

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.)

Prepared By: Education Appropriations Committee

BILL: CS/SB 664

SPONSOR: Education Committee and Senator Clary

SUBJECT: Acceleration Mechanisms

DATE: March 8, 2005

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Hermanson</u>	<u>O'Farrell</u>	<u>ED</u>	<u>Favorable/CS</u>
2.	<u>Armstrong</u>	<u>Newman</u>	<u>EA</u>	<u>Pre-meeting</u>
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

I. Summary:

This committee substitute amends several sections of the Florida Statutes to incorporate references to the Advanced International Certificate of Education (AICE) and the International General Certificate of Secondary Education (pre-AICE). It introduces the pre-AICE program into statute and provides bonus FTE funding for pre-AICE program and course completions, under certain circumstances.

Specifically, the committee substitute:

- Adds AICE and pre-AICE to the list of school choice options that may be available in public school districts;
- Adds AICE and pre-AICE to the list of programs about which the Department of Education (DOE) must develop guidelines for a parent guide to successful student achievement;
- Adds AICE to the list of educational programs that postsecondary institutions must collaborate on to develop articulated programs;
- Adds AICE and pre-AICE courses to the list of advanced fine arts courses that state universities can use if a Florida undergraduate admission candidate requests a recalculation of his or her grade point average;
- Requires that pre-AICE examinations must be provided free of charge to students;
- Adds pre-AICE and AICE programs to the list of courses for which the DOE must assign additional weight for purposes of calculating grade point averages for Bright Futures Scholarships;
- Requires that the AICE curriculum and diploma are recognized for certain purposes in determining eligibility for the Florida Academic Scholars Award and the Florida Medallion Scholars Award; and

- Requires that if the funding is available, additional full-time equivalent membership (FTE) is recognized for students who earn specified scores or receive diplomas under the pre-AICE program.

The committee substitute contains certain clarifying and technical amendments as well.

It amends sections 1002.20, 1002.23, 1007.22, 1007.261, 1007.27, 1007.271, 1009.531, 1009.534, 1009.535, and 1011.62 and reenacts s. 1011.69(2) of the Florida Statutes.

The committee substitute will take effect July 1, 2005.

II. Present Situation:

AICE and pre-AICE

Advanced International Certificate of Education (AICE) Program

The Advanced International Certificate of Education (AICE) program is an international pre-university curriculum and examination system similar to the International Baccalaureate (IB) program. Its courses are designed to be the equivalent of those offered at U.S. universities. AICE is administered by the University of Cambridge International Examinations (CIE), a non-profit department of the University of Cambridge in the United Kingdom. The AICE program was piloted and studied by the DOE between 1997 and 2000 in three Florida school districts. Since 2001, it has been approved for use in any Florida school district as an advanced academic program for grades 11 and 12. In order to offer AICE or other CIE assessments, schools must register with CIE as Examination Centers.¹

Within AICE, there are more than 40 subjects in three curriculum areas: mathematics and sciences; languages; and arts and humanities. Most subjects may be studied at either the A-level or at the AS-level. A-level examinations generally require two years of study in a subject, while AS-level examinations cover the first year of the two-year A-level courses.²

Students pursuing a full AICE diploma must earn a total of six AICE credits and include at least one subject examination from each of the three curriculum areas at either the AS- or A-level. For AICE exams, the passing letter grades range from A to E, with A being the highest and the lowest passing grade of E being roughly the equivalent of a U.S. grade of C or a 3 on an Advanced Placement examination. Both AS- and A-levels are considered college-level courses of study, and students taking these examinations may receive up to 30 hours of college credit or advanced standing from universities throughout the United States and public universities and colleges in Florida.³

International General Certificate of Secondary Education (pre-AICE)

The optional pre-AICE curriculum program, called the International General Certificate of Secondary Education, is suited for students in grades 9 and 10. It features over 50 subjects with

¹ Source: http://www.facts.org/pdf_sw/DOEHandbook2005.pdf.

² Source: <http://www.facts.org/cgi-bin/eaglec#aice>.

