

STORAGE NAME: h0557.ei.doc
DATE: January 4, 2002

**HOUSE OF REPRESENTATIVES
COMMITTEE ON
EDUCATION INNOVATION
ANALYSIS**

BILL #: HB 557
RELATING TO: High School Graduation
SPONSOR(S): Representative(s) Peterman
TIED BILL(S): None

ORIGINATING COMMITTEE(S)/COUNCIL(S)/COMMITTEE(S) OF REFERENCE:

- (1) EDUCATION INNOVATION
 - (2) EDUCATION APPROPRIATIONS
 - (3) COUNCIL FOR LIFELONG LEARNING
 - (4)
 - (5)
-

I. SUMMARY:

This bill addresses three issues relating to high school graduation requirements. First, this bill requires a one-half credit course of study that prepares students for employment after graduation. The course must focus on skills that must give students a competitive advantage in seeking and maintaining employment. The course must be offered to 12th grade students and provide instruction on speaking skills during job interviews, proper grooming for the workplace, and appropriate attire for lower-to-middle-level management positions. Additionally, the course must include a process by which interviews between students and local businesses are conducted and students are able to shadow lower-to-middle-level managers.

Next, this bill reduces the number of elective credits required for graduation. This bill requires students to complete an additional one-half credit course for graduation. It is not the intent of the bill to increase the academic credit requirements for graduation that currently stands at 24. Thus, the bill reduces the required elective credits from eight and one-half to eight.

Finally, this bill provides for required instruction. The bill requires that members of the instructional staff of the public schools teach the elements essential to completing high school with skills that gives a student a competitive advantage in seeking and maintaining employment.

This bill appears to have a significant fiscal impact on local school districts because it requires the one-half credit course to include a labor-intensive process by which interviews between students and local businesses are conducted and students are able to shadow lower-to-middle-level managers. The Department of Education reports that added costs associated with this bill are primarily related to additional instructor time necessary to arrange, escort, and monitor students in interviews with local businesses and provide students with the experience of shadowing managers in a business environment. The activities required by the bill are labor-intensive and appear to require a low student-teacher ratio.

II. SUBSTANTIVE ANALYSIS:

A. DOES THE BILL SUPPORT THE FOLLOWING PRINCIPLES:

- | | | | |
|-----------------------------------|---|--|---|
| 1. <u>Less Government</u> | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. <u>Lower Taxes</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. <u>Individual Freedom</u> | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| 4. <u>Personal Responsibility</u> | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 5. <u>Family Empowerment</u> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

- a. The bill does not appear to support the principle of less government because it imposes an additional state requirement on students and schools.
- b. The bill does not appear to support the principle of individual freedom because it requires students to enroll in and pass an additional course required for high school graduation.
- c. This bill appears to support the principle of personal responsibility because it encourages students to provide for their general welfare by equipping them with the skills necessary for seeking and maintaining employment.

B. PRESENT SITUATION:

Currently, s. 232.246(1), F.S., requires students to successfully complete an International Baccalaureate curriculum or a minimum of 24 academic credits in grades 9 through 12 in order to graduate from high school. The 24 credits are required to be distributed in the following manner: four credits in English; three credits in mathematics; three credits in science; one credit in American history; one credit in world history; one-half credit in economics; one-half credit in American government; one credit in practical arts career education, exploratory career education, or performing fine arts or one-half credit in practical arts career education or exploratory career education and one-half credit in performing fine arts; one-half credit in life management skills; one credit in physical education; and eight and one-half elective credits.

Provisions in s. 228.041(22), F.S., define career education as vocational education that provides instruction for the following purposes:

- (a) At the elementary, middle, and secondary school levels, exploratory courses designed to give students initial exposure to a broad range of occupations to assist them in preparing their academic and occupational plans, and practical arts courses that provide generic skills that may apply to many occupations but are not designed to prepare students for entry into a specific occupation. Vocational and career instruction provided before high school completion must be designed to enhance both vocational and academic skills through integration with academic instruction.
- (b) At the secondary school level, job-preparatory instruction in the competencies that prepare students for effective entry into an occupation, including diversified cooperative education, work experience, and job-entry programs that coordinate directed study and on-the-job training.
- (c) At the postsecondary education level, courses of study that provide vocational competencies needed for entry into specific occupations or for advancement within an occupation.

Pursuant to s. 233.061, F.S., public school teachers are required to teach the following areas of study: the Declaration of Independence, the arguments in support of adopting our republican form of government, the essentials of the United States Constitution, flag education, the elements of civil government, the history of the Holocaust, the history of African Americans, the elementary principles of agriculture, the true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind, kindness to animals, the history of the state, the conservation of natural resources, comprehensive health education, the study of Hispanic contributions to the United States, the study of women's contributions to the United States, a character-development program, and the sacrifices that veterans have made in serving our country and protecting democratic values worldwide.

C. EFFECT OF PROPOSED CHANGES:

This bill requires high school seniors to complete a one-half academic credit course of study that prepares students for employment after graduation. The course must be offered to 12th grade students and provide instruction on speaking skills during job interviews, proper grooming for the workplace, and appropriate attire for lower-to-middle-level management positions. Additionally, the course must include a process by which interviews between students and local businesses are conducted and students are able to shadow lower-to-middle-level managers. The course must stress the importance of the American and Floridian work ethic that is based on the qualities of punctuality, 100-percent effort, and commitment to a full day's work for a full day's pay. The primary effect of this bill results in an increase in the mandatory required courses by one-half credit. In order to maintain the total academic credit requirements for graduation at 24, this bill also decreases the elective credits from eight and one-half to eight. Thus, students will have one-half less elective course credit to choose.

This bill also requires public school teachers to provide instruction on the elements essential to completing high school with skills that give a student a competitive advantage in seeking and maintaining employment.

Due to the labor-intensive nature of the prescribed activities, this bill may significantly impact local school district expenditures. The Department of Education reports that added costs associated with this bill are primarily related to additional instructor time necessary to arrange, escort, and monitor students in interviews with local businesses and provide students with the experience of shadowing managers in a business environment.

D. SECTION-BY-SECTION ANALYSIS:

Section 1: Amends s. 232.246(1), F.S., to require a one-half credit course of study relating to the skills needed to seek and maintain employment and reduce the elective credits required from eight and one-half to eight.

Section 2: Amends s. 233.061(2), F.S., to require public school instructors to teach elements essential to completing high school with skills that give a student a competitive advantage in the workforce.

Section 3: Establishes an effective date of July 1, 2002.

III. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT:

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

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

2. Expenditures:

Please see Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local revenues.

2. Expenditures:

Please see Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have an economic impact on the private sector.

D. FISCAL COMMENTS:

This bill appears to have a significant fiscal impact on local school districts. The Department of Education (DOE) reports that the added costs associated with this bill are primarily related to additional instructor time necessary to arrange, escort, and monitor students in interviews with local businesses and provide students with the experience of shadowing managers in a business environment. The activities required by the bill are labor-intensive and appear to require a low student-teacher ratio. The DOE also reports the impact of the bill is \$33.0 million in fiscal year 2002-2003.

IV. CONSEQUENCES OF ARTICLE VII, SECTION 18 OF THE FLORIDA CONSTITUTION:

A. APPLICABILITY OF THE MANDATES PROVISION:

This bill does not require counties or municipalities to spend funds or to take action requiring the expenditure of funds.

B. REDUCTION OF REVENUE RAISING AUTHORITY:

This bill does not reduce the authority that counties or municipalities have to raise revenues.

C. REDUCTION OF STATE TAX SHARED WITH COUNTIES AND MUNICIPALITIES:

This bill does not reduce the percentage of a state tax shared with counties or municipalities.

V. COMMENTS:

A. CONSTITUTIONAL ISSUES:

This bill does not appear to violate any constitutional provisions.

B. RULE-MAKING AUTHORITY:

This bill does not provide additional rule making authority.

C. OTHER COMMENTS:

Since the effective date of this bill is July 1, 2002, seniors in the graduating class of 2003 must successfully complete the one-half credit course in order to graduate from high school. Consequently, many seniors may have to modify their enrollment schedules with brief notice in order to satisfy the bill's new requirement.

VI. AMENDMENTS OR COMMITTEE SUBSTITUTE CHANGES:

None.

VII. SIGNATURES:

COMMITTEE ON EDUCATION INNOVATION:

Prepared by:

Staff Director:

Trevor Mask

Daniel Furman