

THE FLORIDA SENATE
2019 SUMMARY OF LEGISLATION PASSED
Committee on Education

CS/SB 190 — Higher Education

by Appropriations Committee and Senator Stargel

Florida Bright Futures Scholarship Program

Regarding initial awards, the bill changes from 2 years to 5 years after graduation the timeframe for eligibility to receive a scholarship, and also:

- Specifies that, for the 2020-2021 academic year and thereafter, Florida Academic Scholars (FAS) scores must be set at the 89th national percentile on the SAT, and Florida Medallion Scholars (FMS) scores at the 75th national percentile on the SAT.
- Requires the department to develop a method for determining the required examination scores to maintain FAS and FMS percentiles, with concordant ACT scores.
- Requires the Department of Education (DOE) to publish, before the beginning of each school year, any changes to the examination score requirements for students graduating in the next two years.

The bill modifies additional scholarship provisions to eliminate the 45-credit hour annual limit for scholarship awards, establish requirements for award renewals, modify required evaluation information provided to students, and saves from reversion current law regarding the University of Florida student enrollment pilot program.

Public Education Capital Outlay

The bill requires the State Board of Education (SBE) and the Board of Governors (BOG) to:

- Review each board's space needs calculation methodologies and submit recommendations, starting October 31, 2019, and every 3 years thereafter.
- Develop and submit a prioritized list of public education capital outlay (PECO) projects, including projects for which state funds were previously appropriated which have not been completed, and the top two priorities of each Florida College System (FCS) institution or state university.
- Develop a points-based prioritization method to rank projects for consideration, with additional criteria that each board must consider.

In addition, the bill requires that a new construction, remodeling, or renovation project that has not received a prior appropriation may not be considered for inclusion on the prioritized list unless the project has been recommended pursuant to an educational plant survey, and:

- For an FCS institution, a plan is provided to reserve funds in an escrow account equal to 0.5 percent of the total value of the building for future maintenance; and there are sufficient excess funds from the specified capital outlay allocation within the 3-year planning period which are not needed to complete specified projects.
- For a state university, a plan is provided to reserve funds in an escrow account equal to 1 percent of the total value of the building for future maintenance; and there exists

sufficient capacity within the cash and bonding estimate of funds to accommodate the project within the 3-year PECO funding cycle

Carry Forward Funds

The bill authorizes FCS institution to carry forward funds, and requires minimum carry forward balances that must be maintained, dependent on institution size, as follows:

- Each FCS institution with a final full-time equivalent (FTE) enrollment of less than 15,000 must maintain a minimum carry forward balance of at least 5 percent.
- Each FCS institution with a final FTE of 15,000 or greater must maintain a minimum carry forward balance of at least 7 percent.

The bill requires written notification to the SBE any time the unencumbered balance in the general fund of an FCS institution operating budget goes below the established minimum levels

The bill requires each state university to maintain a minimum carry forward balance of at least 7 percent of its state operating budget, or submit a plan to the BOG to attain the 7 percent balance. However, the bill authorizes that a university may spend the minimum carryforward balance if a demonstrated emergency exists, and the plan is approved by the university board of trustees (BOT) and the BOG.

The bill provides that an FCS institution retaining a carry forward balance in excess of the minimum is required to annually submit a spending plan for the excess balances to its local BOT for approval by September 1, and to the SBE to review and publish by October 1. The bill provides that a state university retaining a carry forward balance in excess of the minimum is required to annually submit a spending plan for the excess balances to its local BOT for approval by September 1, and to the BOG for approval by October 1.

The bill requires, annually by September 30, the chief financial officer (CFO) of each FCS institution and state university to certify the unexpended amount of state funds remaining in the general fund of an institution as of June 30. The bill also requires the Auditor General, as a part of its annual financial audits of state universities and FCS institutions, to verify the accuracy of the amounts certified by each FCS institution and university CFO.

Funds for Workforce Education

The bill removes the \$15 million cap on the maximum amount of performance funding that may be appropriated for industry certifications for FCS institution and school district workforce education programs.

