

HOUSE OF REPRESENTATIVES STAFF FINAL BILL ANALYSIS

BILL #: HB 553 Career-themed Courses

SPONSOR(S): Dunkley and others

TIED BILLS: None. **IDEN./SIM. BILLS:** SB 1688

FINAL HOUSE FLOOR ACTION: 115 Y's 0 N's **GOVERNOR'S ACTION:** Approved

SUMMARY ANALYSIS

HB 553 passed the House on March 5, 2024, as SB 1688.

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 school district's Career and Professional Education Act strategic 3-year plan 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 Commissioner of Education's annual CTE program review.

The bill does not appear to have a fiscal impact.

The bill was approved by the Governor on April 26, 2024, ch. 2024-119, L.O.F., and will become effective on July 1, 2024.

I. SUBSTANTIVE INFORMATION

A. EFFECT OF CHANGES:

Present Situation

Florida Career and Professional Education (CAPE) Act

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.¹ The primary purpose of the CAPE Act is to:²

- 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.³

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 Florida Department of Commerce.⁴

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.⁵

Middle school academies and career-themed courses must:⁶

- 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

¹ Section 1003.491, F.S.

² Section 1003.491(1), F.S.

³ Section 1003.4935(1), F.S.

⁴ Section 1003.493(1)(a), F.S.; Ch. 2023-173, L.O.F., renamed the Department of Economic Opportunity as the Department of Commerce.

⁵ Section 1003.493(1)(b), F.S. and rule 6A-6.0571. *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.shtml> (last visited Mar. 11, 2024).

⁶ Section 1003.4935, F.S.

- provide personalized student advisement that includes a parent-participation component.

Strategic Plan

To comply with the CAPE Act, school boards are required to develop a strategic plan in partnership with local 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.⁷

The strategic 3-year plan must, among other factors, be constructed and based on:⁸

- research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Department of Commerce and the Labor Market Estimating Conference as factors in the criteria for the plan;
- strategies to develop and implement career academies or career-themed courses based on occupations identified by the Department of Commerce and the Labor Market Estimating Conference;
- 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; and,
- strategies to 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 3 years.⁹

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:¹⁰

- Alignment of offerings with the framework of quality established by the Credentials Review Committee.¹¹

⁷ Section 1003.491(2), F.S.

⁸ Section 1003.491(3), F.S.

⁹ Section 1003.491(2), F.S.

¹⁰ Section 1003.491(5)(a), F.S.

¹¹ 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. *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>.

- Alignment of offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the state's 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.

Using the findings from the CTE review,¹² the commissioner is required to phase out CTE offerings which are not aligned with the framework of quality established by the Credentials Review Committee, do not meet labor market demand or institutional performance, or are unwarranted program duplications.¹³

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.¹⁴

Effect of the Bill

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 commissioner's annual CTE program review.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

¹² Florida Department of Education, *Career and Technical Education Audit*, <https://www.fldoe.org/careerpathways/index.shtml#overview> (last visited Mar. 11, 2024).

¹³ Section 1003.491(5)(c), F.S.

¹⁴ Section 1003.492(3), F.S.

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 a fiscal impact.