

**HOUSE OF REPRESENTATIVES STAFF ANALYSIS**

**BILL #:** CS/HB 1085 Career and Education Planning

**SPONSOR(S):** PreK-12 Policy Committee

**TIED BILLS:** **IDEN./SIM. BILLS:**

	<b>REFERENCE</b>	<b>ACTION</b>	<b>ANALYST</b>	<b>STAFF DIRECTOR</b>
Orig. Comm.:	<u>PreK-12 Policy Committee</u>	<u>12 Y, 0 N, As CS</u>	<u>Paulson</u>	<u>Ahearn</u>
1)	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>
2)	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>
3)	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>
4)	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>
5)	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>

**SUMMARY ANALYSIS**

To be promoted from a school that contains grades 6, 7, and 8, a student must successfully complete three middle school or higher courses in English, three middle school or higher courses in mathematics, three middle school or higher courses in social studies, three middle school or higher courses in science, and one course in career and education planning to be completed in grades 7 or 8.

The career and education planning course may be taught by any member of the instructional staff. The course incorporates an educational planning component that uses an online student advising system known as Florida Academic Counseling and Tracking for Students (FACTS.org). The course also includes career exploration using CHOICES or a comparable program, but current law does not require exploration of any specific career fields. Each student completes a personalized academic and career plan by the end of the course.

The Committee Substitute for House Bill 1085 specifies that the course in career and education planning must include career exploration in the fields of science, technology, engineering, mathematics, agriculture, business management and administration, retail and wholesale, construction, education, the arts, hospitality, advanced manufacturing, automotive services, biotechnology, cosmetology, aerospace, energy and power, transportation, homeland security, information technology, healthcare, and service industries.

The bill does not appear to have a fiscal impact on state or local governments.

## HOUSE PRINCIPLES

Members are encouraged to evaluate proposed legislation in light of the following guiding principles of the House of Representatives

- Balance the state budget.
- Create a legal and regulatory environment that fosters economic growth and job creation.
- Lower the tax burden on families and businesses.
- Reverse or restrain the growth of government.
- Promote public safety.
- Promote educational accountability, excellence, and choice.
- Foster respect for the family and for innocent human life.
- Protect Florida's natural beauty.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### Present Situation

To be promoted from a school that contains grades 6, 7, and 8, a student must successfully complete three middle school or higher courses in English, three middle school or higher courses in mathematics, three middle school or higher courses in social studies, three middle school or higher courses in science, and one course in career and education planning to be completed in grades 7 or 8.<sup>1</sup>

The career and education planning course may be taught by any member of the instructional staff. The course incorporates an educational planning component that uses an online student advising system known as Florida Academic Counseling and Tracking for Students (FACTS.org). The course also includes career exploration using CHOICES or a comparable program, but current law does not require exploration of any specific career fields. Each student completes a personalized academic and career plan by the end of the course.<sup>2</sup>

The Department of Education (DOE) recommends using the CHOICES Explorer and Career Futures programs for the career exploration component of the course. School districts may purchase the CHOICES Explorer and Career Futures from the DOE.<sup>3</sup>

CHOICES Explorer is an online education and career exploration system that provides extensive libraries of education, career, and recreation articles. The site provides career profiles, post-secondary program descriptions, career videos, and other career exploration resources. Students can research individual academic subjects or take the Career Finder or Major Finder assessments to determine which academic, career, and majors interest them. Students can also combine their assessment results and career goals with the personalized education plan in FACTS.org.<sup>4</sup>

Career Futures is career exploration and planning software available on CD-ROM that provides students with access to information on more than 650 occupations. It is designed to develop a student's

---

<sup>1</sup> s. 1003.4156(1)(a), F.S.

<sup>2</sup> s. 1003.4156(1)(a)5., F.S.

<sup>3</sup> Florida Department of Education, *Middle School Reform - Frequently Asked Questions*, [http://www.fldoe.org/APlusPlus/FAQ\\_MS.asp](http://www.fldoe.org/APlusPlus/FAQ_MS.asp) (last visited March 11, 2010).

<sup>4</sup> *Id.*

self-awareness and career exploration skills. Career Futures employs hands-on activities that demonstrate how interests, education, earnings, and skills relate to the workplace.<sup>5</sup>

### **Effect of Proposed Changes**

The Committee Substitute for House Bill 1085 specifies that the course in career and education planning must include career exploration in the fields of science, technology, engineering, mathematics, agriculture, business management and administration, retail and wholesale, construction, education, the arts, hospitality, advanced manufacturing, automotive services, biotechnology, cosmetology, aerospace, energy and power, transportation, homeland security, information technology, healthcare, and service industries.

By requiring career exploration in these specific fields, the bill will provide students with broader exposure to a wide range of career possibilities.

#### **B. SECTION DIRECTORY:**

**Section 1:** Amends s. 1003.4156, F.S., relating to general requirements for middle grades promotion.

**Section 2:** Provides an effective date of July 1, 2010.

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

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

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

The bill does not appear to have a fiscal impact on state government revenues.

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

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

#### **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:**

None.

#### **D. FISCAL COMMENTS:**

None.

## **III. COMMENTS**

#### **A. CONSTITUTIONAL ISSUES:**

##### **1. Applicability of Municipality/County Mandates Provision:**

---

<sup>5</sup> *Id.*

Not applicable. The bill does not appear to require a county or municipality to spend funds or take an action requiring expenditures; reduce the authority that counties and municipalities had as of February 1, 1989, to raise revenues in the aggregate; or reduce the percentage of a state tax shared in the aggregate with counties and municipalities as of February 1, 1989.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

**IV. AMENDMENTS/COUNCIL OR COMMITTEE SUBSTITUTE CHANGES**

None.