

**STORAGE NAME:** h0921z.ei  
**DATE:** March 31, 1999

**\*\*FINAL ACTION\*\***  
**\*\*SEE FINAL ACTION STATUS SECTION\*\***

**HOUSE OF REPRESENTATIVES  
AS REVISED BY THE COMMITTEE ON  
EDUCATION INNOVATION  
FINAL ANALYSIS**

**BILL #:** HB 921  
**RELATING TO:** Career Education  
**SPONSOR(S):** Representative Bush  
**COMPANION BILL(S):**

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

- (1) COMMUNITY COLLEGES AND CAREER PREP YEAS 10 NAYS 0
- (2) EDUCATION INNOVATION YEAS 2 NAYS 4
- (3) EDUCATION APPROPRIATIONS
- (4)
- (5)

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I. FINAL ACTION STATUS:

On March 31, 1999, the Committee on Education Innovation considered HB 921. The bill was traveling with one amendment. The bill, as amended in the previous committee, failed by a vote two to four.

II. SUMMARY:

HB 921 requires the Commissioner of Education to develop procedures and resources that may be used by school districts to provide four-year plans which outline the courses necessary (in grades 9 through 12) to prepare students for related entry-level employment or postsecondary education. The Commissioner is also responsible for developing a model for statewide implementation. This would be accomplished through the creation and implementation of pilot projects in Florida counties with populations in excess of two million people.

Currently, a career education program in the state education system is administered by the Commissioner of Education and designated staff. The focus of the program is intended to promote positive career opportunities for all Florida students. Coordination is also provided among various programs or disciplines in different educational sectors.

In 1997, HB 197 established s. 232.2451, F.S. It was the intent of the Legislature that students and parents or guardians set early achievement and career goals for the student's post-high school experience. This section sets forth a model which schools, through their school advisory councils, may choose to implement to ensure that students are ready for postsecondary education and the workplace. If such a program is adopted, students and their parents or guardians have the option of participating in this model to plan the student's secondary level course of study. Parents or guardians and students are to become partners with school personnel in educational choice. Clear academic course expectations are to be made available to all students by allowing both student and parent or guardian choice.

The four-year career plan development in HB 921 is similar to the student progression model toward a chosen end-of-high-school destination established in s. 232.2451, F.S. Schools already have the authority to choose to implement this model. If the program is adopted by a school, students and their parents have the option of participating. The program established in HB 921 appears to be similar to the existing available model in s. 232.2451, F.S.

Fiscal impact is indeterminate at this time. The bill requires travel and meeting costs for Department of Education staff to design the model and procedures. Development, production, and printing of the model and procedures as well as a training package for different audiences will add to costs.

III. SUBSTANTIVE ANALYSIS:

A. PRESENT SITUATION:

Section 229.601, Florida Statutes establishes a career education program in the state education system, to be administered by the Commissioner of Education and designated staff. The focus of the program is intended to promote positive career opportunities for all Florida students. Statute also provides for coordination among various programs or disciplines in different educational sectors.

The Blueprint for Career Preparation, in 1988, was the first major effort by the Florida Department of Education to develop a comprehensive career development emphasis across all school levels. This blueprint led to the development of other initiatives such as the successful Tech Prep program. Florida Education & Training Placement Information Program (FETPIP) data indicate that Tech Prep students are more likely to go on to postsecondary education and begin at a community college than other high school students. These students are also found working or continuing their education more often than non Tech Prep students.

Four-year career plans are recommended as part of the grant requirements for the Blueprint for Career Preparation and School-to-Work. The Career Development Section of the Division of Workforce Development also promotes the usage of four-year career plans as a counseling strategy and this is incorporated into their comprehensive guidance programs. The Student Development Program, the state guidance model, also recommends career plans.

Florida's System of School Improvement and Accountability listed career plans as a key data element, but this requirement was dropped for the 1996-97 school year. Although there are no longer state requirements, most districts continue to include four-year career plans in their School Improvement Plans. The State, as part of the Blueprint for Career Preparation, provided a model for school districts to use. This model provided guidelines on how career plans should be maintained. Many districts utilize a modified version of the state model and use a simplified version of many of the actual forms. Schools have reported difficulty in maintaining four-year career plans due to the lack of career specialists or counselors to assist with career planning, high student/counselor ratios, lack of financial resources, and current procedures that do not address implementation problems.

**Readiness for Postsecondary Education and the Workplace**

In 1997, HB 197 established s. 232.2451, F.S. It was the intent of the Legislature that students and parents or guardians set early achievement and career goals for the student's post-high school experience. This section sets forth a model which schools, through their school advisory councils, may choose to implement to ensure that students are ready for postsecondary education and the workplace. If such a program is adopted, students and their parents or guardians have the option of participating in this model to plan the student's secondary level course of study. Parents or guardians and students are to become partners with school personnel in educational choice. Clear academic course expectations are to be made available to all students by allowing both student and parent or guardian choice.

Students entering the 9th grade and their parents or guardians must be active participants in choosing an end-of-high-school student destination based upon both student and parent or guardian goals. Four or more destinations should be available with bridges between destinations to enable students to shift destinations should they choose to change goals. The destinations are to accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Exceptional education students may continue to follow the courses outlined in the school district pupil progression plan. Participating students and their parents or guardians will choose among destinations, which must include:

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

The student progression model toward a chosen destination shall include:

- A "path" of core courses leading to each of the destinations.
- A recommended group of electives which shall help define each path.

