

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 1751 (PCB EDK 04-04) International Certificate of Education Programs
SPONSOR(S): Committee on Education K-20 and Kilmer
TIED BILLS: **IDEN./SIM. BILLS:** SB 2968

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Education K-20</u>	<u>26 Y, 0 N</u>	<u>Aldis</u>	<u>Bohannon</u>
2) _____	_____	_____	_____
3) _____	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

SUMMARY ANALYSIS

This bill relates to Advanced International Certificates of Education (AICE) and International General Certificates of Secondary Education (pre-AICE). Both programs are administered by Cambridge International Examinations, a part of the University of Cambridge. The bill:

- Recognizes the AICE and pre-AICE programs as acceleration mechanisms and updates the necessary statutory references
- Modifies Bright Futures Scholarship eligibility to treat AICE and pre-AICE courses similarly to IB and pre-IB courses
- Establishes the pre-AICE program by providing funding in the FEFP

The funding provisions established in this bill modify the FEFP to provide an increased full-time equivalent student membership for students who achieve the requisite score on pre-AICE subject examinations and for students who receive an International Certificate of Education by achieving the requisite score on seven pre-AICE examinations. The cost estimates for this increase to the FEFP are:

<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
\$248, 826	\$411,446	\$439,734	\$537,001

Other possible sources of increased costs are identified in the FISCAL COMMENTS section of this analysis.

This act shall take effect July 1, 2004.

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

STORAGE NAME: h1751.edk
DATE: March 15, 2004

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 checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input 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:

HISTORY OF AICE AND PRE-AICE

The Advanced International Certificate of Education (AICE) and International General Certificate of Secondary Education (pre-AICE) are educational curricula designed by Cambridge International Examinations (CIE), a part of the University of Cambridge. Schools and colleges around the world have been using examinations from Cambridge for over 100 years.¹

The pre-AICE and AICE programs are designed for grades 9 and 10 and grades 11 and 12, respectively, and provide rigorous, college preparatory curricula. The curricula contain standardized examinations that must be sent away to be graded by the CIE office.² Students who pass the AICE examinations (but not pre-AICE) earn college credit³ and may earn an AICE diploma if six credits are obtained in the requisite subject areas.

The Florida Legislature started a 3-year pilot program for AICE programs in 1997.⁴ At the same time, the Legislature requested the DOE to perform an “evaluation report and recommendations regarding the comparability of the Advanced International Certificate of Education Program to the International Baccalaureate Program.”⁵

The report found that “both IB and AICE offer well-balanced curricula, high academic standards, practical real-world applications, and international perspectives.” In addition, the report recommended that the “AICE program be given recognition and treatment equal to that given the IB program.” In the 2002 School Code Rewrite some of these recommendations were taken, AICE programs were identified as articulated acceleration mechanisms⁶ and funded in the Florida Education Finance Program (FEFP).⁷

PROGRAM RECOGNITION

¹ “A Guide to IGCSE” a publication of the University of Cambridge Local Examinations Syndicate, 1999

² CIE administers over one million examinations in over 150 countries each year. “A Guide to IGCSE.”

³ The Articulation Coordinating Committee of the Department of Education established credit-by-exam equivalents for AICE classes on 8/26/03.

⁴ Chapter 97-246, *Laws of Florida*.

⁵ The report, with included recommendations, was performed by Assessment and Evaluation Educational Services Program and led by FJ King, Ph.D.

⁶ AICE was designated an articulated acceleration mechanism and placed in s. 1007.27(9), F.S., by s. 356 of Chapter 2002-387, *Laws of Florida*.

⁷ AICE was funded through the Florida Education Finance Program as described in s. 1011.62(1)(m), F.S., by s. 655 of Chapter 2002-387, *Laws of Florida*.

A large portion of this bill is focused on including AICE and pre-AICE in provisions in the Florida Statutes where Advanced Placement (AP), International Baccalaureate (IB), and pre-International Baccalaureate (pre-IB) programs are discussed or referenced. Some of the lists where AICE or pre-AICE programs are added include:

- Public school choice options available to parents pursuant to s. 1002.20(6)(a), F.S.
- Rigorous academic programs to be included in a parent guide pursuant to s. 1002.23(2), F.S.
- Acceleration mechanisms that postsecondary education institutions should collaborate on providing articulated programs for pursuant to s. 1007.22(2), F.S.
- Advanced fine arts courses which students denied admission to a state university may request to have included in a recalculation of the high school grade point average for admission purposes pursuant to s. 1007.261(10), F.S.

