

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** CS/HB 1279 Florida Talent Development Council

**SPONSOR(S):** Higher Education Appropriations Subcommittee, Melo and others

**TIED BILLS:** None **IDEN./SIM. BILLS:** SB 128

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Secondary Education & Career Development Subcommittee	15 Y, 0 N	Sleap	Sanchez
2) Higher Education Appropriations Subcommittee	13 Y, 0 N, As CS	Peters	Smith
3) Education & Employment Committee			

### SUMMARY ANALYSIS

The bill requires the Florida Talent Development Council (FTDC) to submit a report by December 1, 2021, to specific entities, with an overview of existing career pathway programs and recommendations that address the feasibility of establishing and implementing a Career Pathways for Florida's Future (CaP-FL) program, in Florida.

The bill defines a CaP-FL program as one that incorporates secondary and postsecondary education with workforce education and work experience using a flexible 6-year integrated model.

The bill requires the FTDC report to, at a minimum, include: a model program whereby a student earns a high school diploma, an associate degree, and applicable industry certifications and work experience within 6 years; an overview of existing career pathway programs in the state; a funding model that provides the program at no-cost to students; recommendations to modify the district and school accountability requirements; an open enrollment policy; courses of study which meet regional workforce demand and support program completion in 4-6 years; school governance and staffing recommendations; implementation timelines; articulation to postsecondary education; recommendations for partnerships with industries and businesses; and a support model for student success.

The bill does not appear to have a fiscal impact.

The bill takes effect upon becoming law.

# FULL ANALYSIS

## I. SUBSTANTIVE ANALYSIS

### A. EFFECT OF PROPOSED CHANGES:

#### Present Situation

##### Program Model

The current program model is a global education reform initiative that prepares students with the academic, technical and professional skills required for 21<sup>st</sup> Century jobs and ongoing education.<sup>1</sup> In September 2011, the first model school was launched in Brooklyn, New York, through a public-private partnership between the school district, a postsecondary institution and a major employer.<sup>2</sup> The program model 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.<sup>3</sup>

From the first school launched in 2011, the program model has grown to implementation in 165 schools across nine states in the United States<sup>4</sup> and 27 international counties.<sup>5</sup> Over 600 companies are partnering with schools in industries such as health information management, advanced manufacturing and energy technology.<sup>6</sup> Model schools currently operating in the United States have developed 43 career pathways in areas such as advanced manufacturing, construction technology, healthcare, and machining.<sup>7</sup>

##### *How the Model Works*

The program 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.<sup>8</sup> Model 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.<sup>9</sup> The public-private partnership model aims to provide opportunities for a middle-skills workforce that has more than a high school diploma, but less than a four-year college degree.<sup>10</sup>

The program model begins in the ninth grade and integrates work-based learning opportunities for students, such as mentoring, worksite visits and paid internships.<sup>11</sup> The program is designed as a six year experience, however, students are able to move at their own pace, allowing students to accelerate through the model.<sup>12</sup>

The model is comprised of six key components:

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<sup>1</sup> P-TECH, *About*, <http://www.ptech.org/about/> (last visited March 4, 2021).

<sup>2</sup> P-TECH, *History*, <http://www.ptech.org/about/history/> (last visited March 4, 2021).

<sup>3</sup> *Id.*

<sup>4</sup> P-TECH, *Schools in United States*, <https://www.ptech.org/p-tech-network/our-schools/usa/> (last visited March 4, 2021).; The nine U.S. states with P-TECH schools include Colorado, Connecticut, Illinois, Louisiana, Maryland, New Jersey, New York, Rhode Island, and Texas.

<sup>5</sup> P-TECH, *Our Schools Map*, <https://www.ptech.org/p-tech-network/our-schools/> (last visited March 4, 2021).

<sup>6</sup> P-TECH History, *supra* note 2.

<sup>7</sup> P-TECH Schools in United States, *supra* note 4.

<sup>8</sup> P-TECH, *How it Works-The Model*, <http://www.ptech.org/how-it-works/the-model/> (last visited March 4, 2021).

<sup>9</sup> P-TECH, *Mission*, <http://www.ptech.org/about/mission/> (last visited March 4, 2021).

<sup>10</sup> MDRC, *Bridging the School-to-Work Divide, Interim Implementation and Impact Findings from New York City’s P-TECH 9-14 Schools* (May 2020), at 1, available at [https://www.mdrc.org/sites/default/files/P-TECH\\_Report\\_2020.pdf](https://www.mdrc.org/sites/default/files/P-TECH_Report_2020.pdf).

<sup>11</sup> *Id.* at ES-3.

<sup>12</sup> P-TECH, *How it Works-Integrated High School and College Coursework*, <https://www.ptech.org/how-it-works/the-model/integrated-high-school/> (last visited March 4, 2021).

