

**STORAGE NAME:** h197s1.ei  
**DATE:** March 10, 1997

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

**BILL #:** CS/HB 197

**RELATING TO:** Education and Workplace Readiness

**SPONSOR(S):** Committee on Education Innovation and Representatives Bradley and Feeney

**STATUTE(S) AFFECTED:** s. 232.2462, F.S., and creating s. 232.2451, F.S.

**COMPANION BILL(S):** SB 178

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

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**I. SUMMARY:**

HB 197 creates a model program, which is available as an option for use by schools and is related to student readiness for postsecondary education and the workplace. The intent of the program is to help students, in conjunction with their parents or guardians, develop and progress toward an after high school destination. Four post high school destinations are outlined. The chosen destination guides the planning of the student's course of study throughout high school. The student's participation in the program is optional.

The program is an additional tool provided to schools to help address problems associated with readiness for postsecondary education and employment. The intent is that students who choose to participate in the program will be better prepared to, after graduation, either enter the workforce, enroll in a postsecondary vocational or technical program, or enroll in community college or university. Participating students would choose among at least four destination plans and the chosen destination would guide their course of study throughout high school. Parents or guardians are expected to help guide their children in choosing their destination. A student will have the option of changing destinations during the high school years without starting over in course work.

HB 197 also provides that college credit hours earned through dual enrollment and early admission programs may be converted to high school credit, based on mastery of course outcomes. The policy will be established by the district's interinstitutional articulation agreements.

There could be some cost to the school choosing to implement the program and some cost to the Department of Education to provide technical assistance; however, the costs are indeterminate at this time.

II. SUBSTANTIVE ANALYSIS:

A. PRESENT SITUATION:

Blueprint 2000, Florida's system of school improvement and education accountability, includes the goal that all students graduate and are prepared to enter the workforce and postsecondary education. To help schools document their efforts regarding workforce preparation, s. 229.595, F.S., requires that schools provide to students:

- ◆ Career opportunities information
- ◆ Educational requirements and institutions which prepare students to enter each career
- ◆ Financial aid information

Each school is also responsible for identifying individual student interests and aptitudes in order to make curriculum and career choices accordingly.

In s. 229.57(3)(d), F.S., the Commissioner is required to develop a career assessment program that students can choose to take in grades seven to 10. The assessment program is to prepare students for further education or entering the workforce and must include career planning assessment as a free service to schools. Although schools are required to report the number and percentage of high school students who have a written career plan, students are not required to have a designated set of courses they will take to prepare them for further education or entering the workforce.

The *Florida Career Education Act* in s. 229.601, F.S., requires the Commissioner of Education to:

- ◆ Develop and administer a program to promote positive career opportunities for all students
- ◆ Coordinate career education efforts of all disciplines and programs within the educational system
- ◆ Assemble, develop, and distribute career education instructional materials
- ◆ Develop preservice and inservice training programs for school, community college, and university personnel, including counselors and occupational and placement specialists, regarding infusing career education concepts into basic curricula and assisting in career counseling and placement
- ◆ Coordinate and assist the efforts of business, community, and government agencies that are concerned with education and work
- ◆ Integrate career education into school curricula, with emphasis on the integration of technology needs and the career planning process

## Graduation Requirements

To receive a standard high school diploma, per s. 232.246, F.S., a student must:

- ◆ Complete successfully 24 academic credits meeting outlined curricular requirements
- ◆ Pass both sections of the high school competency test, per s. 229.57(3)(c)
- ◆ Receive a cumulative grade point average (GPA) of 1.5, on a 4.0 scale, for required graduation courses
- ◆ Meet any other district school board requirements

District school boards are authorized and encouraged in s. 232.246(4)(c), F.S., to establish requirements in excess of the minimums listed above. There are district school boards which have chosen to require a 2.0 GPA for graduation. District school boards may also require specific courses and programs of study within the minimum required curriculum and may modify basic courses for exceptional students, per 232.246(4)(a), F.S.

