

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** HB 7097 CS PCB CCW 06-01 Postsecondary Career Education  
**SPONSOR(S):** Community Colleges & Workforce Committee and Patterson  
**TIED BILLS:** **IDEN./SIM. BILLS:** SB 2326

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REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
Orig. Comm.: Community Colleges & Workforce Committee	7 Y, 0 N	Thomas	Ashworth
1) Education Appropriations Committee	16 Y, 0 N, w/CS	Hamon	Hamon
2) Education Council	7 Y, 0 N, w/CS	Thomas	Cobb
3) _____	_____	_____	_____
4) _____	_____	_____	_____
5) _____	_____	_____	_____

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### SUMMARY ANALYSIS

The bill provides articulation mechanisms to improve the transition of students between secondary schools, career centers, and other postsecondary institutions, creates a matching facilities grant program for school district career centers, and revises provisions for the University Major Gifts Program.

#### Articulation Provisions

- Requires that the statewide articulation agreement between secondary and postsecondary include credit earned through high school career and technical education majors and career academies.
- Requires the statewide articulation agreement to include admission of postsecondary vocational, technical, or career education certificate or diploma graduates from career centers.
- Requires an articulated career path be established by March 2007 for workforce education professions, including criminal justice, business, manufacturing, nursing, allied health and early childhood education and requires specific criteria be included in these career.
- Provides criteria for nonpublic schools and colleges to participate in statewide articulation agreements for articulated career paths.
- Requires the Office of Program Policy Analysis and Government Accountability to assess, evaluate, and report on all existing articulation agreements and review and report on all career paths that provide for the articulation of credit awarded by public and private institutions.
- Provides that a career center or a charter technical career center that offers a postsecondary adult vocational (PSAV) certificate program and has entered into an articulation agreement for the delivery of a related AAS degree program may use the designation "technical college."

#### Career Centers Facilities Enhancement Challenge Grant Program

The bill creates the new grant program and provides for a match of private contribution to a school district career center that is eligible for a state match.

#### University Major Gifts Program Revisions

- Adds the Board of Governors Foundation as an eligible participant in the University Major Gifts program.
- Transfers authority for the program from the State Board of Education to the Board of Governors.
- Removes mandatory language regarding match provisions.
- Removes authority for encumbrances.

See FISCAL COMMENTS.

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

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**DATE:** 4/21/2006

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

**Promote personal responsibility** – The statewide articulation agreements will allow students to have a variety of ways to articulate between secondary and postsecondary educational programs. The State Board of Education is required to establish articulated career paths for specific workforce education professions that include criminal justice, business, manufacturing, nursing, allied health and early childhood education. All of these can lead to high-skill/high-wage jobs.

**Empower families** – This bill will provide educational opportunities and could lead to professions in high-skill/high-wage jobs, which will better support the family structure.

#### B. EFFECT OF PROPOSED CHANGES:

##### **Present Situation**

###### Career Centers

Currently s. 1001.44, F.S., provides for district school boards and district school boards of contiguous districts to establish or acquire career centers after first obtaining approval from the Department of Education (DOE). Before 2004, the statutory term used for such centers was “technical centers.” Career centers are often still referred to as technical centers. Career centers offer postsecondary adult vocational programs (PSAV) that result in a certificate for students that complete the program. Career centers are not degree issuing institutions. Florida currently has 47 such career centers.

###### Applied Associate in Science Degree

Associate in Applied Science (AAS) degrees are two year technical degrees indicating that a student has been trained in a particular field and is prepared for employment. These degrees are offered at degree issuing intuitions, such as community colleges.

###### Articulation

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. One of the recommendations of the Task Force was strengthening articulation at all levels.

Articulation was also a legislative priority in 2005. HB 6005 required the Department of Education (DOE) to conduct an “articulation audit”. As a result of that requirement DOE convened an articulation workgroup composed of representatives from school districts and community colleges in April 2005. The purpose of this workgroup was to look at the issues, review the current status of articulation from PSAV certificates to associate degrees and make recommendations on possible statewide articulation agreements.

The workgroup established a process to include the approval of the Articulation Coordination Committee (ACC). The ACC is appointed by and reports to the Commissioner of Education and exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next. The result of Phase 1 of the workgroup project was approval by the ACC of 11 PSAV certificate to associate degree statewide articulation agreements.

###### Statewide Targeted Occupation List and Regional Targeted Occupations List

The statewide list of targeted occupations is determined by the Florida Workforce Estimating Conference (WEC). Section 216.136(a)2. F.S., requires the WEC to review data concerning the local and regional demands for short-term and long-term employment in high-skills/high-wage program jobs, as well as other jobs. The WEC develops the official targeted occupations list based on industry and occupational employment projections and wages prepared by the Labor Market Statistics Office in the Florida Agency for Workforce Innovation. The WEC meets semi-annually and makes recommendations to Workforce Florida, Inc. for use as a guide for establishing Regional Targeted Occupation Lists, which are approved by Workforce Florida, Inc.<sup>1</sup>

#### Trust Fund for University Major Gifts

The Trust Fund for University Major Gifts is designed to enable each university and New College to provide donors with an incentive in the form of matching grants for donations.

### **Effect of Proposed Changes**

#### Technical College

The bill authorizes district school boards that have established career centers as part of the district school system to enter into an articulation agreement for the delivery of specified associate in applied science (AAS) degree programs.

The bill authorizes career centers and charter technical career centers that offer a postsecondary adult vocational (PSAV) program designed to articulate into an associate in applied science degree and enters into an articulation agreement for the delivery of such a degree program to use the designation “technical college”.

The bill defines a PSAV program as a job preparatory program, excluding continuing workforce education, through which a student receives a vocational certificate upon completion of instruction.

#### Statewide Articulation

The bill requires that State Board of Education statewide articulation agreement that governs articulation between secondary and postsecondary education include credit earned through high school career and technical education majors and career academies and admission of postsecondary vocational, technical, or career education certificate or diploma graduates from school district career centers or charter technical career centers.

#### Articulated Career Paths

The bill creates a new section of law that requires the State Board of Education (SBE), in consultation with the Board of Governors, to establish a statewide articulation agreements for articulated career paths for specific workforce education professions including, but not limited to, the program areas of criminal justice, business, manufacturing, nursing, allied health and early childhood education by March 1, 2007. The career path must provide for the articulation of:

- Credit earned in vocational, technical, or career certificate or diploma programs to associate in science degrees or associate in applied science degrees.
- Credit earned in associate in science degree programs to credit in baccalaureate degree programs.
- Credit awarded by public and private institutions.
- Credit for experiential learning associated with minimum training requirements for employment.

The bill requires all nonpublic colleges and schools who want to participate in a statewide articulation agreement for an articulated career path to:

- Be accredited by a regional or national accrediting agency recognized by the US Department of Education; and
- Participate in the Florida Education and Training Placement Information Program; and

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<sup>1</sup> See <http://www.labormarketinfo.com/wec/index.htm>

Additionally, to participate nonpublic colleges and schools must meet one of the following:

- Be eligible to participate in the Florida Resident Access Grant (FRAG); or
- Be licensed by the Commission for Independent Education (CIE) and use a reliable method to assess, before accepting a student into a program, the student's ability to complete successfully the course of study for which he or she has applied. If the courses at the CIE institution are not in the statewide course numbering system, the credits to be accepted by the receiving institution must be generated in courses for which the faculty possesses credentials that are comparable to those required by the accrediting association of the receiving institution.

#### Office of Program Policy Analysis and Government Accountability (OPPAGA) Reviews

The bill requires the Office of Program Policy Analysis and Government Accountability (OPPAGA) to collect, review, and conduct an assessment and evaluation of all existing statewide articulation agreements between school district career centers or charter technical career centers and community colleges to determine the appropriate courses and programs for statewide articulation agreements for career paths and to report on the results by December 2007.

OPPAGA is also required to report by December 2007 on a review of all career paths that provide for the articulation of credit awarded by public and private institutions. The review shall include an assessment of methods used to evaluate a student's ability to successfully complete the course of study for which the student has applied before accepting the student in to the program; completion rates; job placement rates; and the method used by institutions to report the data.

#### School District Career Center Facility Enhancement Challenge Grant

The bill establishes the School District Career Center Facility Enhancement Challenge Grant Program for the purpose of assisting career centers in building high priority instructional and capital facilities. For the school district to be eligible for a match by a state appropriation, one-third of the total cost of a facility construction project must be raised by the district, through its direct-support organization, from private sources. The state match, subject to the General Appropriations Act, may equal the amount raised up to the cost of the project. The final one-third of funds must be provided from the school district's local capital funds.

If the state match does not equal one-third of the cost, the district must renegotiate the terms of the private contributions with the donors. If the project is terminated, the private donations, plus interest, reverts to the direct support organization, and may be remitted to the donor at the donor's discretion.

After the completion of a project, one-third of any unexpended funds must be reserved for future facility construction projects by the career center that originally received the private contribution. One-third of the unexpended funds must be returned to the General Revenue Fund and one-third must be returned to the school district.

