

STORAGE NAME: h1047.wfts.doc
DATE: March 30, 2001

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
WORKFORCE AND TECHNICAL SKILLS
ANALYSIS**

BILL #: HB 1047
RELATING TO: Career Fast Start Programs
SPONSOR(S): Representative Hart
TIED BILL(S):

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

- (1) WORKFORCE AND TECHNICAL SKILLS
 - (2) EDUCATION APPROPRIATIONS
 - (3) COUNCIL FOR LIFELONG LEARNING
 - (4)
 - (5)
-

I. SUMMARY:

HB 1047 establishes the Career Fast Start Program to increase the number of students with disabilities who, upon graduation from high school, are admitted to and successfully complete an associate in arts degree, an associate in science degree, or a workforce development program. The Career Fast Start Program is modeled after the College Reach-Out Program (CROP), which is a statewide competitive grant program for institutions to help economically and educationally disadvantaged students obtain a college education.

The Career Fast Start Program targets students in grades 10 through 12 who have been identified with a disability, as defined by chapter 6A-6, Florida Administrative Code, before their senior year in high school. The Career Fast Start Program requires the Florida Governor's Alliance for the Employment of Disabled Citizens, in cooperation with community colleges, independent postsecondary institutions, high schools, businesses, and agencies serving youth with disabilities to sponsor programs to develop leadership skills and provide career counseling, motivation, and grants for internships to further prepare students with disabilities for postsecondary education and employment opportunities.

The bill requires funding in the amount of \$5 million to be appropriated annually in the General Appropriations Act for the Career Fast Start Program.

The effective date of the bill is July 1, 2001.

II. SUBSTANTIVE ANALYSIS:

A. DOES THE BILL SUPPORT THE FOLLOWING PRINCIPLES:

- | | | | |
|-----------------------------------|---|-----------------------------|---|
| 1. <u>Less Government</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. <u>Lower Taxes</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. <u>Individual Freedom</u> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 4. <u>Personal Responsibility</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. <u>Family Empowerment</u> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

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

B. PRESENT SITUATION:

According to the Florida Department of Education (DOE), there were 2,434,821 public school students enrolled in fall 2000. A total of 362,728 of these students, or approximately 14.9%, were recorded as having some type of disability as defined in Chapter 6A-6, Florida Administrative Code, which include: mentally handicapped, speech or language impaired, deaf or hard-of-hearing, visually impaired, physically impaired, emotionally handicapped, specific learning disabilities, homebound or hospitalized, profoundly handicapped, dual sensory impaired, and autistic.

Current Programs For Students With Disabilities

There are several programs in Florida that help students with disabilities make the transition from high school to work or college. For example, s. 239.301(5), F. S., relating to adult general education, authorizes that an education program for disabled adults may be conducted within and funded through the Workforce Development Education Fund or the Community College Program Fund. Each school board or community college board of trustees that has an education program for disabled adults must submit a plan to the Commissioner of Education which: describes the population to be served; describes the courses and programs including student outcomes; provides for individualized education plans; and provides for interagency coordination of services. Subparagraph (6) of s. 239.310, F. S., provides that for students who have been determined to be adults with disabilities who are enrolled in workforce development programs, any funding formula used must provide additional incentives for student achievement of performance outputs and outcomes.

Section 240.4041, F. S., provides that a student with a disability, as defined by the Americans with Disabilities Act, shall be eligible to be considered for state financial aid while attending an eligible postsecondary institution on a part-time basis. The State Board of Education is required to establish the necessary criteria for documenting the student's disability. Postsecondary educational institutions are required to make the determination as to whether or not the disability is such that part-time status is a necessary accommodation. Any financial aid provided may be prorated on the number of credit hours taken.

Section 240.4988, F. S., established the Theodore R. And Vivian M. Johnson Scholarship program to be administered by the Board of Regents. The purpose of the program is to provide scholarships to students with disabilities attending a state university. Contributions can be made to the

scholarship program along with state matching funds allocated from the Trust Fund for Major Gifts. Students eligible for the scholarships must provide documentation of a disability and must also have a demonstrated financial need for the funds.

At the federal level, all school districts accepting funds under the Individuals with Disabilities Education Act (IDEA) are required to provide students with disabilities (aged 14 and up) with individualized transition services, which can include a multitude of vocational education options.

