Hamon</u>	<u>EA</u>	<u>Fav/CS</u>
3.	_____	_____	<u>RC</u>	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

I. Summary:

The bill is a comprehensive approach to revising career education within career and professional academies in Florida's public schools. In particular, the bill:

- Defines career and professional academies (academies) as public high school academies that offer a rigorous and relevant curriculum that leads to industry-recognized certification in high demand occupations, a standard high school diploma, and opportunities for high school students to simultaneously earn college credit;
- Requires school districts to develop, in collaboration with local workforce boards and the postsecondary community, strategic five-year plans during the 2007-2008 school year that include provisions for at least one academy to be operational in the school district at the beginning of the 2008-2009 school year;
- Requires the State Board of Education to establish a process for the continual review of newly proposed rigorous and relevant core high school courses to meet the requirements for industry standards and to address emerging academic and labor market needs;
- Requires the Agency for Workforce Innovation (AWI) to identify appropriate industry certifications based on the highest national standards available. The bill requires the Department of Education to work with Workforce Florida and Enterprise Florida to collect and analyze academic achievement and performance data of students participating in academies; and

- Amends the Florida Education Finance Program (FEFP) to provide a bonus weight for the funding of students enrolled in career and professional academies that result in industry certification.

This bill substantially amends ss. 1003.491, 1003.492, 1003.493, and 1011.62, and repeals s. 1003.494 of the Florida Statutes.

II. Present Situation:

The Senate Committee on Education has previously reviewed a substantial body of research¹ associated with career academies and cited the Okaloosa County Schools CHOICE² Institutes as an exemplary model to ensure that academy outcomes are focused on viable occupations and industry needs.³ The Career Academy National Standards of Practice⁴ identified in academy research are used as the foundation for the CHOICE career and professional model.

The Office of Program Policy Analysis and Government Accountability (OPPAGA) published a report on the status of Florida career academies in July 2006, based on survey responses received from 462 Florida career academies.⁵ The report included an assessment of industry certification within the academies and addressed three industry certification categories: student receipt of industry certification; instructor certification based on industry credentials; and career academy certification.⁶ Based on the district responses, 50 percent of the academies include at least one of these three certifications, with industry certification for students the most prevalent of the three categories.⁷ Other key findings outlined in the OPPAGA report include the following:

- Fifty (50) percent of the districts that do not offer any category of industry certification reported that no industry certification is currently available for the specific career theme.
- Responding districts reported that the most common academy career themes were information technology (IT) and health science.⁸
- There did not appear to be a strong relationship between the theme of the district academies and the postsecondary articulation agreements.
- District survey respondents reported that local workforce boards and parents were the least likely to influence the selection of career themes.

The 2006-2007 SUCCEED, Florida! Career Paths Program currently funds grants to school districts for secondary career and professional academies.⁹ Funding is provided for instruction in industry certified career education programs; however, the industry certification may be issued

¹ Senate Interim Project Report 2006-115

² Okaloosa County CHOICE Institutes, <http://www.careerandprofessionalinstitutes.com>

³ States' Career Clusters, *What Are Career Clusters?*, <http://www.careerclusters.org> 14 April 2006.

⁴ National High School Alliance, *Career Academy National Standards of Practice*, http://www.hsalliance.org/downloads/home/Career_Academy_National_Standards_of_Practice.pdf. 14 April 2006; See also, FLDOE, Workforce Education, *Career Academies: National Standards*, http://www.firn.edu/doe/workforce/ca_standards.htm

⁵ Report No. 06-56 – <http://www.oppaga.state.fl.us/reports/educ/r06-56s.html>

⁶ Ibid. Pages 19-29

⁷ Ibid. – Districts reported 35 percent of students receiving industry certification.

⁸ Ibid. Page 7

⁹ 2006-2007 Succeed, Florida Career Paths - \$7.66 million

locally and therefore lacks an independent and rigorous review of the industry certification standards. Also, certification may not be achievable at the secondary level for certain career themes that are funded.

III. Effect of Proposed Changes:

The bill creates the Florida Career and Professional Education Act to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and sustain a vibrant state economy. Public high schools are required to meet the following standards for career and professional academies: a rigorous and relevant curriculum that leads to industry-recognized certification in high-demand occupations; the award of a standard high school diploma; and opportunities for high school students to simultaneously earn college credit. High school graduates who attain industry certification are better prepared to enter both postsecondary education and the workforce in high-skill, high-wage, and high-demand careers.

