

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 Appropriations Subcommittee on Education

BILL: SB 866

INTRODUCER: Senator Diaz

SUBJECT: Florida Talent Development Council

DATE: February 12, 2020 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Sagues</u>	<u>Sikes</u>	<u>ED</u>	Favorable
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	Pre-meeting
3.	_____	_____	<u>AP</u>	_____

I. Summary:

SB 866 requires the Florida Talent Development Council (FTDC) to submit a report with recommendations addressing the feasibility of establishing and implementing a Pathways in Technology Early College High School (P-TECH) or similar program that incorporates secondary and postsecondary education with workforce education and work experience, in Florida. The report is required to minimally include the following:

- A school model, for students to earn a high school diploma and associate degree within six years of enrolling in ninth grade.
- A funding model that ensures the program is no cost to students.
- Modification to the school and district accountability requirements.
- An open enrollment policy that encourages a diverse student body.
- Courses of study that support program completion in 4-6 years.
- School governance and staffing recommendations.
- Timelines and additional funding requirements for planning and launching a P-TECH school.
- Seamless articulation with Florida post-secondary institutions.
- Partnerships with industry and business.
- A support model for student success.

The Department of Economic Opportunity will incur costs related to the preparation of the feasibility report. See Section V.

The bill takes effect upon becoming law.

II. Present Situation:

Pathways in Technology Early College High School (P-TECH)

P-TECH, co-developed by the IBM Corporation, is an approach to education that blends high school, community college and workplace skills.¹ P-TECH schools are primarily public schools, governed and supported by the local school district, although there are some examples of similar charter schools. P-TECH is designed to help close the achievement gap among underserved youth. Within six years of enrolling in ninth grade, students graduate with their high school diplomas, no-cost associate degrees and applicable credentials, and participate in workplace learning opportunities.²

P-TECH schools are defined by a set of six key tenets:³

- Public-private partnership;
- Six year integrated program;
- Workplace learning including internships;
- Open enrollment with no grade or testing requirements;
- Cost-free; and
- First in-line for job openings with industry partners.

The P-TECH model has spread to 200 schools⁴ in 23 countries and 8 states⁵, serving 100,000 students⁶ since its founding in 2011. The P-TECH programs currently in operation have developed 12 different pathways based on regional workforce demand, including:⁷

- Construction technology;
- Process technology;
- Cybersecurity;
- Business;
- Mechanical engineering;
- Energy management;
- Healthcare;
- Advanced manufacturing;
- Machining;
- Early childhood education;
- Computer science; and
- Networking technology.

¹ P-TECH, *P-TECH About* <http://www.ptech.org/about/> (last visited Dec. 17, 2019).

² P-TECH, *P-TECH Mission* <http://www.ptech.org/about/mission/> (last visited Dec. 17, 2019).

³ *Id.*

⁴ IBM, *P-TECH: when skills meet opportunity, success happens* <https://www.ibm.com/thought-leadership/ptech/index.html> (last visited Jan. 8, 2020).

⁵ P-TECH, *P-TECH Our Schools* <http://www.ptech.org/resources/schools-map/> (last visited Jan. 8, 2020).

⁶ IBM, *P-TECH: when skills meet opportunity, success happens* <https://www.ibm.com/thought-leadership/ptech/index.html> (last visited Jan. 8, 2020).

⁷ P-TECH, *P-TECH Network, Our Schools, USA* <http://www.ptech.org/p-tech-network/our-schools/usa/> (last visited Dec. 17, 2019).

Florida's Workforce Outlook

An estimated 60 percent of Florida jobs in 2025 will require a postsecondary degree or certificate (postsecondary vocational, associate, bachelor's, master's or higher).⁸ Currently, 49 percent of working age Floridians have a high quality credential or degree.⁹ Florida ranks 21st in the nation for percentage of adults with education and high-quality workforce credentials.¹⁰ In January, 2019, Governor DeSantis issued Executive Order 19-31 to chart a course for Florida to become number one in the nation for workforce education by 2030, with the goal of ensuring Florida students are prepared to succeed in jobs of the future and satisfy the state's growing workforce demands.¹¹

Career Education Opportunities for Secondary Students in Florida

The purpose of career education is to enable students who complete career programs to attain and sustain employment and realize economic self-sufficiency.¹² Career education program standards, for which district school boards and the Florida College System are accountable, include:¹³

- Student demonstration of the academic skills necessary to enter an occupation.
- Student preparation to enter an occupation in an entry-level position or continue postsecondary study.
- Career program articulation with other corresponding postsecondary programs and job training experiences.
- Employer satisfaction with the performance of students who complete career education or reach occupational completion points.
- Student completion, placement, and retention rates.

