

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Education Pre-K - 12 Committee

BILL: CS/SB 1342

INTRODUCER: Education Pre-K - 12 Committee and Senator Smith

SUBJECT: Career and Education Planning

DATE: April 20, 2010 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Carrouth	Matthews	ED	Fav/CS
2.	_____	_____	CM	_____
3.	_____	_____	EA	_____
4.	_____	_____	WPSC	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

Please see Section VIII. for Additional Information:

A. COMMITTEE SUBSTITUTE..... Statement of Substantial Changes

B. AMENDMENTS..... Technical amendments were recommended

Amendments were recommended

Significant amendments were recommended

I. Summary:

Under the bill, the career exploration course taken by middle grades students and required for promotion must be aligned to the National Career Clusters, as supported by Florida’s Career Clusters Initiative. Course alignment to career clusters will serve to support student awareness of labor market trends and careers available in the global economy and to provide an essential framework for middle grades career exploration.

This bill amends section 1003.4156 of the Florida Statutes.

II. Present Situation:

Middle Grades Career Exploration and Planning

Section 1003.4156, F.S., requires a student to 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, to be promoted from middle school. Each student is required to complete a personalized academic and career plan by the end of the career and education planning course.

The career and education planning course may be taught by any member of the instructional staff and must include career exploration using CHOICES or a comparable program. Current law, however, does not require exploration of any specific career fields.

The Florida Department of Education recommends using the CHOICES Explorer¹ and Career Futures² programs for the career exploration component of the course. School districts may purchase the CHOICES Explorer and Career Futures from the DOE.³

Career Clusters

To effectively prepare students for tomorrow's workforce, schools must help students achieve in more challenging coursework by providing students with relevant contexts for learning. By providing a connection to future goals, students are often motivated to work harder and enroll in more rigorous courses.⁴ Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. It also serves to identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace.

National Career Clusters

Currently, there are 16 identified workforce areas within the National Career Clusters. The 16 clusters represent all career possibilities and serve as a method of organizing instruction and applied learning in career and technical preparation courses, career academies, work-based learning programs, smaller learning communities, magnet and charter schools, and secondary schools that are restructuring around career themes.⁵ The career clusters serve as an authentic framework for Florida's required career exploration course at the middle grades. The following list identifies the 16 career clusters and includes one additional cluster adopted by Florida in the area of energy.⁶

- Agriculture, food, and natural resources;
- Architecture and construction;
- Arts, audio/visual technology, and communications;
- Business management and administration;
- Education and training;
- Finance;

¹ 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.

² 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 self-awareness and career exploration skills. Career Futures employs hands-on activities that demonstrate how interests, education, earnings, and skills relate to the workplace.

³ Florida Department of Education, *Middle School Reform - Frequently Asked Questions*, available at: http://www.fldoe.org/APlusPlus/FAQ_MS.asp#Q5.

⁴ <http://www.careerclusters.org/whatis.php>

⁵ <http://www.fldoe.org/workforce/dwdframe/>

⁶ Email correspondence with the Vice Chancellor, Division of Workforce Education, Florida Department of Education, April 16, 2010, on file with the Education Pre-K – 12 Committee.

- Government and public administration;
- Health science;
- Hospitality and tourism;
- Human services;
- Information Technology;
- Law, public safety, corrections, and security;
- Manufacturing;
- Marketing;
- Science, technology, engineering, and mathematics;
- Transportation, distribution, and logistics; and
- Energy (Florida only).

Florida's Career Clusters Initiative⁷

Florida is actively partnering in the States' Career Clusters Initiative⁸ which was established by the National Career Technical Education Foundation to provide career clusters as a tool for seamless transition from education to careers. The Division of Career and Adult Education within the Florida Department of Education publishes the curriculum frameworks aligned to the Career Clusters delineated by the U.S. Department of Education.

III. Effect of Proposed Changes:

The bill requires that the career exploration course taken by middle grades students and required for promotion purposes must be aligned to the National Career Clusters, as supported by Florida's Career Clusters Initiative. Course alignment to career clusters will serve to support student awareness of labor market trends and careers available in the global economy and to provide an essential framework for middle grades career exploration. Middle school students who are exposed to relevant career information may be better prepared to acquire skills that will enable them to earn industry certifications at the high school level in high-wage, high-skill, and high-demand careers.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

⁷ <http://www.fldoe.org/workforce/dwdframe/>

⁸ The Initiative helps states as they connect career technical education to education, workforce preparation, and economic development. The initiative promotes information-sharing, techniques, and methods to aid the development and implementation of career clusters within states. See <http://www.careerclusters.org/index.php>.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Pre-K - 12 on April 20, 2010:

The committee substitute eliminates the two school district pilot projects for middle school career programs and instead requires the middle grades career exploration and planning course to include specific content related to career clusters.

B. Amendments:

None.