The bill requires school districts to develop, in collaboration with local workforce boards and the postsecondary community, strategic five-year plans that objectively addresses the needs of local and regional workforce through the development and implementation of academies. The strategic plan must include provisions for at least one career and professional academy to be operational in the school district at the beginning of the 2008-2009 school year. The bill encourages the Florida Virtual School to offer rigorous career courses to meet any district academy course deficits. The bill also authorizes two or more school districts to collaborate in developing and offering career academies, provided the strategic plan is approved by AWI and certain requirements are met.

The bill requires career and professional academies to include the following:

- A rigorous, standards-based academic curriculum integrated with a career curriculum that leads to industry certification, a standard high school diploma, and postsecondary credit as appropriate;
- Instruction in a career designated as high-growth, high-demand, and high-pay by the local or regional workforce board;
- One or more partnerships between the local school district, postsecondary institutions approved to operate in Florida, and local workforce boards;
- Maximum articulation of credits based on articulation agreements between the academy and postsecondary institutions approved to operate in Florida;
- Instruction from highly skilled, industry-certified professionals;
- Internships, externships, and on-the-job training;
- Maximum use of private-sector facilities and personnel;
- Personalized academic advisement and support for middle grades career exploration;
- Attainment, at minimum, of the Gold Seal Scholars award; and
- An evaluation plan developed jointly with the Department of Education and the local workforce board.

The bill requires the State Board of Education to establish an expedited process for the continuous review of newly proposed rigorous and relevant core high school courses.¹⁰ The review would be conducted by an appointed curriculum committee comprised of subject area, business, and postsecondary experts. Decisions regarding course eligibility must be made within 60 days. Approved courses would be included in the Course Code Directory and would also be considered for possible dual enrollment and postsecondary credit.

The bill requires AWI to identify appropriate industry certification based on the highest national standards available. Local work force boards and academies may request additions to the list of industry certifications, provided requests are based upon high-demand labor needs of the regional workforce economy. The Agency for Workforce Innovation would publish annually an updated list of industry certifications to be used within the career academies.

The bill requires the Department of Education to work with Workforce Florida and Enterprise Florida in the collection and analysis of academic achievement and performance data of academy students. The bill requires an evaluation plan and self-assessment tool to determine outcomes such as graduation rates, achievement of industry certification, postsecondary enrollment, satisfaction of business and industry, employment rates, earnings figures, and awards of scholarships and postsecondary credit.

The bill amends the FEFP calculation and provides supplemental weighted funding for students enrolled in career and professional academies, provided the instruction leads to industry certification for enrolled students upon academy completion.¹¹ Districts, however, will not be eligible to receive both career academy and dual enrollment weighted funding for participating students. Career and professional academies implemented as specified in the bill will provide a rigorous and relevant curriculum to high school students and enable them to matriculate easily to both postsecondary education and the workforce.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

¹⁰ Despite changes to s. 1003.493, F.S., requiring a more frequent review and response to newly proposed courses, the Department of Education maintains a fifteen-month timeline for new course submissions - www.firn.edu/doe/databaseworkshop/presentations.htm

¹¹ Eligible students would generate an additional 0.3 FTE in the subsequent year.

V. Economic Impact and Fiscal Note:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

Local workforce boards would partner with local school districts to develop strategic plans and implement career and professional academies. The partnering local and regional business communities would be required to offer resources and personnel assistance, but would reap the benefits of a “ready” and more highly skilled local workforce.

C. Government Sector Impact:

Public school districts that offer industry-certified career and professional academies would receive an additional bonus weight of 0.3 FTE in the FEFP for students who successfully complete the academy and receive industry certification. Funds would be provided in the General Appropriations Act (GAA) in the year following official reports on the students who received industry certification. The total amount of funds required would depend on the number of districts who offer industry-certified career and professional academy programs and the number of students who successfully complete the program and receive industry certification. However, the bill limits the appropriation for the FTE bonus to \$30 million annually, unless otherwise specified in the GAA. If this provision had been in effect during FY 2006-2007, a district would have received approximately \$1,200 for each student achieving industry certification.

In addition, there may be additional cost for school districts, workforce boards, postsecondary institutions, the State Board of Education, Workforce Florida, Enterprise Florida, and the Agency for Workforce Innovation as these organizations participate in the implementation of various provisions of this bill, including the development of career and professional academies; development of the strategic 5-year plan; the curriculum review; the approved list of industry certifications; collection, analysis, and reporting of student and program data; and the development and implementation of assessments for industry certification.

Elimination of courses and programs which do not result in industry certification and employment would provide cost savings. The bill requires the redirection of existing resources towards the development and operation of career and professional academies.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

This Senate Professional Staff Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

VIII. Summary of Amendments:

None.

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