³ Source: <http://www.facts.org/cgi-bin/eaglec#aice>.

end of course examinations in five main subject areas. These courses are designed to be the equivalent of upper-level high school courses, not to be the equivalent of post-secondary level classes.⁴ While schools offering AICE subjects are not required to also offer pre-AICE courses, students are expected to have mastered the pre-AICE level of study and skills in a subject before beginning an AICE subject course. Most pre-AICE subjects are offered at two levels: Extended and Core. The Extended level is for students planning to progress to AICE or other college-level equivalent courses in grades 11 and 12. The Core level of pre-AICE is suitable for a wider range of students.⁵ Students who pass 7 examinations in required subject areas are eligible to receive the “International Certificate of Education” diploma from CIE, which in some countries is the equivalent of a high school diploma.⁶

Currently, five school districts have students participating in pre-AICE courses.⁷ But, over the next couple years, six more districts are expected to have students enroll in pre-AICE courses, for a total of 11 participating school districts by 2006-2007.⁸

There are costs associated with school district participation in the pre-AICE program. Each certificate has a cost of \$326; subject exams are \$47. Schools which function as examination centers pay a registration fee of \$1,766 and an inspection fee of up to \$890. In addition, there are expenditures for teacher training which is made available through regional workshops at \$350 per teacher.

Florida Bright Futures Scholarship Program

During the 2003-2004 award year, 120,637 Florida students received funding for a Florida Bright Futures Scholarship.

The Florida Bright Futures Scholarship Program consists of the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Each award has its own academic eligibility requirements, award amounts, and funding length. In addition to meeting specific program eligibility requirements, scholarship recipients must also meet general eligibility requirements for receipt of state aid.

Florida Academic Scholars Award (FAS)

Generally, at public institutions, students receiving this award will be eligible to receive payment of 100 percent of their tuition and fees, plus \$600 per semester for college-related expenses. At private institutions, students will be eligible to receive a fixed award amount based on 100 percent of the average tuition and fees covered at a comparable Florida public institution, including the \$600 per semester provided for college-related expenses.

Students must generally have achieved a weighted grade point average of 3.5 to earn this award.

⁴ Source: CIE personnel, February 17, 2005.

⁵ Source: http://www.facts.org/pdf_sw/DOEHandbook2004.pdf

⁶ Source: CIE personnel, February 17, 2005.

⁷ Alachua, Bay, Clay, Marion, and St. John’s county school districts. Source: CIE personnel, February 17, 2005.

⁸ Brevard, Broward, Dade, Duval, Lake, and Palm Beach county school districts are expected to have students enroll in courses by 2006-2007. Source: CIE personnel, February 17, 2005

Florida Medallion Scholars Award (FMS)

Generally, at public institutions, students receiving this award will be eligible to receive payment of 75 percent of their tuition and fees. At private institutions, students will be eligible to receive a fixed award amount based on 75 percent of the average tuition and fees covered at a comparable Florida public institution.

Students generally must have achieved a weighted grade point average of 3.0 to earn this award.

Dual Enrollment

The dual enrollment program allows high school students to simultaneously earn college or vocational credit toward a high school diploma, a career certificate, or an associate or baccalaureate degree. Dual enrollment courses may be taken before, during, or after school or during the summer, and may be offered at a high school or college site.

In order to participate in dual enrollment, students must:⁹

- Be a student in a Florida public or nonpublic secondary school, or in a home education program.
- Have a 3.0 unweighted grade point average to enroll in college credit courses, or a 2.0 unweighted grade point average to enroll in vocational certificate courses.
- Pass the appropriate section of the college placement test.
- Meet any additional admissions criteria set by the postsecondary institution.

Affected Sections of Law

Section 1002.20, F.S., addresses K-12 student and parental rights. It currently provides that parents of public school students may seek whatever school choice options are available to students in their school districts, including (among others), advanced placement, dual enrollment, International Baccalaureate, early admissions, and credit by examination programs.

Section 1002.23, F.S., the Family and School Partnership for Student Achievement Act, requires the DOE to develop guidelines for a parent guide to successful student achievement. The guidelines should include opportunities for parents to learn about rigorous academic programs that may be available to their child. Current examples of such programs listed in statute include honors programs, dual enrollment, advanced placement, and International Baccalaureate programs, among others.

Section 1007.22(2), F.S., requires in relevant part that postsecondary institutions collaborate in developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as possible. Current time-shortened educational programs

⁹ Source: <http://www.facts.org/cgi-bin/eaglec>

listed in the subsection include such programs as the International Baccalaureate, credit by examination, advanced placement, early admissions, and dual enrollment programs.