Florida Career and Professional Education (CAPE)

In 2007, the Legislature enacted the Florida Career and Professional Education (CAPE) Act to provide a statewide planning partnership between the business and education communities to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.¹⁴ The primary purpose of the CAPE Act is to:¹⁵

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- Provide rigorous and relevant career-themed courses that articulate to post-secondary level coursework and lead to industry certification;
- Support local and regional economic development;

⁸ Lumina Foundation, *A Stronger Nation, Learning beyond high school builds American talent, Florida's Report 2019* available at <http://strongernation.luminafoundation.org/28b5a3da-d809-401e-835d-6a9a3640c35c> at 62.

⁹ *Id.* at 6.

¹⁰ Lumina Foundation, *A Stronger Nation, Learning beyond high school builds American talent, America's Progress* <http://strongernation.luminafoundation.org/report/2019/#nation&n-tsid=byAttainment> (last visited Dec. 17, 2019).

¹¹ Florida Department of Education, *Executive Order 19-31 Interim Report on Florida's Career and Technical Education Audit, July 11, 2019* available at <http://fldoe.org/core/fileparse.php/18788/urlt/EO19-31InterimReport.pdf>.

¹² Section 1004.92(1), F.S.

¹³ Section 1004.92(2)(a), F.S.

¹⁴ Section 1003.491, F.S.

¹⁵ Section 1003.491(1), F.S.

- Respond to Florida’s critical workforce needs; and
- Provide state residents with access to high-wage and high-demand careers.

As part of this act, the Department of Education’s (DOE’s) Division of Career and Adult Education is responsible for developing and maintaining Career and Technical Education (CTE) programs that prepare individuals for occupations important to Florida’s economic development.¹⁶ Each program is aligned to a career cluster and is detailed in curriculum frameworks adopted by the State Board of Education. The programs and courses adopted range from middle grades through associate in science degree level.¹⁷

Career Technical Education (CTE) Graduation Pathway

In addition to requiring high schools to provide students access to CTE courses¹⁸, a minimum 18 credit CTE Graduation pathway was codified in law beginning with the 2019-2020 school year.¹⁹ A student completing the CTE pathway option must complete the specified requirements and earn a cumulative grade point average (GPA) of 2.0 or higher on a 4.0 scale.²⁰ A student must also pass the statewide, standardized grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and the statewide, standardized Algebra I End-of-Course (EOC) assessment. The 18 required credits minimally include:²¹

- Four credits in ELA;
- Four credits in mathematics;
- Three credits in science;
- Three credits in social studies;
- Two credits in career and technical education; and
- Two credits in work-based learning programs.

Dual Enrollment

Florida has a long history with articulated acceleration mechanisms for secondary and postsecondary students including dual enrollment.²² Dual enrollment is the enrollment of an eligible secondary student or home education program student in a postsecondary course creditable toward both a high school diploma and a career certificate or an associate or baccalaureate degree.²³

Students who meet the eligibility requirements and choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.²⁴

¹⁶ Florida Department of Education, Career & Technical Education <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/> (last visited Dec 17, 2019).

¹⁷ *Id.*

¹⁸ Section 1003.4282(8), F.S.

¹⁹ Section 1003.4282(11), F.S.

²⁰ Section 1003.4282(6)(a), F.S.

²¹ Section 1003.4282(11), F.S.

²² Section 6, ch. 87-212, L.O.F.

²³ Section 1007.271(1), F.S.

²⁴ Section 1007.271(16), F.S.

Over an eight-year period, annual dual enrollment participation at Florida College System (FCS) institutions increased approximately 59 percent from 50,054 students in 2011-2012²⁵ to 79,585 students in 2018-19²⁶, an increase of 29,531 students. In 2018-2019, there were 2,107 students who obtained an associate degree by spring term of their high school graduation year.²⁷

However in 2018-2019, Hispanic, black, and low income students eligible for the Free and Reduced Lunch (FRL) program were underrepresented in Florida's dual enrollment programs at FCS institutions as compared to the composition of Florida public high schools:²⁸

- White students comprised 37.9 percent of all Florida public high school students, but represent 51.1 percent of students enrolled in dual enrollment.
- Hispanic students comprised 33.1 percent of all Florida public high school students but only represent 25 percent of students enrolled in dual enrollment.
- Black students comprised 22.5 percent of all Florida public high school students but only represent 15.2 percent of students enrolled in dual enrollment.
- Free and Reduced Lunch students represented 53.5 percent of all Florida public high school students but only 35.7 percent of students enrolled in dual enrollment.