2+2 Targeted Pathway Articulation Agreements

The bill establishes the “2+2” targeted pathway program, and requires each FCS institution and state university to execute at least one “2+2” targeted pathway articulation agreement. The “2+2”

targeted pathway articulation agreement must provide students who graduate with an associate in arts degree guaranteed access to the state university and degree program at that university.

State Board of Education and Board of Governors Oversight Authority

The bill adds additional oversight authority for the SBE and BOG to require the Commissioner of Education and the Chancellor of the State University System to report specified findings by the Auditor General. The SBE and BOG must require the school district or institution governing board to document compliance with the law.

State University Boards of Trustees – Annual Training

The bill requires the BOG to develop and annually deliver a specified training program for members of a state university BOT. Trustees must complete the training within 1 year of their appointment and reappointment to a university BOT.

Board of Governors Data Accountability

The bill requires the BOG to:

- Define the data components and methodology for the performance-based incentive funding and the preeminent state research universities programs. Each university must submit an annual audit of such data to the BOG Office of Inspector General.
- Enter into an agreement with the Department of Economic Opportunity that allows access to the individual reemployment assistance wage records for the purpose of auditing or evaluating higher education programs.

Excess Hours Surcharge

The bill increases the credit hours a student entering a state university in the summer term of 2019 or thereafter may earn, from 110 percent to 120 percent of the degree program, before being required to pay the surcharge. Also, for a student who changes degree programs, the bill requires the university to adjust the excess credit hour threshold only if the number of credit hours required to complete the new degree program exceeds that of the original degree program.

Florida College System Institution Dormitory Facilities

The bill maintains the prohibition on FCS institutions issuing bonds to finance additional dormitory beds built after July 1, 2016, but authorizes that bonds may be issued by nonpublic entities as part of a public-private partnership between the college and a nonpublic entity.

Florida College System Institution Direct Support Organizations

The bill specifies that an FCS institution direct-support organization is prohibited from giving, either directly or indirectly, any gift to a political committee, without exception.

If approved by the Governor, these provisions take effect July 1, 2019.

Vote: Senate 38-0; House 109-0

Committee on Education

HB 525 — Renaming of Florida College System Institutions

by Rep. Raschein and others (SB 720 By Senator Flores)

The bill changes the name of “Florida Keys Community College” to “The College of the Florida Keys” and the name of “North Florida Community College” to “North Florida College.”

If approved by the Governor, these provisions take effect July 1, 2019.

Vote: Senate 39-1; House 112-0

Committee on Education

CS/CS/HB 547 — Stanley G. Tate Florida Prepaid College Program

by Education Committee; Higher Education and Career Readiness Subcommittee; and Rep. Clemons and others (CS/CS/SB 464 by Appropriations Committee; Education Committee; and Senators Flores and Montford)

The bill authorizes the qualified beneficiary of an advance payment contract under the Stanley G. Tate Florida Prepaid College Program at a:

- State university to use the fees associated with a dormitory residence plan to cover the costs of housing provided by a qualified nonprofit organization that is approved by the state university.
- Florida College System (FCS) institution to use the fees associated with a dormitory residence plan to cover the costs of housing provided by a qualified nonprofit organization that is approved by the FCS institution.

The bill defines a “qualified nonprofit organization” as a nonprofit organization under s. 501(c)(3) of the Internal Revenue Code that provides dormitories or residency opportunities to full-time students at an FCS institution or state university, primarily supports students that lack financial resources, and has been approved by the Florida Prepaid Board (board) for inclusion in the dormitory residence plan.

The bill specifies that the fees from a dormitory residence plan paid to a qualified nonprofit organization may not exceed the average, rather than maximum, fees charged for state university dormitory residences, or for fees charged for FCS institution or FCS institution direct-support organization (DSO) dormitories or residency opportunities, whichever is less.

The bill also modifies the membership of the board’s DSO to specify that only the chair of the board serves as director of the DSO. In addition, the bill requires that the chair and the executive director of the board appoint four, rather than three, other individuals to serve as directors of the DSO.