Section 1007.261(10), F.S., permits a Florida resident who has been denied undergraduate admission to a state university for failing to meet the required grade point average requirement to request a recalculation of their grade point average to include grades earned in up to three credits of advanced fine arts courses. Advanced fine arts courses are defined for the subsection to include advanced placement, pre-International Baccalaureate, International Baccalaureate, or fine arts courses taken in the 3rd or 4th year of a fine arts curriculum.

Section 1007.27(9), F.S., defines the AICE program as the curriculum in which students are enrolled in a program of studies offered through the AICE program of the University of Cambridge. The section contains additional provisions regarding the AICE program, including requirements for State Board of Education (SBE) rules, a 30-hour cap on the number of hours that may be earned under the program, and a stipulation that the specific course for which a student receives credit under the program must be determined by the college or university that accepts the student for admission. It also exempts students from paying AICE examination fees, whether or not they pass the examination.

Section 1007.271, F.S., governs the dual enrollment program. Instructional time for dual enrollment may exceed 900 hours, but school districts may only report the student for a maximum of 1.0 FTE. The section requires each district school board to inform all secondary students about dual enrollment as an acceleration mechanism. Additionally, the Department of Education shall approve any course for inclusion in a dual enrollment program that is contained within the statewide numbering system.

For purposes of determining initial eligibility for Bright Futures Scholarships, Section 1009.531(3), F.S., currently requires the DOE to assign additional weights to grades earned in courses identified in the course code directory as advanced placement, pre-International Baccalaureate, or International Baccalaureate.

Section 1009.534, F.S., governs eligibility for the Florida Academic Scholars award.

Paragraph (b) of subsection (1) provides that a student will be eligible for the scholarship if she or he meets the general eligibility requirements for the award; has achieved the required score identified by DOE rule on the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program; and has attended a home education program during grades 11 or 12 or has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma.

Paragraph (c) of the subsection provides that a student will be eligible for the scholarship if she or he meets the general eligibility requirements and has been awarded an International Baccalaureate Diploma from the International Baccalaureate Office.

Section 1009.535, F.S., governs eligibility for a Florida Medallion Scholars Award. Paragraph (b) of subsection (1) provides that a student will be eligible for the scholarship if she or he has

attained the required score on the combined verbal and quantitative parts of the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program and (1) has attended a home education program during grades 11 and 12 or (2) has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma.

Section 1011.62, F.S., addresses funds for operation of schools. It sets forth an annual allocation from the Florida Education Finance Program (FEFP) to each district for the operation of schools if the allocation is not otherwise established in the annual appropriations act or the substantive bill implementing the annual appropriations act. This section currently provides that:

- Students enrolled in a community college or university dual enrollment instruction may be included in FTE calculations by both district school boards and community colleges or universities conducting dual enrollment instruction.
- a value of 0.3 full-time equivalent student membership (FTE) will be calculated for each student who received an Advanced International Certificate of Education diploma; and
- districts must distribute to each teacher who provided AICE instruction:
 - a \$50 bonus for each student taught by the teacher in a full-credit AICE course who receives a score of 2 or higher on the AICE examination,
 - a \$25 bonus for each student taught by the teacher in a half-credit AICE course who receives a score of 1 or higher on the AICE examination,
 - a \$500 bonus to each AICE teacher in a school designated in performance category “D” or “F” who has at least one student scoring 2 or higher on a full-credit AICE examination, and
 - an additional \$250 bonus to each teacher of half-credit AICE classes in a school designated in performance category “D” or “F” that has at least one student scoring 1 or higher on the half-credit AICE examination, up to a maximum additional bonus of \$500 per year, with certain restrictions.

Section 1011.69, F.S., contains the Equity in School-Level Funding Act, which in relevant part provides that district school boards must allocate to schools within the district an average of 90 percent of the funds generated by all schools and guarantee that each school receives at least 80 percent of the funds generated by that school based on the FEFP, as provided in s. 1011.62, F.S., and the general appropriations act.

III. Effect of Proposed Changes:

Section 1. Amends s. 1002.20, F.S., by adding AICE and pre-AICE to the list of public school choice options available to parents and students.

Section 2. Amends s. 1002.23, F.S., by adding AICE and pre-AICE to the list of programs about which parents must be provided information in the DOE’s parent guidelines developed pursuant to the Family and School Partnership for Student Achievement Act.

Section 3. Amends s. 1007.22(2), F.S., by adding AICE to the list of programs that postsecondary educational institutions must collaborate on in further developing and providing articulated programs for students.