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;<sup>13</sup>
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 model 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.<sup>14</sup>

Funding for a program 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.<sup>15</sup>

Presently, the Department of Education is not aware of any schools in Florida offering a similar program.<sup>16</sup>

### Florida Talent Development Council

In 2019, the legislature reconstituted the Higher Education Coordinating Council (HECC) as the Florida Talent Development Council (FTDC) for the purpose of developing a data-driven, statewide approach to meeting Florida's need for a 21<sup>st</sup> century workforce, which utilizes the in-state talent supply system.<sup>17</sup> The FTDC is responsible for the development and monitoring of a strategic plan<sup>18</sup> for talent development to accomplish the Strengthening Alignment between Industry and Learning (SAIL) to 60 goal which aims to have 60 percent of working age adults with a high-value postsecondary credential by 2030.<sup>19</sup>

### **Effect of Proposed Changes**

The bill requires the FTDC to submit a report which provides an overview of existing career pathway programs and recommendations that address the feasibility of establishing and implementing the CaP-FL program in Florida, by December 1, 2021, to the Governor, Senate President, Speaker of the House of Representatives, Board of Governors, and the State Board of Education.

The bill defines a CaP-FL program as one that incorporates secondary and postsecondary education with workforce education and work experience using a flexible 6-year integrated model.

The FTDC's report on existing career pathway programs and implementation of the CaP-FL program, must, at a minimum, include the following:

- a school model program for students to earn a high school diploma, an associate degree, and applicable industry certifications and work experience within 6 years after enrolling in the 9<sup>th</sup> grade, with the council having the discretion to take into consideration magnet schools, schools-within-a-school, charter schools, pilot programs, and other school model options;
- an overview of existing career pathway programs in the state;

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<sup>13</sup> P-TECH, *College Partner*, <http://www.ptech.org/how-it-works/partners/college-partners/> (last visited March 4, 2021); The P-TECH school model suggests a choice between a maximum of two associate of applied science degrees to provide greater structure and support for students.

<sup>14</sup> P-TECH *How it Works-The Model*, *supra* note 8.

<sup>15</sup> P-TECH, *How it Works-Funding*, <http://www.ptech.org/how-it-works/funding/> (last visited March 4, 2021).

<sup>16</sup> Florida Department of Education, Agency Analysis of House Bill 1279, p.3 (Jan. 27, 2021).

<sup>17</sup> Section 1004.015(1), F.S.

<sup>18</sup> Florida Talent Development Council, *Strategic Plan 2020-2030* (2019), available at [https://floridajobs.org/docs/default-source/communicationsfiles/florida-talent-development-council/ftdc-plan.pdf?sfvrsn=4eae40b0\\_6](https://floridajobs.org/docs/default-source/communicationsfiles/florida-talent-development-council/ftdc-plan.pdf?sfvrsn=4eae40b0_6).

<sup>19</sup> Section 1004.015(4), F.S.

- a funding model that ensures the program, is provided at no cost to students and funding recommendations may incorporate K-12, postsecondary, workforce, grants, scholarships, and other funding options;
- recommendations for modifications to the school and district accountability requirements to accommodate flexibility within the program;
- an open enrollment policy that encourages a diverse student body that includes students from low-income families and first-generation college students;
- courses of study which support program completion in 4 to 6 years and which meet regional workforce demand;
- school governance and staffing recommendations, including faculty qualifications;
- timelines and additional funding requirements for planning and launching a program at a school;
- a plan for seamless articulation with the postsecondary institutions of this state;
- recommendations for partnerships with industries and businesses, which include private investment, work-based training, internships, and priority placement for job opportunities upon graduation; and
- a support model for student success, which may include flexible class scheduling, advising and mentoring components, and other wrap-around services.

**B. SECTION DIRECTORY:**

**Section 1:** Amends s.1004.015, F.S.; requiring the FTDC, by a specified date, to submit to specified entities a report that includes an overview of existing career pathway programs and recommendations on the feasibility of establishing and implementing the Career Pathways for Florida's Future (CaP-FL) program; defining the term "CaP-FL program"; providing requirements for the report.

**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:**

There may be minor costs associated with the FTDC developing an overview of existing career pathway programs and CaP-FL implementation feasibility report, all of which can be absorbed within existing department resources.

### III. COMMENTS

#### A. CONSTITUTIONAL ISSUES:

##### 1. Applicability of Municipality/County Mandates Provision:

None. This bill does not appear to affect county or municipal governments.

##### 2. Other:

None.

#### B. RULE-MAKING AUTHORITY:

None.

#### C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

### IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On April 7, 2020, the Higher Education Appropriations Subcommittee adopted one amendment and reported the bill favorably as a committee substitute. The amendment:

- requires the FTDC to include in their program recommendations and feasibility report, an overview of existing career pathway programs in the state; and
- revises the name of the program for which the FTDC is to conduct and submit a feasibility report on.

The analysis is drafted to the committee substitute as amended by the Higher Education Appropriations Subcommittee.