If approved by the Governor, these provisions take effect July 1, 2019.

Vote: Senate 39-0; House 114-0

Committee on Education

CS/CS/HB 593 — Postsecondary Fee Waivers

by Education Committee; Higher Education Appropriations Subcommittee; and Rep. Trumbull and others (CS/SB 1164 by Education Committee and Senators Gainer and Perry)

The bill authorizes certain Florida College System (FCS) institutions to waive out-of-state fees for students under certain conditions for the purpose of recruiting students. Specifically, the bill provides that:

- An FCS institution that serves counties directly impacted by a hurricane, and whose enrollment decreases by more than 10 percent as a result of such impact, may waive the out-of-state fees for the purpose of recruiting students for a period of three years, beginning 180 days after the date on which the hurricane directly impacted the counties served by the FCS institution.
- A student who qualifies for the hurricane-related out-of-state fee waiver is eligible to receive the waiver for up to 110 percent of the number of credit hours required for the degree or certificate program in which the student is enrolled. The bill specifies that such student may not disenroll from the FCS institution for more than one semester.
- Each FCS institution must report to the State Board of Education the number and value of all hurricane-related out-of-state fee waivers granted annually.
- Out-of-state students enrolled under the hurricane-related out-of-state fee waiver must not be included in the FCS institutions' enrollment totals by the Education Estimating Conference on Florida College System Enrollment.

If approved by the Governor, these provisions take effect July 1, 2019.

Vote: Senate 38-0; House 114-0

Committee on Education

CS/HB 807 — Civics Education

by Education Committee and Rep. Aloupis and others (CS/SB 1480 by Education Committee and Senator Stargel)

The bill requires all instructional materials for the middle school civics education course be reviewed and approved by Commissioner of Education (commissioner) in consultation with civics organizations and stakeholders. Any errors and inaccuracies in state-adopted civics instructional materials, identified by the commissioner, must be corrected pursuant to current statutory procedures.

The bill requires the commissioner to review the current state-adopted civics course materials and the civics statewide end-of-course assessment and make recommendations for improvements by December 31, 2019. The Department of Education must complete a review of civics education course standards by December 31, 2020.

The bill also specifies the hours a high school student devotes to specified education initiatives, or other similar programs approved by the commissioner, must count towards the service work requirement for the Florida Bright Futures Scholarship Program.

If approved by the Governor, these provisions take effect July 1, 2019.

Vote: Senate 37-0; House 111-1

Committee on Education

HB 1027 — Office of Early Learning

by Rep. Aloupis and others (SB 1456 by Senator Perry)

The bill establishes professional development standards and career pathways for early childhood teachers and school readiness program providers. Specifically, the bill requires the Office of Early Learning to:

- Integrate early learning professional development pathways into existing preservice and inservice training requirements.
- Develop professional development training and course standards for school readiness program providers.
- Identify both formal and informal early learning career pathways with stackable credentials and certifications to provide early childhood teachers access to specialized professional development that:
 - o Strengthens knowledge and teaching practices;
 - o Aligns to established professional standards and core competencies;
 - o Provides a progression of attainable, competency-based stackable credentials and certifications; and
 - o Improves outcomes for children to increase kindergarten readiness and early grade success.
- Align, to the greatest extent possible, the established credentials and certifications with reading instruction training developed by the Just Read, Florida! Office and the Lastinger Center at the University of Florida for K-12 teachers, reading coaches, and school principals.

The bill requires the Office of Early Learning to adopt rules to administer the provisions of the act.

If approved by the Governor, these provisions take effect July 1, 2019.

Vote: Senate 39-0; House 115-0

Committee on Education

HB 7001 — OGSR/State University DSO Research Funding

by Oversight, Transparency and Public Management Subcommittee and Rep. Aloupis (SB 7020 by Education Committee)

The bill saves from repeal the public meetings exemption for any portion of a meeting of the board of directors of a university direct-support organization (DSO), or of the executive committee or other committees of such board, at which any proposal seeking research funding from the DSO or a plan or program for either initiating or supporting research is discussed. The bill removes the scheduled repeal date of the exemption.

If approved by the Governor, these provisions take effect October 1, 2019.

Vote: Senate 39-0; House 115-0

Committee on Education

SB 7018 — OGSR/Public Research Facility/Animal Research

by Education Committee

The bill saves from repeal a public records exemption for personal identifying information of a person employed by, under contract with, or volunteering for a public research facility, including a state university that conducts animal research or is engaged in activities related to animal research. Such information is exempt from public records requirements when the information is contained in the following records:

- Animal records, including animal care and treatment records.
- Research protocols and approvals.
- Purchase and billing records related to animal research or activities.
- Animal care and committee records.
- Facility and laboratory records related to animal research or activities.

If approved by the Governor, these provisions take effect October 1, 2019.

Vote: Senate 38-0; House 114-0

Committee on Education

CS/CS/SB 7030 — Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission

by Appropriations Committee; Infrastructure and Security Committee; and Education Committee

The bill addresses the school safety and security recommendations of the Marjory Stoneman Douglas High School Public Safety Commission, and strengthens accountability and compliance oversight authority.

School Security

The bill enhances school security measures. Specifically, the bill:

- Requires sheriffs to assist district school boards and charter school governing boards in complying with safe-school officer requirements, including providing guardian training either directly or through a contract with another sheriff's office under specified circumstances.
- Requires district school boards to collaborate with charter school governing boards to facilitate charter school access to all safe-school officer options. If a district school board denies a charter school access to any of the safe-school officer options, the school district must assign a school resource officer or school safety officer to the charter school and retain the charter school's share of the costs from the safe schools allocation.
- Delineates that the four safe-school officer options include a school resource officer, a school safety officer, school guardian, and a school security guard. The bill specifies that:
 - o A school guardian may be a school district employee or a charter school employee who volunteers to serve as a school guardian in addition to his or her official job duties or an employee of a school district or a charter school who is hired for the specific purpose of serving as a school guardian. The bill removes the prohibition on an individual who exclusively performs duties as a classroom teacher from participating in the guardian program.
 - o A school security guard must hold a Class "D" and Class "G" license in accordance with the law and meet the training requirements equivalent to that of a school guardian as a safe-school officer.
- Continues to require a district school board to opt-in to the guardian program through a majority vote and require employees who volunteer to pass a psychological evaluation and complete 144 hours of required training. The bill also requires the employee to complete the required training to the Sheriff's satisfaction and then be appointed by the superintendent or charter school principal, as applicable.
- Applies the penalties specified in law relating to the false personation of a law enforcement officer to the false personation of a school guardian and a licensed security officer.

Student Safety

The bill improves student safety by establishing information sharing and reporting requirements for district school boards and charter school governing boards, including responses to emergency situations, safety incident reporting, data collection, and data sharing. Specifically, the bill:

- Requires each district school board and charter school governing board to adopt an active assailant response plan; and annually by October 1, requires each district school superintendent and charter school principal to certify that all school personnel have received annual training on the procedures contained in the plan.
- Requires drills for active shooter and hostage situations to be conducted in accordance with developmentally appropriate and age-appropriate procedures.
- Requires each district school board to define criteria for reporting to a law enforcement agency any act that poses a threat to school safety as well as acts of misconduct which are not a threat to school safety and do not require consultation with law enforcement.
- Requires that the Florida Safe Schools Assessment Tool (FSSAT) be the primary physical site security assessment tool used by school officials at each school district and public school site in conducting security assessments; and requires each school district to report to the Department of Education (DOE) by October 15 that all schools within the district have completed the school security risk assessment using the FSSAT.
- Enhances oversight and enforcement as it relates to School Environmental and Safety Incident Reporting (SESIR) by requiring school districts and charter schools to report specified incidents; and requires the OSS to collect, review, and evaluate data regarding the reports to ensure compliance with the reporting requirements.
- Requires district school boards and charter schools to promote the use of the mobile suspicious activity reporting tool by advertising the tool on its website, school campuses, newsletters, and install the application on all mobile devices and bookmark the website on all computer devices issued to students.
- Modifies requirements relating to new student registration and transfer of student records by clarifying the mental health services-related reporting requirements at the time of initial registration and specifying the information that must be transferred from one public school to another upon a student's transfer.