All courses are listed in the *Course Code Directory*, published annually by the Department of Education (DOE). The *Directory* groups "for-credit" courses into one of three levels. Basic or Level I courses may be taken by any student and students receive the same credit toward graduation as Level II and III courses. Furthermore, the selection of electives is flexible and open to the student. Any course listed in the *Directory* for grade nine and above can count as an elective credit for graduation. Electives are typically art, computer education, dance, drama, foreign languages, health, humanities, library media, music, peer counseling, research and critical thinking, ROTC, driver's education, and leadership skills development. Students may not receive credit towards graduation for study hall, other non-credit courses, Adult Basic Education courses and GED preparation.

A school board is authorized by s. 232.246, F.S., to recognize those students who exceed the minimum requirements for graduation by attaching the Florida vocational gold seal endorsement or by awarding a differentiated diploma, such as the International Baccalaureate diploma. A student may also be awarded a Florida academic scholar's certificate if they meet the requirements of s. 232.2465, F.S.

## Post-Secondary Remediation

Students who are seeking to enroll in a degree program at any public community college or state university are required to take a placement test to determine whether they possess the basic skills necessary for success in college-level coursework, per s. 240.117, F.S. The State Board of Education developed and implemented a common placement test for use by community colleges and state universities, as directed by the Legislature in Ch. 93-234, LOF. Students, on a voluntary basis, were allowed to take the test at the end of the eleventh grade year in high school. Chapter 95-392, LOF, amended s. 240.117(3), F.S., to require high schools to offer students the opportunity to take the Florida Common Entry-Level Placement Test (CPT) at the beginning of the tenth grade year on a voluntary basis.

**B. EFFECT OF PROPOSED CHANGES:**

**Postsecondary Education and the Workplace**

HB 197 creates a model program which addresses student preparedness for postsecondary education and employment. A school through its school advisory council may choose to implement a model program which delineates end of high school destinations. Students may progress toward a chosen destination. The intent of HB 197 is to give the school, the parents or guardians, and the students options; the school has the option of implementing the program and the student and parents or guardians have the option of participating in the program. The options are to allow the setting of early achievement and career goals for a student's post high school experience. If a school chooses to implement the program and if a student and parent or guardian choose to participate, the outlined program in the bill has certain requirements and responsibilities which would be expected of those entities.

Students entering grade nine and their parents or guardians would choose an end of high school destination from four or more available choices. If a student's goals change, provisions will be made available for them to be able to continue participation in the program with a different chosen destination. The destination is to serve the needs of the students in the exceptional student education programs to the extent appropriate for individual students. Exceptional students may choose to continue to take the courses outlined by the district on the pupil progression plan. Four possible choices for post-graduation destinations may be:

1. Four year university, community college plus university, or military academy
2. Two year postsecondary degree
3. Postsecondary vocational technical certificate
4. Immediate employment or entry level military

A student progression model toward a destination must include the following:

- ▶ Path of core courses leading to destination
- ▶ Recommended group of electives defines each path
- ▶ Student declaration, with parental, guardian, or academic advocate involvement, of intended destination at the beginning of grade nine
- ▶ Common placement test (CPT) option to all second semester sophomores who have chosen a destination
- ▶ Opportunity for student to move from one destination to another
- ▶ Destinations must support goals of Tech Prep program

- ▶ Encouragement of business community support through real-world internships and apprenticeships
- ▶ Encouragement of students to participate in service learning opportunities

Students may not use the general equivalency diploma (GED) as a method for reaching one of the four destinations specified. Access to Level I courses for graduation credit and for pursuit of a declared destination is limited and only available to students when their assessment indicates a more rigorous course of study would be inappropriate.

Schools will ensure that students and parents are aware of the various destinations and must make the coursework available which is required for the students' chosen destination. Students and parents must be kept informed about the student's progress in reaching the destination.

The Department of Education is required to assist districts in ensuring that the destinations offered meet the academic standards adopted by the state. School personnel will be required to designate a specialist to:

- Coordinate use of student achievement strategies to help students succeed in coursework
- Assist teachers in integrating the academic and vocational curricula, using technology, providing feedback regarding student achievement and implementing Blueprint for Career Education and Tech Prep programs
- Institute strategies to eliminate reading, writing, and math deficiencies of secondary students

### **Dual Enrollment and Early Admission Programs**

Credit for dual enrollment courses may be earned based on the mastery of course outcomes, according to policy established by a district's interinstitutional articulation agreement.

#### **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?

If a school chooses to implement the program, the school personnel and the Department of Education will have increased responsibilities.

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

If students and parents or guardians choose to participate in the program, the parents could have increased responsibility in guiding their children through curriculum choices.

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

No.

- 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:

- a. Does the bill increase anyone's taxes?

No.

- b. Does the bill require or authorize an increase in any fees?

No.

- c. Does the bill reduce total taxes, both rates and revenues?

No.

- d. Does the bill reduce total fees, both rates and revenues?

No.

- e. Does the bill authorize any fee or tax increase by any local government?

No.

3. Personal Responsibility:

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

No.

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

No.

4. Individual Freedom:

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

This bill creates a program which empowers students to exercise greater control over their futures by providing educational paths appropriate to their individual vocational and/or academic goals.

- 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?

The parents or guardians and the student together would evaluate the student's chosen destination.

- (2) Who makes the decisions?

The parents or guardians and the student make the decisions.

(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?

Control of the program is by the student and the parents or guardian in conjunction with the school.

(2) service providers?

The school shares the control of the program with the parents and student.

(3) government employees/agencies?

Not applicable.

**D. SECTION-BY-SECTION ANALYSIS:**

**Section 1** Creates s. 232.2451, F.S., establishing a model which schools may choose to implement to prepare students for postsecondary education and workplace.

Provides for end of high school destinations and student progression toward a chosen destination

Provides for Department of Education and school personnel duties.

**Section 2** Provides for conversion of certain college credit hours to high school credit based on mastery of course outcomes.

**Section 3** Provides for an effective date.

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring Effects:

The schools choosing to implement the program could have an initial start-up cost. This would include some type of communication to students and parents to inform them about the program.

2. Recurring Effects:

Schools could require additional personnel to implement the program, adequately guide students who choose to participate in the program, to track the student's progress, and to provide the necessary coursework to assist the student in reaching the chosen destination.

There could be some cost to the Department of Education due to the increased workload of offering technical assistance to districts.

The fiscal impact is indeterminate at this time, but would depend upon how many schools choose to implement the program.

3. Long Run Effects Other Than Normal Growth:

None.

4. Total Revenues and Expenditures:

Indeterminate at this time; dependent upon how many school choose to implement the program.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring Effects:

Although there could be some minimal costs to schools to implement this program, the schools choose whether or not to have the program. They are not required to implement the program.

2. Recurring Effects:

Costs should be minimal, but are indeterminate; a school chooses whether to implement the program.

3. Long Run Effects Other Than Normal Growth:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

1. Direct Private Sector Costs:

None.

2. Direct Private Sector Benefits:

Students would be more prepared to be employed in the business community; thus the business community could benefit through more highly skilled and qualified employees.

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

None.

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.

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 197 was prefiled on January 9, 1997, and referred to the Education Innovation Committee on January 23, 1997. On March 10, 1997, the Education Innovation Committee reported the bill favorably as a Committee Substitute. The Committee Substitute unanimously adopted by the Education Innovation Committee differed from the original bill in the following ways:

- Added clarifying language that adoption of the program by a school is optional.
- Added clarifying language that student participation in the program, if adopted by a school, is optional.
- Corrected technical deficiencies, and grammatical errors.
- Clarified that students entering the ninth grade will choose destination; removed language stating that destinations would be declared by end of grade 8.
- Specified that the school principal, rather than "school personnel", will designate a member of the **existing** instructional or administrative staff to serve as a specialist to assist in administering the program.
- Conformed language to that included in the high school standards bill, SB 458, providing for conversion of credit hours to high school credit.

VII. SIGNATURES:

COMMITTEE ON EDUCATION INNOVATION:

Prepared by:

Legislative Research Director:

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