

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 1815 Military student education
SPONSOR(S): Altman
TIED BILLS: **IDEN./SIM. BILLS:** SB 2802

| REFERENCE | ACTION | ANALYST | STAFF DIRECTOR |
|-------------------|-----------|---------|----------------|
| 1) Education K-20 | 22 Y, 0 N | Ager | Bohannon |
| 2) Appropriations | | | |
| 3) | | | |
| 4) | | | |
| 5) | | | |

SUMMARY ANALYSIS

The bill provides a legislative finding that the school-age dependents of military personnel (military students) are faced with numerous transitions during their formative years and that moves during the high school years provide special challenges to learning and future achievement.

The bill directs the Department of Education (DOE) to assist in the transition of military students by:

- Improving the timely transfer of records.
- Developing systems to ease student transition during the first 2 weeks of school enrollment.
- Promoting practices that foster access to extracurricular programs.
- Establishing procedures to lessen the adverse impact of moves at the end of grade 11 and during grade 12.
- Encouraging or continuing partnerships between military bases and the education system.
- Providing services for transitioning students when applying and finding funding for postsecondary study.
- Providing other assistance as identified by department, school, and military personnel.

The bill directs DOE to identify its efforts and strategies for assisting military students in transitioning to and within the Florida education system, including the identification of acceptable equivalence for curriculum and graduation requirements. DOE must provide a report its findings to the Governor, the President of the Senate, and the Speaker of the House of Representatives by October 1, 2003.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h1815a.edk
DATE: April 14, 2003

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. DOES THE BILL:

- | | | | |
|--------------------------------------|---|-----------------------------|---|
| 1. Reduce government? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 2. Lower taxes? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. Expand individual freedom? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 4. Increase personal responsibility? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. Empower families? | 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. EFFECT OF PROPOSED CHANGES:

There are over 75,000 military officers or enlisted personnel assigned to the following 16 active military bases are currently installed in Florida:

| <u>County</u> | <u>Military Base</u> |
|---------------------|--|
| Bay County | Panama City Coastal Systems Station Tyndall Air Force Base |
| Brevard County | Canaveral Air Station Patrick Air Force Base |
| Duval County | Blount Island Marine Command Center Jacksonville Naval Air Station Mayport Naval Station |
| Escambia County | Corry Naval Station Pensacola Naval Air Station Saufley Field Naval Air Systems Command |
| Hillsborough County | MacDill Air Force Base |
| Monroe County | Key West Naval Air Station |
| Okaloosa County | Eglin Air Force Base Hurlburt Field Air Force Installation |
| Orange County | Naval Air Warfare Center |
| Santa Rosa County | Whiting Field Naval Air Station ¹ |

The highest concentration of active military personnel is located in Florida’s western panhandle region.² In Escambia, Okaloosa and Santa Rosa counties combined, there are more than 33,000 active military personnel.³ Total direct base expenditures from this region is \$4.7 billion and accounts for just over half of statewide military installation spending.⁴

¹ See “Economic Impact of Florida’s Military Installations,” Fishkind and Associates Report to the Governor’s Task Force of Trade, Tourism, and Economic Development; 1998.

² See *id.*

³ See *id.*

Although it is unclear exactly how many school-aged dependent children of military personnel (military students) are enrolled in Florida schools, the bill provides a legislative finding that military students are faced with numerous transitions during their formative years. The bill specifically recognizes that moves during the high school years provide special challenges to learning and future achievement. The bill also notes the challenges faced by military students and the importance of military families to Florida's communities and economy.

The bill directs the Department of Education (DOE) to assist in the transition of military students to and within the Florida education system by:

- Improving the timely transfer of records.
- Developing systems to ease student transition during the first 2 weeks of school enrollment.
- Promoting practices that foster access to extracurricular programs.
- Establishing procedures to lessen the adverse impact of moves at the end of grade 11 and during grade 12.
- Encouraging or continuing partnerships between military bases and the education system.
- Providing services for transitioning students when applying and finding funding for postsecondary study.
- Providing other assistance as identified by department, school, and military personnel.

The bill directs DOE to identify its efforts and strategies for assisting military students in transitioning to and within the Florida education system, including the identification of acceptable equivalence for curriculum and graduation requirements. DOE must provide a report its findings to the Governor, the President of the Senate, and the Speaker of the House of Representatives by October 1, 2003.

C. SECTION DIRECTORY:

Section 1. Provides a legislative finding; directs DOE to assist in the transition of military students as specified in the bill; requires DOE to prepare and submit a report.

Section 2. Provides that the act shall take effect upon becoming a law.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

The bill is not expected to impact state revenues.

2. Expenditures:

The bill is not expected to impact state expenditures.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

The bill is not expected to impact local revenues.

2. Expenditures:

The bill is not expected to impact local expenditures.

⁴ See *id.*

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

The bill is not expected to have a direct economic impact on the private sector.

D. FISCAL COMMENTS:

The bill could have a positive significant fiscal impact on Florida's economy to the extent that efforts by the DOE to identify and implement acceptable equivalence for curriculum and graduation requirements for military students provides an incentive for active and former military personnel and their families to relocate to Florida. It is estimated that for each \$100 paid in wages to base personnel, there is an additional \$75 in wages paid elsewhere in the local economy.⁵

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. The bill does not require counties or municipalities to spend or take action requiring the expenditure of funds.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill does not confer rule-making authority.

C. DRAFTING ISSUES OR OTHER COMMENTS:

The bill requires DOE to identify its efforts and strategies for assisting military students in transitioning to and within the Florida education system, including the identification of acceptable equivalence for curriculum and graduation requirements, and report its findings to the Governor, the President of the Senate, and the Speaker of the House of Representatives by October 1, 2003. The scope of the provision that requires DOE to identify "acceptable equivalence for curriculum and graduation requirements" is unclear. This provision may require DOE to review the graduation requirements in each of the United States and territories, and possibly those of foreign countries in order to identify equivalence.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

⁵ See *id.*