The ABLE Trust / Florida Governor's Alliance for the Employment of Disabled Citizens

The Able Trust, also known as the Florida Endowment Foundation for Vocational Rehabilitation, was created by the Legislature in 1990 to fund programs that assist disabled citizens obtain training and employment and to promote planning, research, and policy development for issues related to the employment and training of disabled citizens (s. 413.615, F.S.). In 1997, the late Governor Chiles designated the Able Trust to be the Florida Governor's Alliance for the Employment of Disabled Citizens (Alliance) by Executive Order 97-57. Governor Bush, via Executive Order 01-09, renewed the Able Trust's designation as the Alliance and charged it with promoting the following initiatives:

1. National promotion of the State of Florida as an innovative leader in the employment of citizens with disabilities.
2. Promotion of the employability of citizens with disabilities in Florida, and by that promotion, the achievement of results in employing persons with disabilities.
3. Represent the Governor of Florida with the President's Committee on the Employment of People with Disabilities and other entities.
4. The maintenance of positive liaisons with the President's Committee and statewide agencies serving citizens with disabilities.
5. Initiate business and corporate support for hiring citizens with disabilities and the provision of information and referrals to the business and corporate communities.
6. Initiate and support linkages with the corporate and business communities and young persons with disabilities to provide employment opportunities for young persons with disabilities.
7. Provision of information and referrals to the disability community and to the general public to educate and facilitate the employment and related needs of citizens with disabilities.
8. Policy review and recommendation to the Governor.

The Alliance administers High School/High Tech Centers (HS/HT) throughout Florida. HS/HT is a national program developed in conjunction with public high schools, community colleges and local businesses to educate and train high school students with various types of disabilities in computer technology, biology, marine biology, and other programs. Participating HS/HT businesses may offer internships, on-the-job-training, and other outreach opportunities to students with disabilities.

The Alliance also annually sponsors a Youth Leadership Forum (YLF) for high school students with disabilities. The Alliance pays all expenses to bring 50 students with disabilities to Tallahassee for the week-long YLF which may include: college preparation and informational seminars, speakers, meetings with Legislators, career training, independence training, social activities, and other vocational enrichment programs.

Scholarship Tuition for At-Risk Students

The Florida Prepaid Tuition Scholarship Program, created in s. 240.552, F.S., was established to provide economically disadvantaged youth with prepaid post-secondary tuition scholarships. The Florida Prepaid College Foundation, Inc., a quasi-public foundation, has designated the tuition scholarship program as the Scholarship Tuition for At-Risk Students (STARS). The STARS program attempts to reach students at an impressionable age and awards students a prepaid college tuition scholarship for meeting certain school-related requirements and remaining drug and crime free. According to the STARS guidelines, eligible students must be economically disadvantaged and at-risk at the time of selection. If a student is eligible for free or reduced lunch, he or she is considered to be economically disadvantaged. At-risk students include those enrolled in a drop-out prevention program, or with a history of low test scores, high absenteeism, or maintaining a grade point average less than that required to graduate high school and receive a diploma.

The STARS program does not require benefactors to keep data regarding the characteristics of recipients. Therefore, it is unknown how many of the 7,400 students who received a scholarship from 1989 to the present were disabled.

College Reach-Out Program (CROP)

The College Reach-Out Program (CROP), created in s. 240.61, F.S., is a statewide competitive grant program that encourages businesses, public schools, colleges, and universities to collaborate on programs which provide incentives, constant personal contact, and support for economically disadvantaged students in grades 6 through 12 to pursue a college education and obtain a postsecondary degree. Students qualifying for free or reduced lunch are eligible to participate in CROP. The DOE indicates that there were 7,869 participant students in CROP during the 1998-99 school year, and 157 of those participants were students with disabilities.

C. EFFECT OF PROPOSED CHANGES:

HB 1047 creates the Career Fast Start Program to increase the number of students with disabilities in grades 10 through 12 who, upon high school graduation, are admitted to and complete an associate degree in arts or science, or a workforce development program. The Career Fast Start Program is modeled after the College Reach Out Program, and targets students with disabilities identified by chapter 6A-6, Florida Administrative Code, before their senior year in high school.

Program participants, defined as a community college, public university, independent postsecondary institution, high school, agency serving youth with disabilities, or a consortium of these, must provide students with disabilities consistent contact, from the time of selection for participation until enrollment in a postsecondary education institution, to assist in required course selection, occupational forecasting for future job availability, and requirements for those positions.

Participating institutions must also provide on-campus academic or job training activities, job profiling and career counseling activities, as well as opportunities for the students to interact with business leaders, employers, mentors, tutors, or role models.

An advisory committee of high school personnel and business leaders must be established to assist each participant with implementation of the program.

Proposal Requirements

Program participants may submit a proposal to the Florida Governor's Alliance for the Employment of Disabled Citizens (Alliance). Each proposal must contain the following information.

- A statement of purpose, including a description of need and expected results of the program.
- Identification of the service area, including names of the schools to be served, community and school demographics of students with disabilities, and the number of high school graduates with disabilities.
- Identification of existing programs for providing employment training for persons with disabilities.
- A description of the proposed training and modifications needed to accommodate students who would participate in the program. At least 40 percent of the students participating in any one year must be in grades 6 through 9.
- A description of program activities, which must support the following goals:
 1. motivate students to pursue a postsecondary education;
 2. develop students' basic learning and leadership skills; and
 3. develop collaboration with the STARS program.
- An evaluation component that provides for the collection, maintenance, retrieval, and analysis of data from the program.

Criteria for priority proposals

The Alliance must give priority to proposals that:

- are submitted by a postsecondary institution and a business and include innovative approaches;
- supplement state funds with institutional, federal or private resources;
- propose to match grant funds equally in cash or services;
- demonstrate interest in cultural diversity and address unmet regional employment needs;
- identify students not already enrolled in similar programs; and
- include a parental involvement component.

Funding

HB 1047 requires the 2000 Legislature to appropriate \$5 million in the General Appropriations Act annually for the Fast Start program in the 2001-2002 budget. Approved programs must be funded competitively according to the following methodology:

- Eighty percent (80%) of the annual funds appropriated must be distributed as grants to projects that include summer business internships and a minimum number of hours of academic instructional and developmental activities, career counseling, and personal counseling.
- Twenty percent (20%) of the annual funds appropriated may be used by the Florida Governor's Alliance for the college preparatory leadership training programs.
- Projects that have been funded for three consecutive years must have an institutional cash match of at least 50 percent of the total cost of the project over the three year period; otherwise, there is no consideration for continued funding.

Reporting Requirements

HB 1047 requires interim reports to be submitted by each program participant to the Alliance on or before February 15th of each year. The bill requires end-of-the-year reports to be submitted by each program participant to the Alliance on or before October 15th of each year. End-of-the-year reports must include the following.

- An itemization of program expenditures by funding category.
- The number of students participating by grade level, gender, race, and disability.
- The student identification number, social security number, the name of the school attended, the gender, ethnicity, grade level, and GPA of each student participant at the time of entry into the program.
- The grade point average, grade, and promotion status of each student participant at the end of the academic year and notification of any suspension or expulsion.
- The number and percentage of participants eligible for high school graduation who receive a standard high school diploma or a high school equivalency diploma.
- The number and percentage of 12th grade participants who are accepted for enrollment and who enroll in a postsecondary institution and the program in which they are enrolled.
- The number of student participants who receive scholarships, grant aid, and work-study awards.
- The number and percentage of participants who enroll in a public postsecondary institution and fail to achieve a passing score on college placement tests.
- The number and percentage of participants who enroll in a postsecondary institution and have a minimum cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, by the end of the second semester.
- A statement of how the program met the three goals of: motivating students to pursue a postsecondary education, developing students' basic learning and leadership skills, and developing collaboration with the STARS program.
- A brief description and analysis of program characteristics and activities critical to program success.
- A description of the cooperation received from other units, organizations, businesses, or agencies.
- An explanation of the program's outcomes.

HB 1047 requires the Alliance to submit a report to the Governor, President of the Senate, Speaker of the House of Representatives, and the Agency for Workforce Innovation a report that evaluates the effectiveness of the Career Fast Start Program by February 15th of each year.

SECTION-BY-SECTION ANALYSIS:

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

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

N/A

2. Expenditures:

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

N/A

2. Expenditures:

The bill requires funding in the amount of \$5 million to be appropriated annually in the General Appropriations Act for the Career Fast Start Program.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

N/A

D. FISCAL COMMENTS:

N/A

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

A. APPLICABILITY OF THE MANDATES PROVISION:

The 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:

The bill does not reduce the authority that municipalities or counties have to raise revenues.

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

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

V. COMMENTS:

A. CONSTITUTIONAL ISSUES:

N/A

B. RULE-MAKING AUTHORITY:

N/A

C. OTHER COMMENTS:

N/A

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

N/A

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VII. SIGNATURES:

COMMITTEE ON WORKFORCE AND TECHNICAL SKILLS:

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