The addition of AICE and pre-AICE programs to these lists gives recognition to and places the programs on an equal footing with other acceleration mechanisms. The changes also serve to increase student choice options and make parents aware of those options.

BRIGHT FUTURES

This bill alters the general eligibility requirements for Bright Futures Scholarships and specific eligibility requirements for the Florida Academic Scholars and Medallion Scholars awards.

In the general eligibility requirements set out in s. 1009.531, F.S., AICE and pre-AICE courses are added to the list of classes that are currently weighted for purposes of calculating the required grade point average (GPA).⁸ This is not a change from current policy as DOE already weights AICE and pre-AICE courses pursuant to s. 1009.531(3), F.S., because they contain rigorous academic curriculum and performance standards.

The Florida Academic Scholars and Medallion Scholars award requirements are also amended to consider student participation in the AICE program. To qualify for the Academic Scholars award, a student must normally meet the general eligibility requirements, achieve a 3.5 GPA, and attain the required score on the SAT or ACT. This bill will allow a student to qualify for the Academic Scholars award who:

- Meets the general eligibility requirements; and
- Completes the AICE curriculum; and
- Either attains the required ACT or SAT score or receives the AICE diploma from the University of Cambridge International Examinations Office.

To qualify for the Medallion Scholars award, a student must normally meet the general eligibility requirements, achieve a 3.0 GPA, and attain the required score on the SAT or ACT. This bill will allow a student to qualify for the Medallion Scholars award who:

- Meets the general eligibility requirements; and
- Completes the AICE curriculum; and
- Attains the required score on the SAT or ACT.

The changes the bill makes to the Academic Scholars and Medallion Scholars awards are an attempt to acknowledge that students in a challenging curriculum may not attain the required GPA. By allowing some flexibility in scholarship requirements students are not discouraged from taking the most rigorous courses available. Identical provisions already apply to students in IB programs.

⁸ The courses currently specified include AP, IB, and pre-IB.

There is no fiscal impact as a result of the change in the statute section specifying how Bright Futures grade point averages are calculated because, as stated earlier, the DOE already weights AICE and pre-AICE courses for this purpose. The fiscal impact of the changes to the Academic Scholars and Medallion Scholars awards is discussed in the FISCAL COMMENTS section of this analysis.

PRE-AICE ESTABLISHMENT

The pre-AICE program is designed for grades 9 and 10. It is a college preparatory curriculum with standardized examinations. Students do not earn college credit for pre-AICE courses; however, students that pass seven examinations receive an International Certificate of Education. Because of the curriculum and practice taking standardized examinations, participation in the pre-AICE program may affect a student's likelihood of success in AICE, AP, or IB courses. Currently, pre-AICE programs are not discussed or referred to in the Florida Statutes. This bill does the following to establish pre-AICE programs:

- Adds pre-AICE programs to lists of programs that provide intense study or acceleration
- Waives examination fee for students taking pre-AICE courses
- Provides funding for school districts under the Florida Education Finance Program (FEFP) for each student that achieves the requisite score on a pre-AICE examination and for each student that receives an International Certificate of Education

The inclusion of the pre-AICE program among the list of articulated acceleration mechanisms is consistent with s. 1007.27, F.S.⁹ Pre-AICE programs appear to increase the curricula options available and to offer an in-depth course of study.

By waiving the examination fee for students taking pre-AICE courses, the bill is consistent with the treatment of other articulated acceleration mechanisms under s. 1007.27, F.S., including AP, IB, and AICE examinations. The waiver of the fee removes any cost barrier to students and may encourage more students to take the examinations.¹⁰ The cost of the test will be borne by the school district, but each school district will receive an increased allocation under the FEFP for each student who achieves the requisite test score.

A complete analysis of how pre-AICE programs will be funded under the FEFP and the fiscal implications can be found in the FISCAL ANALYSIS portion of this analysis. By providing funding for pre-AICE programs under the FEFP, this bill attempts to encourage school districts to offer the program. To maximize student achievement the bill only funds school districts for those students who are successful on the standardized examination offered at the conclusion of the course. This is consistent with the funding of other programs like AP, IB, and AICE.

C. SECTION DIRECTORY:

Section 1: Amends s. 1002.20, F.S.; adds pre-AICE and AICE programs to list of public school choice options.

Section 2: Amends s. 1002.23, F.S.; includes pre-AICE and AICE programs in parent guide detailing rigorous academic programs available to students.

⁹ Section 1007.27, F.S., states an articulated acceleration mechanism should "...serve to shorten the time necessary for a student to complete the requirements associated with the conference of a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject."

¹⁰ The current cost of the examination is \$43.31 per subject.

Section 3: Amends s. 1007.22, F.S.; adds AICE programs to acceleration mechanisms requiring postsecondary institution collaboration.

Section 4: Amends s. 1007.261, F.S.; revises list of classes designated as advanced level fine arts classes to include pre-AICE and AICE classes.

Section 5: Amends s. 1007.27, F.S.; provides students enrolled in a pre-AICE program an exemption from associated examination fees.

Section 6: Amends s. 1009.531, F.S.; provides additional course weights for pre-AICE and AICE classes for calculation of grade point averages to determine eligibility for the Bright Futures Scholarship Program.

Section 7: Amends s. 1009.534, F.S.; revises Florida Academic Scholars award eligibility requirements to include students completing an AICE curriculum.

Section 8: Amends s. 1009.535, F.S.; revises Florida Medallion Scholars award eligibility requirements to include students completing an AICE curriculum.

Section 9: Amends s. 1011.62, F.S.; makes technical correction to revise test score requirements necessary to generate funding to match current test scoring scale; provides formula for additional full-time equivalent membership based on pre-AICE examination scores and program completion.

Section 10: Reenacts s. 1011.69, F.S., incorporates an amendment to s. 1011.62, F.S., in a reference thereto.

Section 11: Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state revenues.

2. Expenditures:

The bill adds provisions to the FEFP that require the state to increase funding to school districts in certain situations. School districts shall receive a 0.12 full-time equivalent student membership for each student that receives the requisite score on a pre-AICE subject examination. In addition, school districts shall receive a 0.15 full-time equivalent student membership for each student who receives an International Certificate of Education diploma.

The cost estimates that follow take into account schools currently offering AICE or pre-AICE courses and schools that are currently planning to offer AICE or pre-AICE courses.¹¹ It does not reflect a measurement for the growth that might occur if the funding provisions of this bill become law. Finally, the following assumptions were made to calculate the cost estimate:

- Examination success rates will be similar to current success rates
- No students will achieve the International Certificate of Education (ICE) the first few years

¹¹ The Cambridge International Examinations U.S. Representative, Ms. Sherry Reach, provided the enrollment data of the current and projected schools that will be offering programs.

- Growth in enrollment at new schools will be similar to early growth achieved by established programs

The fiscal year estimates are:

<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
\$248, 826	\$411,446	\$439,734	\$537,001

Other issues that may have a fiscal impact on state government are discussed in the FISCAL COMMENTS section.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have a direct economic impact on the private sector.

D. FISCAL COMMENTS:

The Academic Scholars and Medallion Scholars award requirements were modified to allow certain AICE students who complete the AICE curriculum to receive a scholarship that might not otherwise meet the GPA or standardized test score requirement. This fiscal impact is indeterminate. While it will certainly affect some students, the number of students that complete the college preparatory AICE curriculum (which is weighted for GPA calculation purposes) and do not meet the GPA or test score requirements is likely to be small.

The fiscal impact on state government analysis did not project any increase in the number of AICE students because of the expected presence of pre-AICE programs in more schools. This number will increase, but it is difficult to quantify because pre-AICE is not a requirement to be in the AICE program. In addition, if more students do enter AICE programs it would be likely that a portion of the additional students would come from other funded acceleration programs like AP, IB, or dual enrollment. Finally, if pre-AICE programs better prepare students for AICE, IB, and AP courses then students seem likely to be more successful on the respective examinations and would earn more college credit. This would reduce some of the state's costs if the student were to attend a state college or university.

By reenacting s. 1011.69, F.S., the bill attempts to ensure that the equality in funding provisions requiring that a school receive at least 80% of the funds generated by that school under the FEFP are followed with regards to AICE and pre-AICE programs.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

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

2. Other:

This bill does not appear to violate any constitutional provisions.

B. RULE-MAKING AUTHORITY:

This bill does not grant additional rulemaking authority.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES