

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 513 Career and Professional Academies
SPONSOR(S): Bilirakis
TIED BILLS: **IDEN./SIM. BILLS:** SB 1480

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) <u>Community Colleges & Workforce Committee</u>	_____	<u>Thomas</u>	<u>Ashworth</u>
2) <u>Education Appropriations Committee</u>	_____	_____	_____
3) <u>Education Council</u>	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

SUMMARY ANALYSIS

HB 513 defines “career and professional academy” (CAP academy) as a research based program that offers a rigorous and relevant academic curriculum with an industry and business relevant career theme offered by a public school or school district. The goals of the career and professional academy would be to increase student achievement, focus on careers and postsecondary education, and raise student aspiration and commitment to academic achievement.

- Career and professional academies may be offered as one of the following small learning communities:
- Career High-Skill Occupational Initiative for Career Education (CHOICE) academy with one career theme as part of an existing high school or as a school-within-a-school.
 - Comprehensive Career Academy with one or more career themes.

- HB 513 requires that each career and professional academy:
- Provides a rigorous and relevant standards-based academic curriculum through a career-base theme;
 - Includes one or more business or community partnerships;
 - Includes a postsecondary partnership;
 - Provides creative and tailored student advisement and career counseling;
 - Provides a career education certification on the high school diploma;
 - Provides instruction, certification, or credentials in work readiness skills; and
 - Establishes student eligibility criteria.

HB 513 allows career education courses offered in a career and professional academy that emphasize reading, writing, mathematics, and science to be considered core curricula courses upon approval of the Commissioner of Education.

HB 513 authorizes the school district on behalf of a CAP academy to request substitution of a course required for high school graduation with appropriate rigorous and relevant industry-related coursework. If no response is received in 30 days from DOE the district school board must allow the substitution according to its student progression plan.

HB 513 requires each district school board’s student progression plan to provide for the substitution of a course in the Course Code Directory and offered at CAP academies for a credit requirement for graduation. A student may substitute no more than two academic credits.

HB 513 provides for one-time startup funds for five school districts to develop CHOICE academies. See Fiscal Comments for further details.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Promote personal responsibility – The bill provides an opportunity for students to graduate from high school capable of either entering into the workplace and/or furthering their education.

Empower families - The bill provides the opportunity for students who complete the career education program to be able to obtain and sustain a job and realize economic self-sufficiency.

B. EFFECT OF PROPOSED CHANGES:

CAREER AND PROFESSIONAL ACADEMY

Present Situation

Career education (a term often interchangeably used for vocational education, workforce education, or technical education) is critically important to Florida's students and to Florida's economic development. A significant percentage of Florida's students currently leave high school without adequate preparation to enter a career or continue into a technical center, community college or university program. Of every ten 9th graders, three students drop out and three of the remaining seven do not pursue additional education; six students (60%) do not go to college. Only four out of the 10 (40%) attend college.¹ Reformed career education programs in the high school years would not only benefit the six students who do not attend college, but has the potential of benefiting all students.

Career Education Task Force

The Commissioner of Education was directed by the passing of HB 769 (Chapter 2004-357, L.O.F.) to convene a Career Education Task Force (Task Force) to investigate issues related to workforce or career education. The Task Force chaired by the Lieutenant Governor, held several meetings to discuss workforce related issues. The Task Force determined that greater focus on, and support of, career and professional education represents significant opportunities to make Florida's education system more effective. One of the areas that became a focal point of the Task Force was the importance of rigorous and relevant academic curriculum.

Certification on High School Diploma

Currently, school districts may establish career education programs; including career academies, career institutes, and industry certification programs, as well as career education courses that are general in nature and explore various occupations. Section 1003.431, F.S., provides that a career education certification may be placed on a student's diploma. The certification is designed to indicate that a student is prepared for both postsecondary education without the need for remediation and that the student has marketable employment skills. The State Board of Education (SBE) was given authority to adopt rules for a standard format for the career education certification. Currently, the SBE has not adopted rules for career education certification and no school districts have placed the career education certification on high school diplomas.

Industry Certification

Industry certification is an industry-based series of competencies needed to work successfully in a career area. The industry in many cases provides a defined process where the secondary vocational programs can certify that they meet a series of requirements in equipment, curriculum and educational

¹ *Career and professional education: preparing Florida's Students for the Knowledge Economy*, Council for Education Policy, Research and Improvement (CEPRI), September 2004

staff requirements. The industry oversees the process and assures continued compliance with industry requirements for recertification at regular intervals. As of 2004, Florida school districts were offering 132 secondary programs that were industry-certified. In a 2004 survey conducted by DOE three types of industry certification for secondary vocational programs offered by the school districts were identified.

Industry Developed Curricula – Specific curricula is created by state or national professional organizations representing various industries. These curricula are based on standards that are recognized and approved by the industry.

Program Accreditation – Programs are accredited by a national accrediting body associated with a specific industry. That industry may also require a program to implement a specific curriculum.

Product Specific Certification – Programs are certified and associated with a specific vender or product. This type of certificate occurs mainly in the area of computer application and network support.

CHOICE Program Model

The CHOICE program engineered by Okaloosa school district engages students to pursue rigorous college preparatory level work while simultaneously preparing for high demand jobs with industry level certification. The CHOICE model provides a structure for organizing career training to ensure that outcomes are focused on viable occupations and industry needs and are based on career clusters as defined by the United States Department of Education (USDOE).² The CHOICE Program is outcome-based so that students achieve a high school diploma and industry certification for employment, movement into postsecondary training and college, or both.

Course Code Directory

The Department of Education approves courses for the succeeding school year no less than 180 days prior to that school year. In order for a student to meet graduation requirements, course requirements are set before the school year begins. Currently, school districts may propose a new course to be added to the Course Code Directory by submitting information and details on the course to the Department of Education. In November, information on the courses is presented to the State Board of Education who reviews and approves the Course Code Directory each year.

High School Graduation Requirements

Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum. The 24 credits are distributed as follows:

- Four credits in English, with major concentration in literature & composition;
- Three credits in mathematics, 1 must be at Algebra 1 or higher level, or be a series of courses equivalent to Algebra I;
- Three credits in science, two of which must have a laboratory component;
- Three in Social Science; one in American history, 1 in world history, ½ in economics and ½ in American government;
- One credit in practical arts career education or one credit in performing fine arts;
- One-half credit in life management skills;
- One credit in physical education; and
- Eight and one-half elective credits.

Effect of Proposed Changes

HB 513 defines “career and professional academy” (CAP academy) as a research based program that offers a rigorous and relevant academic curriculum with an industry and business relevant career theme offered by a public school or school district. The goals of the career and professional academy

² www.careerclusters.org

would be to increase student achievement, focus on careers and postsecondary education, and raise student aspiration and commitment to academic achievement.

HB 513 requires that each career and professional academy:

- Provides a rigorous and relevant standard-based academic curriculum through a career-based theme with instruction relevant to the career;
- Includes one or more partnerships with businesses, industry, employers, economic development organization, or other partners from the local community;
- Includes partnership with public or private postsecondary institutions accredited by a regional or national accrediting agency recognized by the United States Department of Education;
- Provides creative and tailored student advisement, including opportunities and encouragement for parent participation in career education planning, and coordination with middle schools in the school district to provide career counseling.
- Provides a career education certification on the high school diploma;
- Provides instruction, certification, or credentials in work readiness skill; and
- Establishes student eligibility criteria.

Career and professional academies may be offered in one of the following small learning communities:

- Career High-Skill Occupational Initiative for Career Education (CHOICE) academy with one career theme as part of an existing high school or as a school-within-a-school.
- Comprehensive Career Academy with one or more career themes.

HB 513 amends s. 1003.43, F.S., regarding general requirements for high school graduation, to require that each district's student progression plan provide for the substitution of a course identified in the Course Code Directory and offered in a CHOICE academy or a comprehensive career academy for a credit requirement for graduation. This substitution is limited to a maximum of two academic credit requirements.

CAREER HIGH-SKILL OCCUPATIONAL INITIATIVE FOR CAREER EDUCATION (CHOICE) ACADEMY

HB 513 defines a Career High-Skill Occupational Initiative for Career Education (CHOICE) academy as a career and professional academy that offers a rigorous and relevant academic curriculum leading to industry-recognized certification, college credit, and credit toward a high school diploma.

The bill requires the Department of Education (DOE) to establish a Career High-Skill Occupational Initiative for Career Education (CHOICE) project. The project must consist of a competitive process for selecting and designating school districts as participants and designates CHOICE academies in schools within participating school districts.

The bill requires DOE to establish application guidelines for an annual competitive process and eligibility criteria for school district participation. DOE, in consultation with Workforce Florida, Inc., and Enterprise Florida, Inc may designate as many school districts as it deems advisable each year.

The bill requires DOE, in consultation with Workforce Florida, Inc., to establish standards for designating specific CHOICE academies in each participating school district. The Okaloosa County School district may serve in an advisory role in the establishment of such standards.

The purpose of CHOICE academy will be to:

- Draw 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 by exposure to in-demand career education;
- Build upon the state system of school improvement and education accountability by providing students with a solid academic foundation, opportunities to obtain industry-recognized

certification or credentials, and preparation for postsecondary educational experiences in related fields;

- Focus student on completing high school graduation requirements including receiving passing scores on the grade 10 FCAT; and
- Prepare graduate high school students to make appropriate choices relative to employment and future education experiences.

The bill authorizes DOE to approve or disapprove within 30 days a request by a participating school district on behalf of a designated CHOICE academy for the substitution of appropriate rigorous and relevant coursework deemed critical for student success by an industry for coursework required for high school graduation. If a response hasn't been received by the school district within 30 days the district school board shall allow the substitution according to its student progression plan. This substitution is limited to a maximum of two academic credit requirements per student.

COMPREHENSIVE CAREER ACADEMY

HB 513 defines a comprehensive career academy as a career and professional academy that offers a rigorous and relevant academic curriculum that prepares students for college, careers, and productive citizenship.

The bill requires the Department of Education (DOE) to establish a comprehensive career academy project to provide for the designation of comprehensive career academies in the school districts. DOE in consultation with the school districts shall adopt criteria for evaluation of comprehensive career academies and an assessment tool based on national standards of practice. The assessment tool will be used by the comprehensive career academy to perform a self-assessment at the end of the first year of operation and periodically as determined by DOE.

The bill authorizes DOE to approve or disapprove within 30 days a request by a school district on behalf of a designated comprehensive career academy for the substitution of appropriate rigorous and relevant coursework deemed critical for student success by an industry for coursework required for high school graduation. If a response hasn't been received by the school district within 30 days the district school board must allow the substitution according to its student progression plan. This substitution is limited to a maximum of two academic credit requirements per student.

C. SECTION DIRECTORY:

Section 1: Creates s. 1003.493, F.S.; defining the term "career and professional academy" ; providing academy goals and duties; providing types of career and professional academies; providing for the approval of career education courses as core curricula courses under certain circumstances.

Section 2: Creates s. 1003.494, F.S.; requiring the Department of Education to establish a Career High-Skill Occupational Initiative for Career Education (CHOICE) project as a competitive process for the designation of school district participants and CHOICE academies; providing eligibility criteria for such designation; providing duties of school districts and the department; providing for the award to certain school districts of startup funds for the development of Choice academies.

Section 3: Creates s. 1003.495, F.S.; requiring the department to establish a comprehensive career academy project to provide for the designation of comprehensive career academies; providing duties of the department; providing for assessment of academies.

Section 4: Amends s. 1003.43, F.S.; requires district school board student progression plan to provide for the substitution of certain courses for credit requirements for high school graduation.

Section 5: Amends ss. 288.9015 and 445.004, F.S.; conforms duties of Enterprise Florida, Inc., and Workforce Florida, Inc.

Section 6: Providing an effective date of July 1, 2006.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues: See Fiscal Comments
2. Expenditures: See Fiscal Comments

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues: See Fiscal Comments
2. Expenditures: See Fiscal Comments

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

D. FISCAL COMMENTS:

The Department of Education bill analysis states that the department would require four staff positions to develop evaluation criteria, provide an annual report, approve the request for substitutions of appropriate coursework, and assess and approve coursework substitution for the comprehensive career academy program established in the bill. The total estimated cost by the Department of Education for the additional staff is \$273,585.

Career and Professional Academy Startup Funds

During the 2005 legislative session \$6 million dollars was allocated under the SUCCEED, Florida Career Paths program to provide startup funds to design and implement career and professional academies for the 2005-06 school year. The funds were designed to offset planning and implementation cost for partnership between a school district school board and one or more businesses, industries or public postsecondary educational institutions to operate a career and professional academy. These funds were non-recurring state funds.

The Workforce Florida, Inc., in 2005-2006 provided CHOICE Career Institute grants in the amount of \$830,572 to four Regional Workforce Boards in conjunction with their respective five school boards districts to replicate the model developed and used by Okaloosa County School District.³

The bill authorizes the Department of Education to award one-time startup funds to five of the school districts designated as participants in the CHOICE project for the development of CHOICE academies. School districts are authorized to establish one or more CHOICE academies without incentive funds.

³ http://www.workforceflorida.com/wages/wfi/bcs/0602_calendar.htm

The Okaloosa County School District and other school districts that have received funding from Workforce Florida, Inc., for the establishment of CHOICE academies prior to July 1, 2006 will receive an expedited review for CHOICE academy designation by the Department of Education.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision: NONE

2. Other: NONE

B. RULE-MAKING AUTHORITY:

The bill gives no specific rulemaking authority; however, DOE is required to establish application guidelines, eligibility criteria, standards and evaluation criteria.

C. DRAFTING ISSUES OR OTHER COMMENTS:

The bill requires DOE to make appropriate policy decisions regarding CHOICE academies when such decisions are not specifically directed by law.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES