

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** CS/HB 455 Career-themed Courses

**SPONSOR(S):** Choice & Innovation Subcommittee, Dunkley and others

**TIED BILLS:** None. **IDEN./SIM. BILLS:** SB 1468

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Choice & Innovation Subcommittee	18 Y, 0 N, As CS	Dixon	Sleap
2) Postsecondary Education & Workforce Subcommittee			
3) Education & Employment Committee			

### SUMMARY ANALYSIS

To provide awareness of the career academies and career themed courses available to students, the bill requires districts to inform students and parents during course selection for middle school of the career and professional academy or career-themed course available within the district.

The bill requires the Career and Professional Education Act strategic 3-year plan a school district develops with stakeholders, to include strategies to inform and promote the career and technical education (CTE) opportunities available in the district to students, parents, the community, and stakeholders.

The Department of Education is required to include data collected on student achievement and performance in industry-certified career education programs and career-themed courses in the annual CTE review.

The bill does not appear to have a fiscal impact.

The bill has an effective date of July 1, 2023.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### **Florida Career and Professional Education (CAPE) Act**

###### Present Situation

The Career and Professional Education (CAPE) Act was created to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industry to sustain a strong, knowledge-based economy.<sup>1</sup> The primary purpose of the CAPE Act is to:<sup>2</sup>

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- Support local and regional economic development;
- Respond to Florida's critical workforce needs; and
- Provide state residents with access to high-wage and high-demand careers.

###### *Middle Grades Career and Professional Academy Courses and Career-Themed Courses*

In accordance with the CAPE Act, each school district must plan and implement at least one middle school CAPE academy or career-themed course.

A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Economic Opportunities.<sup>3</sup>

A career-themed course is a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List adopted by the State Board of Education.<sup>4</sup>

Middle school academies and career-themed courses must:<sup>5</sup>

- Be aligned with at least one high school CAPE academy or career-themed course offered in the district and maintain partnerships with local business and industry and economic development boards;
- Lead to careers in occupations aligned to the approved Cape Industry Certification Funding List;
- Integrate content from core subjects;
- Integrate career and professional academy or career-themed course content with intensive reading, English Language Arts, and mathematics;
- Coordinate with high schools to maximize opportunities for middle grades students to earn high school credit;
- Provide access to virtual instruction courses;
- Provide instruction from highly skilled professionals certified in the career subject matter;
- Offer externships; and
- Provide personalized student advisement that includes a parent-participation component.

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<sup>1</sup> Section 1003.491, F.S.

<sup>2</sup> Section 1003.491(1), F.S.

<sup>3</sup> Section 1003.493(1)(a), F.S.

<sup>4</sup> Section 1003.493(1)(b), F.S. and Rule 6A-6.057. *See also*, Florida Department of Education, CAPE Industry Certification Funding List, <https://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml> (last visited Mar. 13, 2023).

<sup>5</sup> Section 1003.4935, F.S.

## *Strategic Plan*

To comply with the CAPE Act, school boards are required to develop a strategic plan in partnership with regional workforce boards, economic development agencies, and state-approved postsecondary institutions to better align academy programs with local workforce needs. Two or more school districts may collaborate in the development of the strategic plan and jointly offer an academy or career-themed courses.<sup>6</sup>

The strategic 3-year plan must, among other factors, be constructed and based on:<sup>7</sup>

- Strategies to develop and implement career academies and career-themed courses that provide personalized student advisement, including a parent-participation component, and coordination with middle grades to promote and support career-themed courses and education planning.
- Alignment of requirements for middle school career planning, middle and high school career and professional academies or career-themed courses leading to industry certification or postsecondary credit, and high school graduation requirements.
- Strategies to provide professional development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification.
- Plans to sustain and improve career-themed courses and career and professional academies.
- Strategies that ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards.

The strategic plan must be reviewed, updated, and jointly approved every three years.

## *Career and Technical Education (CTE) Review*

Current law requires the Commissioner of Education (commissioner) to annually conduct a review of K-12 and postsecondary CTE programs that, at a minimum, must examine:<sup>8</sup>

- Alignment of offerings with the framework of quality established by the Credentials Review Committee.<sup>9</sup>
- Alignment of offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the Master Credentials List.
- Program utilization and unwarranted duplication across institutions serving the same students in a geographical or service area.
- Institutional performance measured by student outcomes.

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<sup>6</sup> Section 1003.491(2), F.S.

<sup>7</sup> Section 1003.491(3), F.S.

<sup>8</sup> Section 1003.491(5)(a), F.S.

<sup>9</sup> Section 445.004(h), F.S. The purpose of the Credential Review Committee is to identify nondegree credentials and degree credentials of value for approval by the state board and inclusion in the Master Credentials List. Such credentials must include registered apprenticeship programs, industry certifications, licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas, associate degrees, baccalaureate degrees, and graduate degrees. *See also*, Florida Department of Education, Master Credential List (2022-2023), available at <https://www.fldoe.org/core/fileparse.php/20129/urlt/13-3.pdf>.

Using the findings from the CTE review,<sup>10</sup> the commissioner is required to phase out CTE offerings which are not aligned with the framework of quality established by the Credentials Review Committee,<sup>11</sup> do not meet labor market demand or institutional performance, or are unwarranted program duplications.<sup>12</sup>

In addition to the CTE review, the DOE is required to collect student achievement and performance data in industry-certified career education programs and career-themed courses that includes, but need not be limited to, graduation rates, retention rates, Florida Bright Futures Scholarship awards, additional educational attainment, employment records, earnings, industry certification, return on investment, and employer satisfaction.<sup>13</sup>

### Effect of Proposed Changes

To provide awareness of the career academies and career themed courses available to students, the bill requires districts to inform students and parents during course selection for middle school of the career and professional academy or career-themed course available within the district.

The bill requires the CAPE Act strategic 3-year plan a school district develops with stakeholders, to include strategies to inform and promote the CTE opportunities available in the district to students, parents, the community, and stakeholders.

The DOE is required to include data collected on student achievement and performance in industry-certified career education programs and career-themed courses in the annual CTE review.

#### B. SECTION DIRECTORY:

- Section 1:** Amends s. 1003.491, F.S.; revising the requirements for a specified school district strategic plan to include certain information.
- Section 2:** Amends s. 1003.492, F.S.; requiring the Department of Education to include specified data in an annual review of K-12 and postsecondary career and technical education offerings.
- Section 3:** Amends s. 1003.4935, F.S.; requiring the Department of Education to include specified data in an annual review of K-12 and postsecondary career and technical education offerings.
- Section 4:** Provides an effective date.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

#### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:  
None.

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<sup>10</sup> Florida Department of Education, *Career and Technical Education Audit*, <https://www.fldoe.org/careerpathways/index.shtml#overview> (last visited Mar. 14, 2023).

<sup>11</sup> Section 445.004(4)(h), F.S. The Credentials Review Committee serves to centralize identification and designation of non-degree and degree credentials of value for inclusion on the Master Credentials List. Credentials must include registered apprenticeship programs, industry certification, licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas, associate degrees, baccalaureate degrees, and graduate degrees.

<sup>12</sup> Section 1003.491(5)(c), F.S.

<sup>13</sup> Section 1003.492(3), F.S.

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:

The bill does not appear to have fiscal impact.

### III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

### IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

On March 21, 2023, the Choice & Innovation Subcommittee adopted a proposed committee substitute (PCS) and reported the bill favorably as a committee substitute. The PCS differed from HB 455 by adding the following:

- requires the strategic 3-year plan to include strategies to inform and promote the career and technical education opportunities available in the district to students, parents, the community and stakeholders;
- requires the Department of Education (DOE) to include data collected on student achievement and performance in industry-certified career education programs and career-themed courses as part of its annual review; and
- requires districts to inform students and parents during course selection for middle school of the career and professional academy or career-themed course available within the district.

The PCS removed the requirement for the DOE to identify career-themed courses for middle school students.

The bill analysis is drafted to the committee substitute adopted by the Choice & Innovation Subcommittee.