Section 4. Amends s. 1007.261(10), F.S., by adding pre-AICE and AICE to the list of programs that offer approved “advanced fine arts courses,” which may be added to a student’s grade point average for purposes of determining eligibility for undergraduate admission to a state university.

Section 5. Amends s. 1007.27(9), F.S., to introduce and define pre-AICE in the section of law that currently describes AICE. Under this provision as amended, pre-AICE examinations may be taken by students free of charge, regardless of whether the examinations are passed.

Section 6. Amends s. 1007.271 to specify that instruction time may “vary from” 900 hours. The current statute indicates that instructional time may “exceed” 900 hours, however, the school district may only report the student for a maximum of 1.0 FTE. This provision provides comfort language for dual enrollment course instruction by the postsecondary institution which often takes place for fewer hours than the equivalent school district course.

This section also proposes that each semester of instruction for a course that generates high school and postsecondary credit shall be reported by each school district as 75 membership hours for purposes of FTE calculation.

In addition, this section adds language stating that an independent postsecondary institution eligible for inclusion in a dual-enrollment program or early admission program does not have to participate in the statewide course numbering system in order to participate in dual-enrollment. Lastly, this section also changes wording to clarify existing provisions in section 1007.271.

Section 7. Amends s. 1009.531, F.S., to provide that the DOE must assign additional weight to grades earned in AICE and pre-AICE courses for purposes of calculating the grade point average used in determining Bright Futures Scholarship eligibility.

Section 8. Amends s. 1009.534, F.S., to add Florida Academic Scholars award eligibility for persons who (1) completed the AICE curriculum but failed to earn the AICE diploma and (2) achieved the required score on the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program. It also provides that persons who have been awarded an AICE diploma are eligible for the award if they meet general eligibility requirements.

Section 9. Amends s. 1009.535, F.S., to add Florida Medallion Scholarship eligibility for persons who (1) completed the AICE curriculum but failed to earn the AICE Diploma and (2) achieved the required score on the combined verbal and quantitative parts of the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program.

Section 10. Amends section 1011.62 to include new language stating that each semester of dual enrollment instruction for a course that generates high school and postsecondary credit shall be reported by each school district as 75 membership hours for purposes of FTE calculation.

This section also updates current references to grades of “1” or “2” on AICE examinations to grades of “E” or higher throughout section 1011.62, F.S. This change is consistent with the actual grading system on AICE examinations.

This section also provides a new provision that addresses the calculation of additional FTE based on pre-AICE examination scores. Under the committee substitute, if the funding is available, 0.12 FTE will be calculated for each student enrolled in a pre-AICE course who receives a score of E or higher on a subject examination. Additionally, a value of 0.15 FTE will be calculated for each student who receives an International Certificate of Education diploma. This value will be added to the total FTE in basic programs for grades 9 through 12 in the subsequent fiscal year.

Section 11. Reenacts s. 1011.69, F.S., containing the Equity in School-Level Funding Act, to incorporate the amendments contained in s. 1011.62, described above.

Section 12. The act will take effect July 1, 2005.

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:

If, as a result of this bill, more students enroll in pre-AICE courses, some students may eventually save money on post-secondary educational tuition, because students who participate in pre-AICE programs may be more successful in IB, AP and AICE classes, thereby testing out of some college requirements.

C. Government Sector Impact:

The bill provides district incentive funding of .12 bonus FTE for pre-AICE students who pass subject exams. Each student who passes one exam would provide an additional

\$440 from the FEFP for the school district. The University of Cambridge International Examinations (CIE) indicates that approximately 145 subject exams will be taken in Florida school districts in 2004-05. CIE estimates that 80% of these students will pass the exam. With the bonus FTE, these students would generate a total of \$51,000 from the FEFP for the participating school districts.

The bill also provides districts with a .15 FTE incentive bonus for pre-AICE students who earn an International Certificate of Education diploma. Each student diploma would provide an additional \$550 from the FEFP for the school district.

Comparatively, bonuses are not provided for student achievement in the pre-International Baccalaureate program.

The fiscal impact of the statutory revisions to the Bright Futures Scholarship eligibility requirements set forth in the committee substitute is not determinable, as data is not available to determine the current and future number of students that would qualify for scholarships pursuant to these statutory revisions. However, most AICE students already receive Bright Futures if they meet the other award qualifications, so there would most likely be little or no fiscal impact to the Bright Futures Scholarship program.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Summary of Amendments:

None.

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