- Provisions for a teacher, school administrator, other school staff member, or community volunteer to be assigned to a student as an "academic advocate" if parental or guardian involvement is lacking.

Destinations are to support the goals of the Tech Prep program. Students participating in Tech Prep shall be enrolled in articulated, sequential programs of study which include a technical component and at least a minimum of a postsecondary certificate or 2-year degree. In order for these destinations to be attainable, the business community is encouraged to support real-world internships and apprenticeships.

**B. EFFECT OF PROPOSED CHANGES:**

The bill requires the Commissioner of Education to develop procedures and resources that may be used by school districts to provide four-year plans which outline the courses necessary (in grades 9 through 12) to prepare students for related entry-level employment or postsecondary education. The Commissioner is also responsible for developing a model for statewide implementation. This would be accomplished through the creation and implementation of pilot projects in Florida counties with populations in excess of two million people.

The provision that pilot projects must be created and implemented in Florida counties with populations in excess of two million people effectively means that Dade county will be the only county that will have a pilot project. Dade County is the only county with a population in excess of two million people. Broward County and Palm Beach County are the next largest counties with populations between one and two million people.

**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?

The Commissioner of Education is authorized to develop procedures and resources relating to four-year career plans.

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

The Commissioner of Education is responsible for the development of procedures and resources for use by all school districts in providing four-year career plans. The Commissioner is also responsible for creating and implementing pilot projects.

The pilot school district will also have the responsibility of developing the career plans.

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

No.

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

An agency or program is not eliminated or reduced.

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

N/A

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

N/A

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

N/A

2. Lower Taxes:

a. Does the bill increase anyone's taxes?

The career education program is administered by the Commissioner of Education and designated staff using state dollars.

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?

No.

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?

N/A

(2) Who makes the decisions?

N/A

(3) Are private alternatives permitted?

N/A

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

N/A

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

N/A

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?

N/A

(2) service providers?

N/A

(3) government employees/agencies?

N/A

D. STATUTE(S) AFFECTED:

Section 229.601, Florida Statutes.

E. SECTION-BY-SECTION ANALYSIS:

**Section 1** Amends 229.601, F.S., providing for procedures to be developed for four-year career plans for grades 9 through 12. Requiring the creation and implementation of a pilot project for the development of a statewide implementation model.

**Section 2** Provides that the act shall take effect July 1, 1999.

IV. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE AGENCIES/STATE FUNDS:

1. Non-recurring Effects:

Indeterminate. The bill requires travel and meeting costs for Department of Education staff to design the model and procedures. Development, production, and printing of the model and procedures as well as a training package for different audiences will add to costs.

2. Recurring Effects:

Indeterminate. The cost per student of the four-year plan is not specified.

3. Long Run Effects Other Than Normal Growth:

None.

4. Total Revenues and Expenditures:

Indeterminate.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS AS A WHOLE:

1. Non-recurring Effects:

None.

2. Recurring Effects:

Indeterminate. The bill would require local staff development activities as well as the designation of staff responsible for coordination of the four-year career plans.

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:

None.

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

None.

D. FISCAL COMMENTS:

None.

V. 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 spend funds or to take an action requiring the expenditure of funds.

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

This bill does not reduce the authority that municipalities or counties have to raise revenues in the aggregate.

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

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

**VI. COMMENTS:**

This bill does not address some of the concerns mentioned in the Present Situation section above (i.e. the difficult transition from 8th to 9th grade, lack of career specialists or counselors, high student/counselor ratios). The bill also does not specify that statewide implementation would actually occur.

The four-year career plan development in HB 921 is similar to the student progression model toward a chosen end-of-high-school destination established in s. 232.2451, F.S. Schools already have the authority to choose to implement this model. If the program is adopted by a school, students and their parents have the option of participating. The program established in HB 921 appears to be a duplication of the existing available model in s. 232.2451, F.S.

**VII. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:**

On March 10, 1999, the Committee on Community Colleges and Career Prep considered the bill and passed it with one amendment that would eliminate the requirement for the creation and implementation of a pilot program. The amendment adds language specifying that each school district, utilizing existing resources, will be required to develop and implement a 4-year career plan for students. The plans must be submitted to the Commissioner of Education by October 1, 1999. Since the school districts will develop plans using existing resources, the fiscal impact is reduced. However, there could still be an indeterminate fiscal impact due to the requirement that the Commissioner develop procedures and resources for use by all school districts.

On March 31, 1999, the Committee on Education Innovation considered HB 921. The bill was traveling with one amendment. The bill, as amended in the previous committee, failed by a vote two to four.

**VIII. SIGNATURES:**

**COMMITTEE ON Community Colleges and Career Prep:**

Prepared by:

Staff Director:

Heather R. Sherry

Stacey S. Webb

**AS REVISED BY THE COMMITTEE ON EDUCATION INNOVATION:**

Prepared by:

Staff Director:

Pamela M. Allen

Ouida J. Ashworth

**FINAL ANALYSIS PREPARED BY THE COMMITTEE ON EDUCATION INNOVATION:**

Prepared by:

Staff Director:

Pamela M. Allen

Ouida J. Ashworth