Collegiate High School Program

In 2014, the Legislature codified the collegiate high school program and specified related requirements.²⁹ Florida law requires each FCS institution to work with each district school board in its designated service area³⁰ to establish one or more collegiate high school programs.³¹

At a minimum, collegiate high school programs must include an option for public school students in grade 11 or grade 12 participating in the program, for at least 1 full school year, to earn CAPE industry certifications and to successfully complete 30 credit hours through dual enrollment toward the first year of college for an associate degree or baccalaureate degree while enrolled in the program.³²

In fall 2018, there were 11,146 students enrolled in a collegiate high school or collegiate high school program.³³

Florida Talent Development Council

In 2019, the legislature reconstituted the Higher Education Coordinating Council (HECC) as the FTDC for the purpose of developing a data-driven, statewide approach to meeting Florida's need

²⁵ The Florida College System, *Data Snapshot, Dual Enrollment in the Florida College System* available at https://www.floridacollegesystem.com/sites/www/Uploads/Publications/DataSnapshots/2018/FCS_Data_Snapshot_Dual_Enrollment_Participation_04.06.2018.pdf.

²⁶ Email, Florida Department of Education (Jan. 8, 2020).

²⁷ *Id.*

²⁸ *Id.*

²⁹ Section 10, ch. 2014-184, L.O.F.

³⁰ Section 1000.21(3), F.S.

³¹ Section 1007.273(1), F.S.

³² Section 1007.273(2), F.S.

³³ Email from Elizabeth Moya, Director of Legislative Affairs Florida Department of Education (Jan. 8, 2020) (on file with the Senate Committee on Education).

for a 21st century workforce, which utilizes the in-state talent supply system.³⁴ The FTDC is responsible for the development and monitoring of a strategic plan for talent development to accomplish the attainment goal of 60 percent of working age adults with a high-value postsecondary credential by 2030.³⁵

III. Effect of Proposed Changes:

The bill requires the FTDC to submit a report with recommendations addressing the feasibility of establishing and implementing P-TECH or similar program, in Florida. The report must be submitted to the Governor, President of the Senate, Speaker of the House of Representatives, Board of Governors, and State Board of Education by December 1, 2020.

The report must include, at a minimum, recommendations regarding the following:

- A school model, for students to earn a high school diploma, an associate degree, and applicable industry certifications and work experience within 6 years of enrolling in 9th grade.
- A funding model that ensures the P-TECH program is no cost to students.
- Modification to the school and district accountability requirements.
- An open enrollment policy that encourages a diverse student body.
- Courses of study that support program completion in 4-6 years and meet regional workforce demand.
- School governance and staffing recommendations.
- Timelines and additional funding requirements for planning and launching a P-TECH school.
- Seamless articulation with Florida post-secondary institutions.
- Partnerships with industry and business to include private investment, work-based training, internships, and first-in-line job opportunities upon graduation.
- A support model for student success.

Requiring the FTDC to prepare and submit a report on the feasibility of implementing a P-TECH, or similar program, may lead to the establishment of such schools in Florida. The establishment of P-TECH programs may assist in preparing students for careers and help Florida attain its goal of 60 percent of working age adults with a high-value postsecondary credential by 2030.

The bill takes effect upon becoming law.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

³⁴ Section 1004.015(1), F.S.

³⁵ Section 1004.015(4), F.S.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The Department of Economic Opportunity will incur costs related to the preparation of the feasibility report by the FTDC regarding implementing a P-TECH, or similar program. The Department of Economic Opportunity estimates it will need \$250,000 from the department's contracted services appropriation in order to prepare the report.³⁶

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends section 1004.015 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

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

None.

³⁶ Department of Economic Development, *Senate Bill 866 Fiscal Analysis* (Jan. 1, 2020) (on file with the Appropriation Subcommittee on Education).

B. Amendments:

None.

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