

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 585 Career and Technical Education in Public Schools
SPONSOR(S): Representative Smith
TIED BILLS: **IDEN./SIM. BILLS:** SB 2642

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) General Education		Rogers	Bohannon
2) Education K-20			
3) Education Appropriations			
4) Appropriations			
5)			

SUMMARY ANALYSIS

HB 585 creates a new section of law that provides for pilot projects designed to blend elements of career and technical education into the middle school curriculum.

Beginning in the 2003-2004 school year, the district school boards of Broward and Duval County are required to implement pilot projects in at least two and not more than four middle schools. The selected middle schools must be representative of both high and low scoring schools as measured by Florida Comprehensive Assessment Test (FCAT).

The bill requires the selected district school boards to design and conduct an evaluation or to contract with a university school in consultation with the Council for Education Policy Research and Improvement (CEPRI) to design and conduct an evaluation. CEPRI is responsible for reviewing each pilot project's evaluation and providing a report to the Legislature with recommendations and suggestions for expanding the programs statewide by January 1, 2005.

The bill takes effect on July 1, 2003.

This bill does not support the principle of less government because it requires school districts to conduct pilot projects.

Information regarding the fiscal impact was not available at the time the bill analysis was prepared; however, if pilot projects are conducted in four to eight schools, some funds will be necessary to implement and evaluate the projects. The bill requires staff to consult with their regional workforce board to develop the project and to receive technical assistance and resources. However, it is unclear how much technical assistance and resources will be available from their regional workforce boards.

The bill does assign responsibility to instructional and administrative staff for implementing the projects. It is unclear whether this would be additional responsibilities added to existing staff or if it would require additional staff in the school or district.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h0585.edk.doc
DATE: March 28, 2003

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. DOES THE BILL:

- | | | | |
|--------------------------------------|------------------------------|--|---|
| 1. Reduce government? | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. Lower taxes? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 3. Expand individual freedom? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 4. Increase personal responsibility? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| 5. Empower families? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |

This bill does not support the principle of less government because it requires school districts to conduct pilot projects.

B. EFFECT OF PROPOSED CHANGES:

HB 585 creates a new section of law that provides for pilot projects designed to blend elements of career and technical education into the middle school curriculum. The goals of the projects are as follows:

- Explore with middle school students how they can successfully live and work in a culturally diverse world.
- Help middle school students recognize their interests, aptitudes, and abilities, and understand adult roles in the world of work.
- Help middle school students understand the work and career possibilities available now and in the future.
- Help middle school students to broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.
- Integrate career and technical education into the general middle school academic curriculum to promote intellectual development and the acquisition of higher-level thinking and problem-solving skills.
- Assist middle school students to develop their social skills, personal values, and self-esteem.
- Work with the families of middle school students to support their children's career aspiration.

Beginning in the 2003-2004 school year, the bill requires the district school boards of Broward and Duval County to implement pilot projects in at least two and not more than four middle schools. The selected middle schools must be representative of both high and low scoring schools as measured by Florida Comprehensive Assessment Test (FCAT). The instructional and administrative staff must be responsible for implementing each project. The staff must consult with their regional workforce board to develop the project and to receive technical assistance and resources.

The bill requires the selected district school boards to design and conduct an evaluation or to contract with a university school in consultation with the Council for Education Policy Research and Improvement (CEPRI) to design and conduct an evaluation. CEPRI is responsible for reviewing each pilot project's evaluation and providing a report to the Legislature with recommendations and suggestions for expanding the programs statewide by January 1, 2005.

Current law¹ establishes career and technical education and school accountability and provides that career and technical education should include:

- Student exposure to a variety of careers.

¹ Section 1003.491, F.S.

- Awareness of available career and technical programs.
- Student development of individual career paths.
- Integration of academic and career and technical skills in the secondary curriculum.
- Student preparation to enter the workforce and enroll in postsecondary education.
- Student retention through high school graduation.
- Career and technical curriculum articulation with postsecondary programs in local area technical centers or community colleges.

While the statute lists what career and technical education should include, it does not specify how to accomplish the goals. The law also currently provides that no school must require a student to participate in any school-to-work or job training program, nor meet occupational standards for grade level promotion or graduation unless the student voluntarily enrolls in a job training program.

This bill will require the pilot project districts to implement the goals listed in current law related to career and technical education for middle school students.

In mathematics and science, U.S. fourth-graders reached a higher achievement level than their peers in almost every other developed nation. By the eighth grade, U.S. students had slipped to the middle of the lists of nations and under-performed even students from several less-developed nations.²

Research has shown that when students reach middle school, they are more likely to question the value of what they are expected to learn. Reformers of middle school education believe middle school students find meaning and motivation if they can connect learning to the world outside of school.³

C. SECTION DIRECTORY:

Section 1: Creates s. 1003.943, F.S., to provide for pilot projects designed to blend into middle school curriculum elements of career and technical education; provides goals of the pilot projects; requires an evaluation component; requires CEPRI to review the pilot projects; and provide recommendations.

Section 2: Provides an effective date of July 1, 2003.

II. 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 government revenues.

² SREB, *Academic Achievement in the Middle Grades: What Does Research Tell Us?*

³ SREB, *Academic Achievement in the Middle Grades: What Does Research Tell Us*

2. Expenditures:

Please see Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

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

D. FISCAL COMMENTS:

Information regarding the fiscal impact was not available at the time the bill analysis was prepared; however, if the pilot projects are conducted in four to eight middle schools, some funds will be necessary to implement and evaluate the projects. The bill requires staff to consult with their regional workforce board to develop the project and to receive technical assistance and resources. However, it is unclear how much technical assistance and resources will be available from their regional workforce boards.

The bill does assign responsibility to instructional and administrative staff for implementing the projects. It is unclear whether this would be additional responsibilities added to existing staff or if it would require additional staff in the school or district.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

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

2. Other:

B. RULE-MAKING AUTHORITY:

This bill does not grant additional rule-making authority.

C. DRAFTING ISSUES OR OTHER COMMENTS:

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES