

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 579 CS International Certificate of Education Programs  
**SPONSOR(S):** Proctor and others  
**TIED BILLS:** **IDEN./SIM. BILLS:** CS/SB 664

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REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) Choice & Innovation Committee	6 Y, 0 N, w/CS	Aldis	Aldis
2) Education Appropriations Committee	18 Y, 0 N, w/CS	Eggers	Hamon
3) Education Council			
4) _____	_____	_____	_____
5) _____	_____	_____	_____

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### SUMMARY ANALYSIS

The CS relates to acceleration mechanisms including the Advanced International Certificates of Education (AICE) Program, the International General Certificates of Secondary Education (pre-AICE) Program, and dual enrollment.

Both the AICE and pre-AICE programs are administered by Cambridge International Examinations, a part of the University of Cambridge. Dual enrollment is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career certificate or an associate or baccalaureate degree. The CS:

- 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,
- Addresses the instruction time required to generate an FTE in dual enrollment classes for FEFP funding, and
- Clarifies that an independent college or university does not need to use the statewide course numbering system to participate in dual enrollment.

Possible sources of increased costs are identified in the Fiscal Analysis and Economic Impact Statement section of this analysis.

This act shall take effect July 1, 2005.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

Safeguard individual liberty--The CS strengthens articulation mechanisms which may increase the options available to students.

#### B. EFFECT OF PROPOSED CHANGES:

##### **HISTORY OF AICE AND PRE-AICE**

The pre-AICE and AICE programs use 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.<sup>1</sup>

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.<sup>2</sup> Students who pass the AICE examinations (but not pre-AICE) earn college credit<sup>3</sup> 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.<sup>4</sup> At the same time, the Legislature requested the DOE to perform an “evaluation report and recommendations regarding the comparability of the AICE Program to the International Baccalaureate (IB) Program.”<sup>5</sup>

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, and AICE programs were identified as articulated acceleration mechanisms<sup>6</sup> and funded in the FEFP.<sup>7</sup>

##### **PROGRAM RECOGNITION**

A large portion of this CS is focused on including AICE and pre-AICE in provisions in the Florida Statutes where Advanced Placement (AP), IB, and pre-International Baccalaureate (pre-IB) programs are discussed or referenced. Some of the areas 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 to provide articulated programs pursuant to s. 1007.22(2), F.S., and

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

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

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

<sup>4</sup> Chapter 97-246, *Laws of Florida*.

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

<sup>6</sup> 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*.

<sup>7</sup> 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*.

- Advanced fine arts courses that 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 statutes 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 CS 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).<sup>8</sup> 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 Bright Futures Scholarship's general eligibility requirements, achieve a 3.5 GPA and attain the required score on the SAT or ACT, and complete a program of at least 75 hours of community service work. This CS will allow a student participating in the AICE program to qualify for the Academic Scholars award if the following requirements are met:

- Meets the Bright Futures Scholarship's general eligibility requirements; and
- Completes the AICE curriculum and 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 Bright Futures Scholarship's general eligibility requirements, achieve a 3.0 GPA, and attain the required score on the SAT or ACT. The Medallion Scholars award does not require completion of community service work. This CS will allow a student participating in the AICE program to qualify for the Medallion Scholars award if the following requirements are met:

- Meets the Bright Futures Scholarship's general eligibility requirements; and
- Completes the AICE curriculum and attains the required score on the SAT or ACT.

The changes the CS makes to the Academic Scholars and Medallion Scholars awards 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.

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**

<sup>8</sup> The courses currently specified include AP, IB, and pre-IB.

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 CS does the following to establish pre-AICE programs:

- Adds pre-AICE programs to lists of programs that provide intense study or acceleration,
- Waives fees for administration of the examinations for students taking pre-AICE courses, and

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

By waiving the examination fee for students taking pre-AICE courses, the CS 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.<sup>10</sup> The cost of the test will be borne by the school district.

### **DUAL ENROLLMENT**

A dual enrollment class is an acceleration mechanism that allows a secondary student to earn credit toward high school completion and a career certificate, associate degree, or baccalaureate degree at the same time. The class may be taken at any number of locations including a technical center, community college, or state university. A difficulty sometimes arises because of the difference in instructional hours required to generate funding (an FTE) in the different educational programs. To generate one FTE, a student is required to attend school for 180 days and receive 900 hours of instruction. This usually translates to 75 hours of instruction for a one-half high school credit toward graduation. Community colleges count FTE on the basis of credits earned with 40 credit hours equaling an FTE. The result is a 35 hour difference in seat time requirements between a public school student taking a dual enrollment course at a community college and the community college student sitting next to him in the same class and learning the same material. The CS addresses this situation by establishing that a semester of instruction shall be reported by school districts as 75 membership hours.

The CS also addresses another issue dealing with dual enrollment. Section 1011.62(1)(i), F.S., allows independent colleges and universities that meet specific criteria to participate in dual enrollment.<sup>11</sup> It does not explicitly require independent colleges and universities to use the statewide course numbering system as one of the criteria for participation in dual enrollment. However, s. 1007.271, F.S., does require the Department of Education to approve any course for inclusion in the dual enrollment program that is contained within the statewide course numbering system. The question has arisen as the result of these sections whether a course must be in the statewide course numbering system to count as dual enrollment. The CS specifically states that participation in the statewide course numbering system is not a requirement for inclusion in dual enrollment programs.

### **C. SECTION DIRECTORY:**

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<sup>9</sup> 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."

<sup>10</sup> The current cost of the examination is \$43.31 per subject.

<sup>11</sup> The institution must be located and chartered in Florida, not for profit, accredited, and confer specific degrees as defined in s. 1005.02.

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

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

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. 1007.271, F.S.; revises provisions related to instructional hours in dual enrollment programs and specifies that participation in the statewide course numbering is not required for inclusion in dual enrollment or early admission programs.

Section 7: 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 8: Amends s. 1009.534, F.S.; revises Florida Academic Scholars award eligibility requirements to include students completing an AICE curriculum.

Section 9: Amends s. 1009.535, F.S.; revises Florida Medallion Scholars award eligibility requirements to include students completing an AICE curriculum.

Section 10: Amends s. 1011.62, F.S.; specifies how instruction generating high school and postsecondary credit is calculated; makes technical correction to revise test score requirements necessary to generate funding to match current test scoring scale.

Section 11: Provides an effective date.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

#### **1. Revenues:**

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

#### **2. Expenditures:**

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.

**B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:

The CS does not appear to have an impact on local government revenues.

2. Expenditures:

This CS has a fiscal impact on the expenditures of school districts that choose to implement pre-AICE programs. To administer pre-AICE examinations, the expenses incurred by school districts include:

- a. Inspection fee (one time cost)—average cost in Florida is \$500,
- b. Annual registration fee—\$1,596.50 (rebated and waived the following year if a school spends \$7,750 on exam fees and teacher training),
- c. Examination fees of \$43.31 per exam taken, and
- d. Teacher training—not required but recommended.

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

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

**D. FISCAL COMMENTS:**

By reenacting s. 1011.69, F.S., the CS 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 CS does not require counties or municipalities to spend funds or take action requiring the expenditure of funds.

2. Other:

This CS does not appear to violate any constitutional provisions.

**B. RULE-MAKING AUTHORITY:**

This CS does not grant additional rulemaking authority.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

None.

#### IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES

##### Choice and Innovation Committee

The Choice and Innovation Committee proposed a committee substitute as a strike all amendment for consideration at the March 8, 2005, meeting. The amendment differed from the bill in the following ways:

- Addressed the instruction time required to generate funding in dual enrollment classes, and
- Clarified that an independent college or university does not need to use the statewide course numbering system to participate in dual enrollment.

In addition, an amendment to the amendment was adopted to clarify that the amendment did not affect eligibility of home education students for dual enrollment.

The proposed committee substitute was adopted as amended and HB 579 was reported favorable with CS, 6-0.

##### Education Appropriations Committee

The Education Appropriations Committee met on March 18 and adopted three amendments:

- Amendment 1 deleted a formula for calculating additional full-time equivalent membership based on International General Certificate of Secondary Education examination score of students and program completion by students,
- Amendment 2 revised the calculation of dual enrollment membership hours in s. 1007.271(2), F.S., and
- Amendment 3 revised the calculation of dual enrollment membership hours in s. 1011.62(1)(i), F.S.