HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 1203 Pathways to Career Opportunities
SPONSOR(S): Higher Education & Career Readiness Subcommittee, Mariano
TIED BILLS: None **IDEN./SIM. BILLS:** SB 866

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Higher Education & Career Readiness Subcommittee	15 Y, 0 N, As CS	Sleap	Fudge
2) Appropriations Committee			
3) Education Committee			

SUMMARY ANALYSIS

To determine the feasibility of implementing a Pathways in Technology Early College High School (P-TECH) program in Florida, the bill requires the Commissioner of Education to submit a report by December 1, 2020, addressing implementation.

The bill requires the report to, at a minimum, include implementation timelines, a funding model that provides the program at no-cost to students, identify industry and business partnerships, and if needed, recommendations to modify the district and school accountability requirements.

The bill requires the P-TECH program to meet specified criteria of being a 6-year integrated secondary and postsecondary model, allowing for high school and postsecondary degree attainment with work experience, having an open enrollment policy, providing student supports, and providing for seamless articulation to Florida's postsecondary institutions.

The bill does not appear to have a fiscal impact.

The bill takes effect upon becoming law and will expire on December 1, 2020.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

PTECH 9-14 School Model

The Pathways in Technology Early College High School (P-Tech) 9-14 school model is a pioneering global education reform initiative created by IBM that prepares students with the academic, technical and professional skills required for 21st Century jobs and ongoing education.[1] In September 2011, the first P-TECH school was launched in Brooklyn, New York, through a public-private partnership between IBM, the New York City Department of Education, and The City University of New York.[2] The P-TECH school was designed to accomplish two goals:

1. address the global "skills gap" and strengthen regional economies by building a workforce with the academic, technical and professional skills required for new jobs; and
2. provide underserved youth with an innovate education that creates a direct pathway to college attainment and career readiness.[3]

From the first school launched in 2011, the P-TECH model has grown to implementation in over 204 schools across eight states in the United States and 16 international counties.[4] Over 500 companies are partnering with schools in industries such as health information management, advanced manufacturing and energy technology.[5]

Students who participated in the first P-TECH Brooklyn School cohort achieved a 100 percent graduation rate from high school, and 112 students went on to graduate with both their high school and associate degrees in science, technology, engineering and math (STEM).[6] The graduation rate for those students was more than four times the national on-time community college graduation rate, and five times the rate for students from low-income families.[7]

How the Model Works

The P-TECH model is a partnership among K-12, postsecondary, and industry, whereby the partners commit to providing students with rigorous and hands-on academic, technical, and workplace experiences.[8] P-TECH schools span grades 9-14, and enable students to earn both a high school diploma and a no-cost, two-year postsecondary degree in a STEM field.[9] Students participate in a range of workplace experiences, which includes mentorship, worksite visits and paid internships. The P-TECH model is designed as a six year experience, however, students are able to move at their own pace, allowing students to accelerate through the model and complete in four years.[10]
The model is comprised of six key components:

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[1] P-TECH, *About*, http://www.ptech.org/about/ (last visited Jan. 14, 2020).
[2] P-TECH, History, http://www.ptech.org/about/history/ (last visited Jan. 14, 2020).
[3] *Id.*
[4] P-TECH, *Our Schools Map*, http://www.ptech.org/resources/schools-map/ (last visited Jan. 14, 2020).; The eight U.S. states with P-TECH schools include New York, Illinois, Connecticut, Maryland, Colorado, Rhode Island, Texas, and Louisiana.
[5] P-TECH, *supra* note 2.
[6] P-TECH, *Results*, http://www.ptech.org/impact/results/ (last visited Jan. 14, 2020).
[7] Rick Hess, *Straight Up Conversation: IBM Foundation Chief Jen Crozier on P-TECH Schools* (Oct. 18, 2018), http://blogs.edweek.org/edweek/rick_hess_straight_up/2018/10/straight_up_conversation_ibm_foundation_chief_jen_crozier_on_p-tech_schools.html (last visited Jan. 14, 2020).
[8] P-TECH, *How it Works-The Model*, http://www.ptech.org/how-it-works/the-model/ (last visited Jan. 14, 2020).
[9] P-TECH, *Mission*, http://www.ptech.org/about/mission/ (last visited Jan. 14, 2020).
[10] *Id*.

