

**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 Budget Subcommittee on Education Pre-K-12 Appropriations

---

BILL: SB 1010

INTRODUCER: Senator Oelrich

SUBJECT: Career and Adult Education

DATE: February 14, 2012      REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Carrouth</u>	<u>deMarsh-Mathues</u>	<u>ED</u>	<b>Favorable</b>
2.	<u>Carrouth</u>	<u>deMarsh-Mathues</u>	<u>HE</u>	<b>Favorable</b>
3.	<u>Armstrong</u>	<u>Hamon</u>	<u>BEA</u>	<b>Pre-meeting</b>
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

---

**I. Summary:**

The bill creates “Action Steps to Employment,” strategic activities to be completed prior to the completion of the first term for students entering adult general education programs. This initiative would include, among other activities, identification of and strategies to acquire the knowledge and skills needed to attain employment.

Under the bill, students entering adult general education programs would be provided assistance from employment specialists, guidance counselors, business and industry representatives, and online resources. Online resources would include information on financial literacy, student financial aid, industry certification, and occupational skills and a listing of employment openings.

The bill authorizes district school boards and Florida College System (FCS) institutions to adjust up to ten percent of the intended learning outcomes in their respective career education programs. The flexibility would allow school districts and the FCS institutions to respond quickly to local workforce needs. The flexibility to adjust learning outcomes would not apply to career education programs that train students for occupations requiring state or federal licensure, certification, or registration.

The bill would establish that the one-half credit in economics required for high school graduation<sup>1</sup> include instruction in financial literacy. Financial literacy would also be included within the state adopted social studies curriculum standards.

---

<sup>1</sup> s. 1003.428(2)(a)4., F.S.

In addition, financial literacy would be included as a component of required instruction as outlined in current law.<sup>2</sup>

The bill also includes technical changes to career-related education terminology. The term “applied academics for adult education” would replace the term “vocational preparatory instruction,” as it relates to adult education instruction.

This bill amends sections 1003.41, 1003.42, 1003.428, 1003.429, 1003.433, 1004.02, 1004.91, 1004.92, 1004.93, 1007.263, 1007.271, 1008.37, 1009.22, and 1009.25 of the Florida Statutes.

## II. Present Situation:

### *Adult Education*

In 2009-2010, more than 340,000 individuals were enrolled in Adult Basic Education (ABE), General Educational Development (GED), Adult High School (AHS), and English for Speakers of Other Languages (ESOL) programs.<sup>3</sup> According to the DOE, many of these students lack basic reading skills beyond the eighth-grade level,<sup>4</sup> making it difficult for them to obtain employment beyond the entry-level. Many of these individuals are unable to secure a job at all.<sup>5</sup>

Current labor market trends indicate that a high school diploma alone will not provide sufficient skills in many areas of forecasted employment. It is projected that more than 70 percent of jobs created from 2006-2020 will require more than a high school diploma.<sup>6</sup>

In June 2008, DOE launched a “re-engineering of adult education programs.”<sup>7</sup> The specific goal of the program is to increase the number and percentage of adult education students who enter postsecondary education and earn a degree, certificate, or industry credential and secure employment.

Current law encourages adult education services to include lifelong learning courses and activities that address community, social, and economic issues, as well as courses relating to recreational or leisure pursuits of the student.<sup>8</sup> Current law stipulates that the cost of the recreational or leisure pursuit courses be borne by the enrollees.<sup>9</sup>

### *Financial Literacy*

Section 1003.41 (1)(a)3, F.S., establishes curricular content for mathematics to include financial literacy standards. Financial literacy standards were previously included in mathematics courses

---

<sup>2</sup> s. 1003.42, F.S.

<sup>3</sup> DOE Bill analysis, October 20, 2011. On file with the Senate Committee on Education Pre-K – 12.

<sup>4</sup> More than 1.7 million adults in Florida have reading skills below the 8th grade level. See [www.fldoe.org/workforce/adulted/pdf/AdultEd-StatePlan.pdf](http://www.fldoe.org/workforce/adulted/pdf/AdultEd-StatePlan.pdf).

<sup>5</sup> DOE Bill analysis, October 20, 2011. On file with the Senate Committee on Education Pre-K – 12.

<sup>6</sup> See [www.fldoe.org/workforce/dwdgrants/pdf/strategic\\_plan.pdf](http://www.fldoe.org/workforce/dwdgrants/pdf/strategic_plan.pdf). See also <http://www.edweek.org/ew/articles/2011/06/09/34overview.h30.html?intc=EW-DC11-TOC>.

<sup>7</sup> See [http://www.fldoe.org/Workforce/dwdgrants/pdf/strategic\\_plan.pdf](http://www.fldoe.org/Workforce/dwdgrants/pdf/strategic_plan.pdf).

<sup>8</sup> s. 1004.93(4), F.S.

