

# SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

BILL: SB 2968  
 SPONSOR: Senator Clary  
 SUBJECT: International Certificate of Education  
 DATE: April 20, 2004      REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Dormady</u>	<u>O'Farrell</u>	<u>ED</u>	<u>Favorable</u>
2.	_____	_____	<u>AED</u>	_____
3.	_____	_____	<u>AP</u>	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

**I. Summary:**

SB 2968 amends several sections of the Florida Statutes to incorporate references to the Advanced International Certificate of Education (AICE) and the International General Certificate of Secondary Education (pre-AICE). It introduces the pre-AICE program into statute and provides FTE funding for pre-AICE program and course completions, under certain circumstances. Specifically, it provides that:

- Parents may seek school choice options available in their public school districts, including AICE and pre-AICE;
- The Florida Department of Education (DOE) must develop guidelines that include opportunities for parents to learn about rigorous academic programs, including AICE and pre-AICE;
- Postsecondary institutions must collaborate in further developing and providing articulated programs regarding AICE;
- Certain Florida undergraduate admission candidates may request a recalculation of their grade point averages to include up to three credits of advanced fine arts courses, including pre-AICE and AICE courses;
- Pre-AICE examinations must be provided free of charge to students;
- The DOE must assign additional weight to grades earned in pre-AICE and AICE programs for purposes of calculating grade point averages for Bright Futures Scholarships;
- The AICE curriculum and diploma are recognized for certain purposes in determining eligibility for the Florida Academic Scholars Award and the Florida Medallion Scholars Award; and

- Additional full-time equivalent membership (FTE) is recognized for students who earn specified scores or receive diplomas under the pre-AICE program, under certain circumstances.

The bill contains certain clarifying and technical amendments as well.

This bill amends sections 1002.20, 1002.23, 1007.22, 1007.261, 1007.27, 1009.531, 1009.534, 1009.535, and 1011.62 and reenacts s. 1011.69(2) of the Florida Statutes.

The bill will take effect July 1, 2004.

## II. Present Situation:

### AICE and pre-AICE

#### Advanced International Certificate of Education (AICE) Program

The Advanced International Certificate of Education (AICE) program is an international pre-university curriculum and examination system. Its courses are designed to be the equivalent of those offered at U.S. universities. AICE is administered by the University of Cambridge International Examinations (CIE), a non-profit department of the University of Cambridge in the United Kingdom. The AICE program was piloted and studied by the DOE between 1997 and 2000 in three Florida school districts. Since 2001, it has been approved for use in any Florida school district as an advanced academic program for grades 11 and 12. In order to offer AICE or other CIE assessments, schools must register with CIE as Examination Centers.<sup>1</sup>

Within AICE, there are more than 40 subjects in three curriculum areas: mathematics and sciences; languages; and arts and humanities. Most subjects may be studied at either the A-level or at the AS-level. A-level examinations generally require two years of study in a subject, while AS-level examinations cover the first year of the two-year A-level courses.<sup>2</sup>

Students pursuing a full AICE diploma must earn a total of six AICE credits and include at least one subject examination from each of the three curriculum areas at either the AS- or A-level. For AICE exams, the passing letter grades range from A to E, with A being the highest and the lowest passing grade of E being roughly the equivalent of a U.S. grade of C or a 3 on an Advanced Placement examination. Both AS- and A-levels are considered college-level courses of study, and students taking these examinations may receive up to 30 hours of college credit or advanced standing from universities throughout the United States and public universities and colleges in Florida.<sup>3</sup>

#### International General Certificate of Secondary Education (pre-AICE)

The optional pre-AICE curriculum program, called the International General Certificate of Secondary Education, is suited for students in grades 9 and 10. It features over 50 subjects with

<sup>1</sup> Source: [http://www.facts.org/pdf\\_sw/DOEHandbook2004.pdf](http://www.facts.org/pdf_sw/DOEHandbook2004.pdf).

<sup>2</sup> Source: <http://www.facts.org/cgi-bin/eaglec#aice>.