1. Public-Private Partnership: developing and sustaining partnerships with the school district, postsecondary institution, and one or more major employers;
2. Six-Year Integrated Program: integrating high school and college courses, which are aligned to essential industry skills and lead to a postsecondary degree for students[11];
3. Workplace Learning: providing opportunities for students to obtain and develop workplace skills both in the classroom and with hands-on experiences;
4. Open Enrollment: schools are open to all students and have no grade or testing requirements for admission;
5. No Cost: the P-TECH school program and the associate degree earned is provided at no cost to students or their families; and
6. Access to Jobs: industry partners commit to making graduates first in line for jobs.[12]

Funding for a P-TECH school comes from a variety of sources including K-12 schools, postsecondary, workforce, and other grants. Ensuring adequate funding for the school is important for its ongoing sustainability and high-quality replication in a state.[13]

Effect of Proposed Changes

To determine the feasibility of implementing the Pathways in Technology Early College High School (P-TECH) program in Florida, the bill requires the Commissioner of Education to submit a report by December 1, 2020, to the Governor, Senate President, Speaker of the House, Board of Governors, and the State Board of Education, with recommendations addressing the feasibility of implementing PTECH in Florida.

The bill requires the P-TECH program to achieve the following:

- incorporate secondary and postsecondary education with workforce education and work experience in a flexible 6-year integrated model;
- allow students to earn a high school diploma, an associate degree, and applicable industry certifications and gain work experience, within 6 years after enrolling in the 9th grade;
- have an open enrollment policy that encourages a diverse student body, including students from low-income families and first-generation college students;
- support student success through flexible class scheduling, advising and mentoring, and other wrap-around services; and
- provide seamless articulation to Florida's postsecondary institutions.

The Commissioner of Education's report must, at a minimum, include the following:

- timelines for implementing a P-TECH program, including courses of study which support completion in 4 to 6 years and which meet regional workforce demand;
- a funding model that provides the P-TECH program at no cost to students and may incorporate K-12, postsecondary, and workforce funding, grants, scholarships, and other funding options;
- partnerships with industries and businesses, including private investment, work-based job training, internships, and priority placement for job opportunities after graduation; and
- recommendations for modifications, if any, to the school and school district accountability requirements in s. 1008.34, F.S.

The bill provides that this section of law will expire on December 1, 2020.

[11] P-TECH, *College Partner*, http://www.ptech.org/how-it-works/partners/college-partners/ (last visited Jan. 14, 2020).; P-TECH schools are aimed at creating a structure that allows a student to complete an associate in applied science degree aligned to high-potential jobs. A choice between a maximum of two degrees provides greater structure and support for students.
[12] P-TECH, *supra* note 8.
[13] P-TECH, *How it Works-Funding*, http://www.ptech.org/how-it-works/funding/ (last visited Jan. 15, 2020).

B. SECTION DIRECTORY:

Section 1. Requiring the Commissioner of Education to submit to certain entities by a specified date a report with recommendations relating to the implementation of the Pathways in Technology Early College High School program; providing requirements for such program and report; providing for expiration.

Section 2. Provides the act shall take effect upon becoming law.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

   None.

2. Expenditures:

   None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

   None.

2. Expenditures:

   None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

   None.

2. Other:

   None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On January 22, 2020, the Higher Education & Career Readiness Subcommittee adopted a proposed committee substitute (PCS) and reported the bill favorably.

The PCS revises HB 1203 in the following ways:

- Requiring the Commissioner of Education to submit a report with recommendations that address the feasibility of implementing the Pathways in Technology Early College High School (P-TECH) program in Florida.
- Reorganizing the requirements of a P-TECH program.
- Reorganizing the minimum program implementation recommendations that must be addressed in the Commissioner's report.
- Providing that this section of law will expire on December 1, 2020.

The analysis is drafted to the committee substitute adopted by the Higher Education & Career Readiness Subcommittee.