#### Trust Fund for University Major Gifts

The bill provides for the following changes to the University Major Gifts program:

- Adds Board of Governors Foundation as an eligible participant in the University Major Gifts program.
- Removes unnecessary references to New College.
- Transfers authority for the program from the State Board of Education to the Board of Governors.
- Removes authority for encumbrances.
- Removes mandatory language regarding match provisions.

### C. SECTION DIRECTORY:

**Section 1.** Amends s. 1001.44, F.S.; authorizing an articulation agreement for delivery of associate in applied science degree programs by career centers; providing requirements for use of the

designation "technical college"; providing a definition for postsecondary adult vocational program.

- Section 2.** Amends s. 1002.34, F.S.; providing for a charter technical career center to use the designation "technical college"; providing a definition for postsecondary adult vocational program.
- Section 3.** Amends s. 1007.22, F.S.; revising provisions relating to establishment of interinstitutional mechanisms by public postsecondary educational institutions.
- Section 4.** Amends s. 1007.23, F.S.; revising components of the statewide articulation agreement; revising terminology.
- Section 5.** Creates s. 1007.234, F.S.; requiring the State Board of Education, in consultation with the Board of Governors, to establish statewide articulation agreements for articulated career paths for specific professions; requiring career paths to provide for the articulation of credit for certain programs and experiential learning; providing criteria for participation by nonpublic college and schools in the statewide articulation agreements for articulated career paths; requiring the Office of Program Policy Analysis and Government Accountability to assess articulation agreements and identify career center programs that may articulate to certain degree programs; requiring the office to review career paths for articulation of credit awarded by public and private institutions; requiring reporting to the Legislature.
- Section 6.** Creates s. 1011.802, F.S.; establishing the School District Career Center Facility Enhancement Challenge Grant Program; authorizing a school district direct-support organization to solicit funds and establish a separate career center capital facilities matching account for private contributions for instructional facility construction projects; providing for match by state appropriations; providing for a portion of the cost of a facility construction project to be provided from a school district's local capital funds; providing State Board of Education requirements relating to capital outlay budget request for such projects; providing for reversion of funds.
- Section 7.** Amends s. 1011.94, F.S., relating to the Trust Fund for University Major Gifts; authorizing the Board of Governors Foundation to participate in the program; transferring responsibilities relating to the trust fund from the State Board of Education to the Board of Governors; revising match provisions; removing authority for encumbrances.
- Section 8.** 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:  
The bill does not appear to have a fiscal impact on local government revenues.
2. Expenditures:

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

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

Not applicable.

D. FISCAL COMMENTS:

School District Career Center Facility Enhancement Challenge Grant

For the school district to be eligible for a match by a state appropriation, one-third of the total cost of a facility construction project must be raised by the district, through its direct-support organization, from private sources. The state match, subject to the General Appropriations Act, may equal the amount raised up to the cost of the project. The final one-third of funds must be provided from the school district's local capital funds.

University Major Gifts Program

The bill provides that the Board of Governors Foundation may participate in the University Major Gifts Program. Donations to a university foundation or the Board of Governors Foundation are eligible to be matched with state funds.

### III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

The bill does not require a municipality or county to spend funds or to take any action requiring the expenditure of funds.

2. Other: None

B. RULE-MAKING AUTHORITY:

None

C. DRAFTING ISSUES OR OTHER COMMENTS:

None

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

On March 7, 2006, the Community College and Workforce Committee passed two amendments. The amendments made the following changes.

- Required that the articulated career paths for workforce education professions include the program area of early childhood education.
- Removed the requirement of a Florida high school diploma to be eligible for a GED Success Scholarship.

On April 4, 2006, the Education Appropriations Committee passed an amendment that made the following changes:

- Removed the provision allowing students enrolled in postsecondary career certificate programs to participate in Florida Student Assistance Grants (FSAG).
- Removed the GED Success Scholarship Program.

On April 21, 2006, the Education Council passed a strike-all amendment and one amendment to the strike-all. The revisions are as follows:

- Changes the reporting dates required by OPPAGA.
- Reorganizes the articulation language by creating a new section of law for the Statewide Articulation Agreements for Articulated Career Paths and the OPPAGA studies.
- Sets criteria for nonpublic college and schools who want to participate in a statewide articulation agreement for an articulated career path.
- Adds manufacturing to the professions for which the State Board of Education, in consultation with the Board of Governors, must articulate career paths.
- Adds Board of Governors Foundation as an eligible participant in the University Major Gifts program.
- Transfers authority for the University Major Gifts program from the State Board of Education to the Board of Governors.
- Removes references to New College.
- Removes mandatory language regarding match provisions.
- Removes authority for encumbrances.

This bill analysis reflects the bill as amended.