

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: Commerce and Consumer Services Committee

BILL: CS/SB 1480

INTRODUCER: Committee on Commerce and Consumer Services and Senator Wise

SUBJECT: Career and Professional Academies

DATE: April 25, 2006

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Carrouth</u>	<u>Matthews</u>	<u>ED</u>	Favorable
2.	<u>Gordon</u>	<u>Cooper</u>	<u>CM</u>	Fav/CS
3.	_____	_____	<u>EA</u>	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

I. Summary:

This Committee Substitute (CS) creates s. 1003.493, F.S., to codify the purpose, goals and standards for career and professional academies (academies) in public high schools. Career academies¹ offer a rigorous and relevant curriculum that leads to industry-recognized certification in high demand occupations and allows students to simultaneously earn college credit and credit toward a high school diploma.

The CS outlines academy goals to include increased student achievement and graduation rates, a focus on career preparation through rigorous academics and industry certification, promoting acceleration mechanisms such as dual enrollment, and supporting the state's economy by meeting industry needs for skilled employees in high-demand occupations.

Provisions are included in the CS for two different types of academies: a school-within-a-school career academy; and a total school configuration providing multiple academies. Specific definitions are included for each academy type.

The CS sets forth specific instructional and operational requirements for career and professional academies.

¹ DOE currently defines career academies as "small, personalized learning communities within a high school that select a subset of students and teachers for a two-, three-, or four-year span....A career academy includes the following essential elements: a small learning community; a college-prep curriculum with a career theme; a partnerships with employers, the community and higher education." Florida Department of Education, Workforce Education, *Career Academies*, http://www.firn.edu/doe/workforce/ca_home.htm. 25 April 2006. DOE lists currently existing career academies at <http://data.fldoe.org/careeracademies/>.

The CS requires the Department of Education (DOE or department) to establish a Career High-Skill Occupational Initiative for Career Education (CHOICE) project which must use a competitive process to select and designate certain school districts to participate based on specific eligibility requirements. DOE must work in consultation with Workforce Florida, Inc., to establish standards. Additionally, DOE must work with Workforce Florida, Inc., and Enterprise Florida, Inc., for the designation of CHOICE academies.

The CS requires school districts to submit course requests to the DOE no later than 5 months before the beginning of the school term in which such courses are planned to be offered. The State Board of Education (Board) must approved or disapprove courses no later than 3 months before the beginning of the school term.

DOE must report on participating academies to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the State Board of Education annually by July 1.

This CS amends sections 288.9015 and 445.004 and creates sections 1003.493, and 1003.494 of the Florida Statutes.

II. Present Situation:

The Florida Senate Interim Project Report 2006-115 addressed the education trends and research associated with career academies that engage students in rigorous college preparatory level work while simultaneously preparing them for high demand jobs with industry level certifications. The CHOICE² model described in the CS was cited in the report as a structure for organizing career training to ensure that outcomes are focused on viable occupations and industry needs and based on career clusters as defined by the U.S. Department of Education.³ The Career Academy National Standards of Practice⁴ outlined in the research and used as the foundation for the CHOICE model require collaboration and regularly scheduled planning opportunities between school districts and local workforce boards, postsecondary institutions, and local business and industry leaders.

As a result of 2004 legislation,⁵ Florida convened the Career Education Task Force, headed by Lieutenant Governor Toni Jennings. The Task Force identified the need for greater focus on and support of career and professional education.

The 2005 Legislature appropriated \$6 million to provide startup grant funds for career and professional academies through the SUCCEED, Florida! Program. DOE reports that 39 projects in 34 schools are currently being funded for the 2005-2006 school year. However, the majority

² Okaloosa County CHOICE Program, <http://www.choiceinstitutes.com>, 14 April 2006.

³ States' Career Clusters, *What Are Career Clusters?*, <http://www.careerclusters.org>. 14 April 2006.

⁴ National High School Alliance, *Career Academy National Standards of Practice*, http://www.hsalliance.org/downloads/home/Career_Academy_National_Standards_of_Practice.pdf. 14 April 2006; See also, FLDOE, Workforce Education, *Career Academies: National Standards*, http://www.firn.edu/doe/workforce/ca_standards.htm.

⁵ Ch. 2004-357, L.O.F.

of career and professional academies, are locally funded and designed to meet local workforce needs. Those career and professional academies total approximately 400 statewide.⁶

III. Effect of Proposed Changes:

The CS creates s. 1003.493, F.S., to codify the purpose, goals and standards for career and professional academies in public high schools. The goals of a career and professional academy include increased student achievement, a focus on careers and postsecondary education, and increased student engagement and motivation in academics.

Two different types of academies are authorized: a school-within-a-school career academy; and a total school configuration providing multiple academies. According to the CS, a school-within-a-school career academy is part of an existing high school, but provides courses in one occupational cluster. Students in the high school are not required to be students in the academy. A total school configuration offers multiple career and professional academies, each structured around an occupational cluster with each student in the school assigned to an academy.

The CS requires career and professional academies to do the following:

- Provide a rigorous standards-based academic curriculum integrated with a career curriculum that, amongst other attributes, takes different learning styles into account and emphasizes work habits and work ethics;
- Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations and other appropriate partners that provide for:
 - Instruction from high skilled professionals;
 - Internships, externships, and on-the-job training;
 - A postsecondary degree, diploma, or certificate;
 - The highest available level of industry certification. Where no national or state certification exists, school districts may establish a local certification in conjunction with the local workforce development board, the chamber of commerce, or AWI;
 - Maximum articulation of credits pursuant to s. 1007.23, F.S. upon program completion.
- Provide creative and tailored student advisement that includes parent participation and coordination with middle schools;
- Provide a career education certification on the high school diploma;
- Provide instruction in career designated as high growth, high demand, and high pay by the local workforce development board, the chamber of commerce or AWI;
- Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention, with an emphasis on strengthening for information skills;
- Offer applied courses that combine academic content with technical skills;

⁶ Conversation with DOE Workforce Education representatives, 25 April 2006.

- Provide instruction resulting in competency, certification or credentials in workplace skills including, for example, communication skills, interpersonal skills, decision-making skills, the importance of attendance and timeliness in the workplace, and work ethics;
- Provide opportunities for students to obtain the Florida Ready to Work Certification (if created by HB 801(2006)); and
- Include an evaluation plan developed jointly with the Department of Education (DOE).

Course requests must be submitted to DOE no later than 5 months before the beginning of the school term in which such course are planned to be offered. The State Board of Education (board) must approve or disapprove courses no later than 3 months before the beginning of the school term in which such courses are planned to be offered. The department shall present new courses to the board for approval a minimum of three times annually.

The evaluation plan must include a self-assessment tool based on standards such as the Career Academy National Standards of Practice and outcome measures including, but not limited to, graduation rates, enrollment in postsecondary education, business and industry satisfaction, employment and earnings, achievement of industry certification, awards of postsecondary credit and FCAT achievement levels and learning gains.

CHOICE Model

The CS requires DOE to establish a CHOICE project which will select and designate school districts as participants on a competitive basis and designate schools within the selected districts to participate as CHOICE academies. A participating school must meet the goals and requirements of a CHOICE academy as specified in the CS and must offer a curriculum that leads to industry-recognized certification in high-demand occupations identified by the local workforce board. CHOICE academies must also provide opportunities for students to simultaneously earn college credit and credit toward a high school diploma.

The purposes of a CHOICE academy include:

- Drawing upon ongoing partnerships between education and workforce development or economic development organizations to enhance the quality and opportunities for career education for high school students;
- Building on that state system of school improvement and education accountability by providing students with a solid academic foundation, opportunities to obtain certifications and preparation for postsecondary education; and
- Preparing graduates to make appropriate choices related to employment and future education.

The CS allows DOE to establish application guidelines for district participation as a CHOICE project and to consult with Workforce Florida, Inc., and Enterprise Florida, Inc., in determining the number of districts to participate. Participating districts would be required to dedicate district resources and demonstrate the ability and willingness of the local business community to partner with and support the CHOICE academy.

DOE, in consultation with Workforce Florida, Inc., shall establish standards for designation of specific CHOICE academies. The Consortium of Florida Education Foundations or a designee

must also be consulted during the planning stages of a CHOICE academy and may provide support and resources devoted to the CHOICE academy. Eligibility requirements include, at a minimum, the following:

- An existing partnership with local businesses and the regional workforce board or local economic development organization identified by Enterprise Florida, Inc., to improve the local economy;
- An existing partnership with at least one postsecondary institution that includes an articulation agreement; and
- An existing plan to sustain the CHOICE academy.

School districts that participate in the CHOICE academy project must:

- Identify an appropriate location for the academy;
- Ensure that a CHOICE academy is flexible enough to respond both to the needs and abilities of students and to the needs of associated businesses or industries;
- Redirect appropriated funding from ongoing activities to a CHOICE academy; and
- Plan for sustaining a CHOICE academy as an ongoing program without additional funding.

The CS directs the school district to redirect appropriated funding from ongoing activities to a CHOICE academy. This provision may need to be clarified to reflect that funds will be redirected since funds appropriated for one particular purpose usually may not be used for another.

The CS requires DOE, with assistance from Workforce Florida, Inc., to provide technical assistance to school districts in submitting applications, reorganizing career opportunities, developing academies with appropriate career themes based on local needs, and developing funding plans. In addition, the CS requires DOE to work in consultation with Workforce, Florida, Inc., and school districts to develop evaluation criteria for CHOICE academies. The criteria must include increased academic performance of students and schools using school-level accountability data.

The CS also requires DOE to report to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the State Board of Education annually by July 1, school district participation, the business theme of career academies along with enrollment and completion data, continuing education of participating students, industry satisfaction, employment placement, and earnings of academy graduates. In addition, DOE must promote CHOICE academies and provide planning and startup resources as available.

DOE shall award one-time startup funds, as provided in the General Appropriations Act, to school districts designated as participants in the CHOICE project for the development of CHOICE academies. All school districts designated by DOE may establish one or more CHOICE academies without incentive funds.

Because the CHOICE model prepares students through rigorous and relevant coursework for industry level certification, state and national associations specific to a particular industry often

develop the curriculum. Additionally, industry certification programs are accredited by national organizations associated with the specific industry, which industry may require the use of an identified curriculum, and certain rigorous courses not presently identified through the Course Code Directory.

Sections 288.9015 and 445.004, F.S., are amended to conform to section 2 requiring Workforce Florida, Inc., and Enterprise Florida, Inc., to work with DOE and each other in designating school district participation in the CHOICE project.

The CS would take effect July 1, 2006.

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:

To participate in the CHOICE or Comprehensive Career Academies, local businesses would partner with local school districts and offer technical staff assistance and use of state-of-the-art equipment. These same businesses would reap the benefits of a more highly skilled local workforce.

C. Government Sector Impact:

The fiscal impact of the CS is indeterminate at this time.

School districts would be required to redirect existing resources for CHOICE academies and develop a plan to continue the academies in the event of no additional funding.

DOE estimates \$273,585 would be required to fund staff necessary to carry out the requirements of the CS.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

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

VIII. Summary of Amendments:

None.

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