

# SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

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

BILL: SB 1274

SPONSOR: Senator Wise

SUBJECT: Proposed Columbia Residential Mathematics, Science, and Technology High School

DATE: March 14, 2003

REVISED: 3/31/03 \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Dormady</u>	<u>O'Farrell</u>	<u>ED</u>	<u>Favorable</u>
2.	<u>Krasovsky</u>	<u>Krasovsky</u>	<u>MS</u>	<u>Favorable</u>
3.	_____	_____	<u>AED</u>	_____
4.	_____	_____	<u>AP</u>	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

## I. Summary:

SB 1274 creates a task force to plan for a Columbia Residential Mathematics, Science and Technology High School, a residential high school proposed to be located in close proximity to Kennedy Space Center. The task force would be made up of twelve members, four each appointed by the Governor, the Speaker of the House, and the Senate President, and would assign subcommittees to work on facilities issues, program development, and teacher training. The Technological Research and Development Authority would administer the program, hiring an administrative team to manage the school and teachers to conduct a 9-week summer pilot program that would begin in June, 2004.

The bill provides for a \$100,000 appropriation from the General Revenue Fund for the planning task force, which would cover the costs of planning for the high school and conducting the summer pilot program.

This bill creates a new section of the Florida Statutes.

The bill takes effect July 1, 2003.

## II. Present Situation:

Approximately 14 residential math-and science-related high schools exist in the United States, the first of which, the North Carolina School of Science and Mathematics, was established in 1978. Florida does not currently have any public residential high schools. In 1998/1999, annual

legislative budgets for these types of schools in states that operated them generally fell in the range of \$3 million to \$7 million.<sup>1</sup>

Benefits of such a school for students would be similar to those of magnet schools, including participation in more advanced classes, but could include additional, unique benefits as well. Unique benefits that could result from the school's close proximity to or affiliation with space-industry facilities might include the opportunity to explore topics outside of traditional classroom boundaries, participation in internships, participation in research with the scientific community, and opportunities for career shadowing or mentoring.

A potential site for the high school exists near Kennedy Space Center (KSC) at the facilities of the former U.S. Space Camp Florida, which has dormitories and other facilities that may be suitable for use by the school. Delaware North Park Services, a private company that operates the KSC Visitor Complex for NASA, currently leases the facilities of the Space Camp and the Astronaut Hall of Fame from SouthTrust, the bank that foreclosed on the Space Camp and its assets in 2002. Delaware North is currently operating the Astronaut Hall of Fame at its former site. The Space Camp dormitories, which are in a separate building from the Astronaut Hall of Fame, could potentially be subleased from Delaware North.

Currently, KSC and NASA offer or are involved with numerous educational resources and activities for students and teachers in Florida, although no programs such as the one proposed by this bill exist. Current educational resources available to Florida's students and teachers through KSC or NASA include the Aerospace Education Services Program, an Educational Packet available to teachers, an Educator Resource Center, Exploration Station, the Florida Space Grant Program, a Lunar/Meteorite Sample Loan Program, "NASAexplores," elementary and regional science fairs, Spacelink, and the State of Florida Science and Engineering Fair.

### **III. Effect of Proposed Changes:**

SB 1274 establishes a task force to plan for a residential math and science magnet high school near KSC, provides for a pilot program for the school, and provides that the Technological Research and Development Authority (TRDA) would administer the program, hiring teachers and administration by March 1, 2004 and beginning a pilot program in June, 2004. Florida currently does not have any public residential high schools, although such schools exist in other states. SB 1274 bill does not authorize development of the high school beyond the establishment of a task force and the commencement of the pilot program, although it does authorize administrative personnel and teachers to be hired in advance of the pilot program.

The task force established by the bill would be appointed in equal parts by the Governor, the Speaker of the House, and the Senate President, and would in turn appoint three subcommittees to look at facilities issues, program issues and teacher training, respectively. The bill does not contain any requirement for the task force to report its findings or progress to the governor or any legislative governmental entity. The facilities subcommittee would look at facilities to house

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<sup>1</sup> Residential Math and Science High Schools: A Closer Look, *The Journal of Secondary Gifted Education*, Vol. X, No. 2, Winter 1998/1999, at 86.

and teach the students, focusing in part on the existing space camp facilities. The program subcommittee would determine curriculum, length of the program and the number of students to be admitted, as well as investigating distance learning, internships, mentoring and alternative K-12 educational opportunities for children of KSC employees. The teacher training subcommittee would look at the school's role in providing teacher training in conjunction with Endeavor Academy and other ways in which the school can contribute to the preparation of public school teachers in the areas of mathematics, science and technology. The task force is a planning task force, not merely investigative, and the bill as drafted would mandate that the TRDA still hire staff and administer the pilot program in June, 2004 notwithstanding the progress of the task force or any findings it may develop concerning the high school.

An association with Kennedy Space Center and the space industry in Florida would almost certainly offer more in-depth exposure to the space industry and related scientific and mathematical courses of study than are currently available to Florida's public high school students. Existing facilities at Florida's former Space Camp may be sufficient to house initial students, although facilities issues are one of the topics to be addressed by the task force. These existing facilities were built to house Space Camp students for short periods of time, and in the near term existing facilities will likely have to be renovated to some degree to accommodate the year-round residence of high school students. At some point in the future, if the high school flourished, additional facilities would likely be built.

#### **IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

#### **V. Economic Impact and Fiscal Note:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

**C. Government Sector Impact:**

The bill contains a \$100,000 appropriation from the General Revenue Fund for the work of the task force and the pilot program. If the program continues past the pilot stage, money will have to be appropriated yearly for the school's operation. As noted above, annual costs for similar schools in other states in 1998-1999 ranged from approximately \$1.3 million to \$13 million, with most schools falling in the range of \$3 million to \$7 million.<sup>2</sup>

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Amendments:**

None.

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This Senate staff analysis does not reflect the intent or official position of the bill's sponsor or the Florida Senate.

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<sup>2</sup> Residential Math and Science High Schools: A Closer Look, *The Journal of Secondary Gifted Education*, Vol. X, No. 2, Winter 1998/1999, at 86.