

STORAGE NAME: h1915a.ei
DATE: April 15, 1997

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
EDUCATION INNOVATION
BILL RESEARCH & ECONOMIC IMPACT STATEMENT**

BILL #: HB 1915

RELATING TO: Advanced International Certificate of Secondary Education Program

SPONSOR(S): Representative Clemons

STATUTE(S) AFFECTED: ss. 236.081, 240.116, F.S.

COMPANION BILL(S): None

ORIGINATING COMMITTEE(S)/COMMITTEE(S) OF REFERENCE:

- (1) EDUCATION INNOVATION YEAS 6 NAYS 0
- (2)
- (3)
- (4)
- (5)

I. SUMMARY:

The legislation directs the Department of Education to assist up to three school districts in conducting a 3-year trial of the Advanced International Certificate of Secondary Education Program (AICE). The department must evaluate the program and make recommendations to the Legislature prior to October 1, 2000, regarding the program's comparability to the International Baccalaureate Program. A designated number of students enrolled in each AICE pilot program will generate full-time equivalent (FTE) membership for Florida Education Finance Program (FEFP) purposes in the same manner as students enrolled in the International Baccalaureate Program. In each pilot program, a maximum of 40 students could generate additional funding for enrollment during the 1997-98 school year. Additional funding could be generated for up to 80 students enrolled in each pilot program during the 1998-1999 and 1999-2000 school years. The additional FTEs generated by AICE students would actually be funded in the following year's FEFP allocation, as is currently done for students in International Baccalaureate programs.

This bill amends sections 236.081 and 240.116 of the Florida Statutes.

II. SUBSTANTIVE RESEARCH:

A. PRESENT SITUATION:

Section 240.116, F.S., provides a mechanism for high school students to receive postsecondary credit through the Advanced Placement Program administered by the College Board and the International Baccalaureate Program administered by the International Baccalaureate Office. Postsecondary credit is awarded to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination for the advanced placement course in which the student is enrolled. The State Board of Education is authorized to establish the cutoff scores for International Baccalaureate Program subject examinations that may be used to grant postsecondary credit at community colleges and universities. Students in the International Baccalaureate Program may be awarded up to a maximum of 30 semester credit hours; however, the community college or university accepting the student determines the specific courses for which he or she receives credit.

Section 236.081(1)(q), F.S., provides a funding incentive to districts that successfully deliver advanced placement instruction. Each district earns an additional 0.24 full-time equivalent student (FTE) membership for each student who was enrolled in an advanced placement course and achieved a score of 3 or higher on the College Board Advanced Placement Examination during the prior year. In addition, s. 236.081(1)(n), F.S., each district earns an additional 0.24 FTE membership for each student enrolled in an International Baccalaureate course who receives a score of 4 or higher on a subject examination. The district also receives a value of 0.3 FTE membership for each student who receives an International Baccalaureate diploma.

The "advanced placement" and International Baccalaureate FTEs increase a district's Florida Education Finance Program (FEFP) funding for basic programs in grades 9-12.

The Advanced International Certificate of Education (AICE) is a pre-university curriculum and examination system designed for grades 9-12. Complimenting the International General Certificate of Secondary Education, which is used in more than 90 countries around the world, the AICE is administered by the University of Cambridge in England. Built on a broad based, rigorous instruction and examination philosophy, similar to the International Baccalaureate Program, the AICE has gained acceptance in England and other countries as a university entrance credential. Some American universities have expressed interest in awarding advanced credit to applicants with AICE certificates. Bay County High School in Panama City, Florida, is currently the only U.S. high school that has implemented the AICE program.

B. EFFECT OF PROPOSED CHANGES:

The legislation under consideration would direct the Department of Education to assist up to three school districts in pilot testing the Advanced International Certificate of Education Program for three years beginning with the 1997-98 school year. The department would also be required to evaluate the program's comparability to the International Baccalaureate Program and report to the Legislature with recommendations no later than October 1, 2000.

A limited number of students in each AICE pilot program could generate additional FTEs for FEFP funding in the same manner as students in the International Baccalaureate. The additional FTE funding could be generated by up to 40 students enrolled in each AICE pilot program during each of the first year (1997-98) and by up to 80 students enrolled in each pilot program during the 1998-1999 and 1999-2000 school years. The additional FTEs generated by AICE students would actually be funded in the following year's FEFP allocation, as is currently done for students in

International Baccalaureate programs. International Baccalaureate students generate an additional 0.24 FTE for a score of 4 or more on a subject area examination and 0.3 FTE for an International Baccalaureate diploma.

C. APPLICATION OF PRINCIPLES:

1. Less Government:

a. Does the bill create, increase or reduce, either directly or indirectly:

(1) any authority to make rules or adjudicate disputes?

No.

(2) any new responsibilities, obligations or work for other governmental or private organizations or individuals?

Each school district running an Advanced International Certificate of Education pilot program, or the Department of Education, would be responsible for any costs associated with implementing and operating the pilot program unless the costs were passed on to the students participating.

(3) any entitlement to a government service or benefit?

Eligible students in the pilot districts will be entitled to apply to the program.

b. If an agency or program is eliminated or reduced:

Not applicable.

(1) what responsibilities, costs and powers are passed on to another program, agency, level of government, or private entity?

(2) what is the cost of such responsibility at the new level/agency?

(3) how is the new agency accountable to the people governed?

2. Lower Taxes:

Not applicable.

- a. Does the bill increase anyone's taxes?
- b. Does the bill require or authorize an increase in any fees?
- c. Does the bill reduce total taxes, both rates and revenues?
- d. Does the bill reduce total fees, both rates and revenues?
- e. Does the bill authorize any fee or tax increase by any local government?

3. Personal Responsibility:

- a. Does the bill reduce or eliminate an entitlement to government services or subsidy?

Eligible students in the pilot districts will be entitled to apply for admission to the program.

- b. Do the beneficiaries of the legislation directly pay any portion of the cost of implementation and operation?

No. The bill states, "Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations."

4. Individual Freedom:

- a. Does the bill increase the allowable options of individuals or private organizations/associations to conduct their own affairs?

Eligible students in the pilot districts will be entitled to apply for admission to the program.

- b. Does the bill prohibit, or create new government interference with, any presently lawful activity?

No.

5. Family Empowerment:

- a. If the bill purports to provide services to families or children:

- (1) Who evaluates the family's needs?

Not applicable.

- (2) Who makes the decisions?

Not applicable.

- (3) Are private alternatives permitted?

Not applicable.

- (4) Are families required to participate in a program?

No.

- (5) Are families penalized for not participating in a program?

No.

- b. Does the bill directly affect the legal rights and obligations between family members?

No.

- c. If the bill creates or changes a program providing services to families or children, in which of the following does the bill vest control of the program, either through direct participation or appointment authority:

- (1) parents and guardians?

Parents and guardians can motivate their children to apply for the program.

(2) service providers?

(3) government employees/agencies?

D. SECTION-BY-SECTION RESEARCH:

This section need be completed only in the discretion of the Committee.

III. FISCAL RESEARCH & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring Effects:

2. Recurring Effects:

3. Long Run Effects Other Than Normal Growth:

4. Total Revenues and Expenditures:

For the current school year the FEFP base student allocation (SBA) is \$2,912.14. An additional 0.24 FTE generates \$698.91. At the current SBA, each pilot program could have generated an additional \$27,957.54 all 40 students received a score of 4 or higher on one subject examination (i.e., a grand total of \$83,870 for a maximum of 120 students in three pilots). If all 40 students received a score of 4 or higher on two subject examinations the total would be \$55,913.09 (i.e., a grand total of \$167,739.26 for a maximum of 120 students in three pilots scoring 4 or higher on two subject exams).

If the base student allocation (SBA) remains at \$2, 912.14 for the 1998-1999 and 1999-2000 school year the amount would be \$111,826.18 for 80 students scoring a 4 or higher on 2 subject exams. The amount would be \$167,739.26 for 80 students scoring 4 or higher on 3 subject exams. The total for all 3 districts would be \$335,478.53 for 80 students in each district scoring 4 or higher on 2 subject exams and \$503,217.79 for 80 students in each district scoring 4 or higher on 3 subject exams.

Additionally, a value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an Advanced International Certificate of Education. The amount would be \$34,945.68 if 40 students graduated in the second year of the pilot program. The amount would be \$69,891.36 if 80 students graduated in the third year of the pilot program.

The following table illustrates the costs of the program over 3 years for 3 districts.

School Year	Number Students	Additional FTE	Number Subject Exams	SBA	Amount per District	Amount for 3 Districts
1997-98	40	0.24	2	\$2,912.14	\$55,913.09	\$167,739.26
1998-99	80	0.24	3	\$2,912.14	\$167,739.26	\$503,217.79
1999-00	80	0.24	3	\$2,912.14	\$167,739.26	\$503,217.79
					Subject Exam Total:	\$1,174,174.80

School Year	Number of Students Graduating	Additional FTE	SBA	Amount per District	Amount for 3 Districts
1997-98	0	0.30	\$2,912.14	0	0
1998-99	40	0.30	\$2,912.14	\$34,945.66	\$104,837.04
1999-00	80	0.30	\$2,912.14	\$69,891.36	\$209,674.08
				Graduation Total:	\$314,511.12

Based on 1997-1998 base student allocations the grand total for a three year pilot program in three counties is \$1,488,685.97

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring Effects:

2. Recurring Effects:

3. Long Run Effects Other Than Normal Growth:

Local communities in which the pilot program is operating may be more able to attract the type of companies they desire to relocate in their communities. Additionally, considering that graduates of the program are able to receive up to a full year's credit for their program, the economic impact to the families is large.

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

Not applicable.

1. Direct Private Sector Costs:

2. Direct Private Sector Benefits:

3. Effects on Competition, Private Enterprise and Employment Markets:

D. **FISCAL COMMENTS:**

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. **APPLICABILITY OF THE MANDATES PROVISION:**

This bill does not require counties or municipalities to expend funds.

B. **REDUCTION OF REVENUE RAISING AUTHORITY:**

This bill does not reduce the authority of counties or municipalities to raise revenue.

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C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

This bill does not reduce the percentage of a state tax shared with counties and municipalities.

V. COMMENTS:

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

HB 1915 was reported favorably by the Education Innovation Committee on April 15, 1997.

VII. SIGNATURES:

COMMITTEE ON EDUCATION INNOVATION:

Prepared by:

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