<sup>3</sup> Source: <http://www.facts.org/cgi-bin/eaglec#aice>.

end of course examinations in five main subject areas. These courses are designed to be the equivalent of upper-level high school courses, not to be the equivalent of post-secondary level classes.<sup>4</sup> While schools offering AICE subjects are not required to also offer pre-AICE courses, students are expected to have mastered the pre-AICE level of study and skills in a subject before beginning an AICE subject course. Most pre-AICE subjects are offered at two levels: Extended and Core. The Extended level is for students planning to progress to AICE or other college-level equivalent courses in grades 11 and 12. The Core level of pre-AICE is suitable for a wider range of students.<sup>5</sup> Students who pass 7 examinations in required subject areas are eligible to receive the “International Certificate of Education” diploma from CIE, which in some countries would be the equivalent of a high school diploma.<sup>6</sup>

### **Florida Bright Futures Scholarship Program**

During the 2002-2003 award year, over 110,000 Florida students received funding for a Florida Bright Futures Scholarship.

The Florida Bright Futures Scholarship Program consists of the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Each award has its own academic eligibility requirements, award amounts, and funding length. In addition to meeting specific program eligibility requirements, scholarship recipients must also meet general eligibility requirements for receipt of state aid.

#### **Florida Academic Scholars Award (FAS)**

Generally, at public institutions, students receiving this award will be eligible to receive payment of 100 percent of their tuition and fees, plus \$600 per semester for college-related expenses. At private institutions, students will be eligible to receive a fixed award amount based on 100 percent of the average tuition and fees covered at a comparable Florida public institution, including the \$600 per semester provided for college-related expenses.

Students must generally have achieved a weighted grade point average of 3.5 to earn this award.

#### **Florida Medallion Scholars Award (FMS)**

Generally, at public institutions, students receiving this award will be eligible to receive payment of 75 percent of their tuition and fees. At private institutions, students will be eligible to receive a fixed award amount based on 75 percent of the average tuition and fees covered at a comparable Florida public institution.

Students generally must have achieved a weighted grade point average of 3.0 to earn this award.

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<sup>4</sup> Source: CIE personnel, April 19, 2004.

<sup>5</sup> Source: [http://www.facts.org/pdf\\_sw/DOEHandbook2004.pdf](http://www.facts.org/pdf_sw/DOEHandbook2004.pdf)

<sup>6</sup> Source: CIE personnel, April 19, 2004.

### **Affected Sections of Law**

Section 1002.20, F.S., addresses K-12 student and parental rights. It currently provides that parents of public school students may seek whatever school choice options are available to students in their school districts, including (among others), advanced placement, dual enrollment, International Baccalaureate, early admissions, and credit by examination programs.

Section 1002.23, F.S., the Family and School Partnership for Student Achievement Act, requires the DOE to develop guidelines for a parent guide to successful student achievement. The guidelines should include opportunities for parents to learn about rigorous academic programs that may be available to their child. Current examples of such programs listed in statute include honors programs, dual enrollment, advanced placement, and International Baccalaureate programs, among others.

Section 1007.22(2), F.S., requires in relevant part that postsecondary institutions collaborate in developing and providing articulated programs in which students can proceed toward their educational objectives as rapidly as possible. Current time-shortened educational programs listed in the subsection include such programs as the International Baccalaureate, credit by examination, advanced placement, early admissions, and dual enrollment programs.

Section 1007.261(10), F.S., permits a Florida resident who has been denied undergraduate admission to a state university for failing to meeting the required grade point average requirement to request a recalculation of their grade point average to include grades earned in up to three credits of advanced fine arts courses. Advanced fine arts courses are defined for the subsection to include advanced placement, pre-International Baccalaureate, International Baccalaureate, or fine arts courses taken in the 3<sup>rd</sup> or 4<sup>th</sup> year of a fine arts curriculum.

Section 1007.27(9), F.S., defines the AICE program as the curriculum in which students are enrolled in a program of studies offered through the AICE program of the University of Cambridge. The section contains additional provisions regarding the AICE program, including requirements for State Board of Education (SBE) rules, a 30-hour cap on the number of hours that may be earned under the program, and a stipulation that the specific course for which a student receives credit under the program must be determined by the college or university that accepts the student for admission. It also exempts students from paying AICE examination fees, whether or not they pass the examination.

For purposes of determining initial eligibility for Bright Futures Scholarships, Section 1009.531(3), F.S., currently requires the DOE to assign additional weights to grades earned in courses identified in the course code directory as advanced placement, pre-International Baccalaureate, or International Baccalaureate.

Section 1009.534, F.S., governs eligibility for the Florida Academic Scholars award.

Paragraph (b) of subsection (1) provides that a student will be eligible for the scholarship if she or he meets the general eligibility requirements for the award; has achieved the required score identified by DOE rule on the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT

Assessment Program; and has attended a home education program during grades 11 or 12 or has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma.

Paragraph (c) of the subsection provides that a student will be eligible for the scholarship if she or he meets the general eligibility requirements and has been awarded an International Baccalaureate Diploma from the International Baccalaureate Office.

Section 1009.535, F.S., governs eligibility for a Florida Medallion Scholars Award. Paragraph (b) of subsection (1) provides that a student will be eligible for the scholarship if she or he has attained the required score on the combined verbal and quantitative parts of the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program and (1) has attended a home education program during grades 11 and 12 or (2) has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma.

Section 1011.62, F.S., addresses funds for operation of schools. It sets forth an annual allocation from the Florida Education Finance Program (FEFP) to each district for the operation of schools if the allocation is not otherwise established in the annual appropriations act or the substantive bill implementing the annual appropriations act. This section currently provides that:

- a value of 0.3 full-time equivalent student membership (FTE) will be calculated for each student who received an Advanced International Certificate of Education diploma; and
- districts must distribute to each teacher who provided AICE instruction:
  - a \$50 bonus for each student taught by the teacher in a full-credit AICE course who receives a score of 2 or higher on the AICE examination,
  - a \$25 bonus for each student taught by the teacher in a half-credit AICE course who receives a score of 1 or higher on the AICE examination,
  - a \$500 bonus to each AICE teacher in a school designated in performance category “D” or “F” who has at least one student scoring 2 or higher on a full-credit AICE examination, and
  - an additional \$250 bonus to each teacher of half-credit AICE classes in a school designated in performance category “D” or “F” that has at least one student scoring 1 or higher on the half-credit AICE examination, up to a maximum additional bonus of \$500 per year, with certain restrictions.

Section 1011.69, F.S., contains the Equity in School-Level Funding Act, which in relevant part provides that district school boards must allocate to schools within the district an average of 90 percent of the funds generated by all schools and guarantee that each school receives at least 80 percent of the funds generated by that school based on the FEFP, as provided in s. 1011.62, F.S., and the general appropriations act.

### III. Effect of Proposed Changes:

*Section 1.* The bill amends s. 1002.20, F.S., by adding AICE and pre-AICE to the list of public school choice options available to parents and students.

*Section 2.* The bill amends s. 1002.23, F.S., by adding AICE and pre-AICE to the list of programs about which parents must be provided information in the DOE's parent guidelines developed pursuant to the Family and School Partnership for Student Achievement Act.

*Section 3.* The bill amends s. 1007.22(2), F.S., by adding AICE to the list of programs that postsecondary educational institutions must collaborate on in further developing and providing articulated programs for students.

*Section 4.* The bill amends s. 1007.261(10), F.S., by adding pre-AICE and AICE to the list of programs that offer approved "advanced fine arts courses," which may be added to a student's grade point average for purposes of determining eligibility for undergraduate admission to a state university.