<sup>9</sup> s. 1004.93(2), F.S.

at the grade 9-12 level.<sup>10</sup> Financial literacy content, however, is not included in the Common Core Standards for mathematics adopted by the SBE in July, 2010.<sup>11</sup>

For purposes of high school graduation, students are required to earn three credits in social studies, which includes one-half credit in economics. Frameworks for current economics courses do not include financial literacy content and financial literacy content is not included in the newly developed Common Core Standards adopted by the SBE in July, 2010.<sup>12</sup> In order to ensure instruction in financial literacy, the DOE has proposed incorporating the content into an existing required course.<sup>13</sup>

### III. Effect of Proposed Changes:

#### *Adult General Education*

The bill establishes an increased emphasis on the critical link between adult general education programs and gainful employment. The bill creates “Action Steps to Employment” activities for students entering adult general education programs after July 1, 2012. The activities must be completed prior to the end of the student’s first term. The activities include:

- Identification of employment opportunities using market-driven tools;
- Creation of a personalized employment goal;
- Completion of a personalized skill and knowledge inventory;
- Comparison of the results of the personalized skill and knowledge inventory with the knowledge and skills needed to attain the personalized employment goal; and
- Upgrading of skills and knowledge needed through adult general education programs and additional educational training, if needed, based on the employment goal.

Under the bill, the “Action Steps to Employment” would be developed through assistance provided by adult general education teachers, employment specialists, guidance counselors, business and industry representatives, and online resources. Students would be directed to online resources and provided information on financial literacy, student financial aid, industry certification, occupational skills, and a listing of employment openings.

The bill provides for a ten percent variance on the learning outcomes in non-regulated career education programs offered by local school districts and FCS institutions. This provision would provide flexibility for school districts and state colleges to develop curriculum and learning outcomes in response to local employer needs. Although the Division of Career and Adult Education currently reviews and updates career education curriculum frameworks every three years based on input from business and industry, some program standards and outcomes,

---

<sup>10</sup> See <http://www.floridastandards.org/index.aspx>. MA.912.A.2.1, was formerly included in state adopted Next Generation Sunshine State Standards.

<sup>11</sup> Email correspondence with the DOE Deputy Chancellor for Educator Quality, February 1, 2012. On file with the Senate Committee on Education Pre-K – 12. Common Cores Standards, to date, have not been developed for content areas other than mathematics and reading/language arts. In order to ensure delivery of financial literacy instruction, the content has been integrated into the state standards for social studies, specifically economics for grades 9-12.

<sup>12</sup> See [http://www.floridastandards.org/Standards/Common\\_Core\\_Standards.aspx](http://www.floridastandards.org/Standards/Common_Core_Standards.aspx).

<sup>13</sup> Email correspondence with the DOE Deputy Chancellor for Educator Quality, February 1, 2012. On file with the Senate Committee on Education Pre-K – 12.

particularly in the Information Technology Cluster, change rapidly. This flexibility to adjust certain learning outcomes would allow education providers to respond more quickly to the changing needs of local employers.

Adult General Education is defined in law as "comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education..."<sup>14</sup> and is supported through state funding. State funding is only provided for the programs currently included in the definition of adult general education and does not include financial support for lifelong learning and leisure pursuits. The bill would repeal the inclusion of lifelong learning courses or courses related to recreational or leisure pursuits within the definition of adult general education.<sup>15</sup>

#### *Financial Literacy*

The bill would require that financial literacy standards be included within the economics course required for high school graduation. The provision will ensure that the content is included within an appropriate course required for high school graduation, irrespective of the content not be included in the Common Core Standards for mathematics. The bill also provides a definition of financial literacy and requires that financial literacy be included in required instruction under s. 1003.42, F.S.

#### **IV. Constitutional Issues:**

##### A. Municipality/County Mandates Restrictions:

None.

##### B. Public Records/Open Meetings Issues:

None.

##### C. Trust Funds Restrictions:

None.

#### **V. Fiscal Impact Statement:**

##### A. Tax/Fee Issues:

None.

---

<sup>14</sup> s. 1004.02(3), F.S.

<sup>15</sup> ch. 2011-63, L.O.F. amended s. 1009.25, F.S., to remove the adult general education fee exemption for students without a high school diploma or students who test at or below the eighth grade in basic skills.

**B. Private Sector Impact:**

The private sector may realize a financial benefit as the result adult general education being targeted more closely to local workforce needs.

**C. Government Sector Impact:**

According to the DOE, the costs associated with the development of the “Action Steps to Employment” would be minimal. Costs with respect to professional development for social studies teachers to incorporate financial literacy instruction within economics coursework is also minimal.<sup>16</sup>

**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.)

None.

**B. Amendments:**

None.

---

This Senate Bill Analysis does not reflect the intent or official position of the bill’s introducer or the Florida Senate.

---

---

<sup>16</sup> DOE Bill analysis, October 20, 2011. On file with the Senate Committee on Education Pre-K – 12.