*Section 5.* The bill amends s. 1007.27(9), F.S., to introduce and define pre-AICE in the section of law that currently describes AICE. Under this provision as amended, pre-AICE examinations may be taken by students free of charge, regardless of whether the examinations are passed. The changes to this section do not, however, add pre-AICE to the list of examinations for which the SBE is required to specify cutoff scores for postsecondary credit at colleges and universities. Accordingly, it appears that none of the other language related to postsecondary credit in the paragraph – including provisions regarding effective times of rules, the 30-hour cap placed on the award of credit hours under the subsection, and the requirement that specific courses for which students receive credit must be determined by the student's college or university – is applicable to pre-AICE examinations either.

*Section 6.* The bill amends s. 1009.531, F.S., to provide that the DOE must assign additional weight to grades earned in AICE and pre-AICE courses for purposes of calculating the grade point average used in determining Bright Futures Scholarship eligibility.

*Section 7.* The bill amends s. 1009.534, F.S., to add Florida Academic Scholars award eligibility for persons who (1) completed the AICE curriculum but failed to earn the AICE diploma and (2) achieved the required score on the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program. It also provides that persons who have been awarded an AICE diploma are eligible for the award if they meet general eligibility requirements.

*Section 8.* The bill amends s. 1009.535, F.S., to add Florida Medallion Scholarship eligibility for persons who (1) completed the AICE curriculum but failed to earn the AICE Diploma and (2) achieved the required score on the combined verbal and quantitative parts of the SAT, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program.

*Section 9.* The bill changes current references to grades of “1” or “2” on AICE examinations to refer to grades of “E” or higher throughout section 1011.62, F.S. This change is consistent with the actual grading system on AICE examinations.

The bill also provides a new provision that addresses the calculation of additional FTE based on pre-AICE examination scores. Under the bill, 0.12 FTE would be calculated for each student enrolled in a pre-AICE course who receives a score of E or higher on a subject examination. Additionally, a value of 0.15 FTE will be calculated for each student who receives an International Certificate of Education diploma. This value would be added to the total FTE in basic programs for grades 9 through 12 in the subsequent fiscal year.

*Section 10.* Section 10 of the bill reenacts s. 1011.69, F.S., containing the Equity in School-Level Funding Act, to incorporate the amendments contained in s. 1011.62, described above.

*Section 11.* The act will take effect July 1, 2004.

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

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

#### **V. Economic Impact and Fiscal Note:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

One hundred twenty-eight students are currently enrolled in pre-AICE programs in Florida. According to CIE’s projections, by the 2007-2008 school year, 604 Florida students will be enrolled in pre-AICE courses, resulting in the administration of approximately 1200 pre-AICE examinations that year.<sup>7</sup> Depending on each student’s level of involvement in the programs, students could save money on post-secondary educational tuition by participating in the pre-AICE program, accelerating their learning such that in grades 11 and 12 they could take courses with post-secondary equivalents, and then testing out of college requirements. Participation in grade-weighted pre-AICE

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<sup>7</sup> Source: CIE personnel, April 19, 2004.

and AICE courses would also enhance students' chances at qualifying for Bright Futures Scholarships.

**C. Government Sector Impact:**

As noted above, approximately 128 students currently take pre-AICE courses in Florida. Examination fees are currently approximately \$43 for each examination administered. Florida House of Representatives staff have identified a rough cost estimate<sup>8</sup> for the state relating to portions of the bill dealing with additional FTE, as follows:

<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
\$248,826	\$411,446	\$439,734

The fiscal impact of the statutory revisions to the Bright Futures Scholarship eligibility requirements set forth in the bill is not determinable, as data are not available to determine the current and future number of students that would qualify for scholarships pursuant to these statutory revisions.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Amendments:**

None.

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This Senate staff analysis does not reflect the intent or official position of the bill's sponsor or the Florida Senate.

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<sup>8</sup> Assumptions used in preparing these estimates included the following:

- Examination success rates will be similar to current success rates.
- No students will achieve the International Certificate of Education (ICE) the first few years; and
- Growth in enrollment at new schools will be similar to early growth achieved by established programs.