The bill modifies requirements relating to school district threat assessment teams by:

- Requiring the threat assessment team to use the behavioral threat assessment instrument that is developed by the OSS in accordance with the law.
- Requiring, upon a student's transfer to a different school, a threat assessment team to verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

The bill adds authority and responsibilities for the OSS. Specifically, the bill requires the OSS to:

- Annually publish a list including information about the number of safe-school officers in the state and information related to disciplinary incidents involving such officers.

- Make the FSSAT available annually by May 1, and provide annual training to each district's school safety specialist and other appropriate personnel on the assessment of physical site school security and completing the FSSAT.
- Specifies additional data that must be included in the centralized integrated data repository in coordination with the Florida Department of Law Enforcement (FDLE).
- Develop, no later than August 1, 2019, a standardized, statewide behavioral threat assessment instrument for use by all K-12 public schools and evaluate, by August 1, 2020, each school district's and charter school governing board's behavioral threat assessment procedures for compliance with the law.
- Establish a Statewide Threat Assessment Database Workgroup to complement the work of the DOE and the FDLE associated with the centralized integrated data repository and data analytics resources initiative. The workgroup must make recommendations regarding the development of a statewide threat assessment database to provide access to information about any school threat assessment to authorized personnel in each school district. The workgroup must provide a report to the OSS with recommendations that include specified components, no later than December 31, 2019.
- Convene a School Hardening and Harm Mitigation Workgroup comprised of individuals with subject matter expertise on school campus hardening best practices to review school hardening and harm mitigation policies, and submit a report to the executive director of the OSS by August 1, 2020, including a prioritized list for the implementation of school campus hardening and harm mitigation strategies, and related estimated costs and timeframes. The bill also specifies reporting requirements and related deadlines for the OSS and the Commissioner of Education regarding recommendations for policy and funding enhancements and strategies for implementing school campus hardening.
- Monitor school district and charter school compliance with school safety requirements.

School District Funding

The bill provides funding opportunities to enhance school safety and security, and to provide additional mental health services to students. Specifically, the bill:

- Retroactively provides school districts with flexibility for expending 2018-2019 fiscal year safe schools allocation funds for employing or contracting for safe-school officers.
- Provides school districts with greater flexibility to improve school safety by authorizing the transfer of categorical funds within the Florida Education Finance Program towards school safety expenditures, and expands authorized uses of the safe schools allocation.
- Expands the authorized uses of the mental health assistance allocation, provides school district flexibility for expenditures, and requires a program and expenditure plan for school districts and charter schools.

If approved by the Governor, these provisions take effect upon becoming law, except for the provisions related to the safe schools allocation and mental health allocation which are effective July 1, 2019, and the retroactive funding provisions related to the 2018-2019 safe schools allocation.

Vote: Senate 22-17; House 65-47

Committee on Education

CS/SB 7070 — K-12 Education

by Appropriations Committee; Education Committee; and Senator Diaz

The bill establishes and modifies K-12 education programs to support students and families, public schools, and teachers. The bill expands educational choice and opportunity for low-income families, supports public schools by expanding student support services and reducing regulations, and benefits teachers by removing teacher certification barriers and providing incentive awards.

Family Empowerment Scholarship Program

The bill establishes the Family Empowerment Scholarship Program (FES) for up to 18,000 students on a first-come, first-served basis, beginning in the 2019-2020 school year, to expand educational opportunities for children of families with limited financial resources. The bill provides that:

- The FES is funded through the Florida Education Finance Program (FEFP).
- The FES is administered by the Department of Education (DOE), with the household income verification of students conducted by an eligible scholarship-funding organization (SFO).
- The calculated scholarship amount for a student must be 95 percent of the funds per FTE in the FEFP for a student in the basic program plus a per FTE share of funds for all categorical programs, except for the Exceptional Student Education Guaranteed Allocation, based upon the grade level and school district in which the student was assigned.
- Beginning in the 2020-2021 school year, the number of students participating in the scholarship program may annually increase by 0.25 percent of the state's total public school student enrollment.

The bill specifies that a student is initially eligible for an FES if the student is:

- Eligible to enroll in kindergarten or has spent the prior school year in attendance at a public school; and
- On the direct certification list or the student's household income does not exceed 300 percent of the federal poverty level, with priority given to students whose household income levels do not exceed 185 percent of the federal poverty level or who are in foster care or out-of-home care; or
- Currently placed, or during the previous fiscal year was placed, in foster care or in out-of-home care, regardless of the student's household income-level.

The bill also outlines the terms of the scholarship; scholarship prohibitions; private school eligibility and obligations; responsibilities of school districts, SFOs, and the DOE; and parent and student responsibilities for participating in the program.

Other State Scholarship Programs

This summary is provided for information only and does not represent the opinion of any Senator, Senate Officer, or Senate Office.
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The bill modifies the scholarship award amounts for the Florida Tax Credit Scholarship Program (FTC) and the Hope Scholarship Program to align with the award amount under the FES.

The bill also modifies the obligations of SFOs related to the FTC, Hope, and Gardiner Scholarship Programs.

Best and Brightest Teacher and Principal Programs

The Best and Brightest Teacher Program is revised to authorize three types of awards – recruitment, retention and recognition – each with distinct criteria for determining eligibility.

The bill removes a teacher’s performance on the SAT or ACT as a factor in determining eligibility for the award and establishes the following best and brightest teacher awards:

- Recruitment awards for newly hired teachers who are a content expert, based on criteria established by the department, in mathematics, science, computer science, reading, or civics.
- Retention awards for teachers rated as “highly effective” or “effective” the preceding year, and currently teaching in a school that has demonstrated specified academic improvement.
- Recognition awards for teachers and instructional personnel rated as “highly effective” or “effective” and selected by the school principal based on performance criteria and policies adopted by the district school board.

A principal is eligible for a Best and Brightest Principal Program award if he or she has served as school principal at his or her school for at least 4 consecutive school years, including the current school year, and the school has demonstrated specified academic improvement.

The award amounts for these programs are established annually by the Legislature in the General Appropriations Act.

Funds for the Operation of Schools

The bill:

- Establishes the Turnaround School Supplemental Services Allocation within the FEFP to provide funding to traditional public schools in, or exiting, turnaround status. The allocation provides funds to help district-managed turnaround schools offer wraparound services to improve the academic and community welfare of students and families.
- Includes the Florida Best and Brightest Teacher and Principal Allocation within the FEFP.

Teacher Certification

The bill modifies teacher certification requirements by:

- Specifying that the criterion related to the demonstration of general knowledge mastery as part of the eligibility to seek certification applies only to an individual who serves as a classroom teacher.
- Eliminating the requirement that individuals teaching under a temporary certificate must demonstrate mastery of general knowledge within 1 calendar year of the date of employment.
- Requiring a school district that employs an individual who does not achieve passing scores on any subtest of the general knowledge examination to provide information regarding the availability of specified state-level and district-level supports and instruction.
- Requiring the state board rule regarding certification fees to specify an initial examination fee for first-time test takers and a reduced retake fee for the full battery of subtests and each subtest of an examination.

Educational Facilities

The bill provides school districts additional flexibility for constructing educational facilities. Specifically, the bill:

- Includes the funds generated by a 1.5-mill levy of ad valorem property taxes with the existing funds a district can use for capital outlay for educational facilities without a survey recommendation.
- Allows a district school board to adopt a resolution through a majority vote, rather than a supermajority vote, to implement exceptions to the educational facilities construction requirements, and removes the requirement that the board conduct a cost-benefit analysis prior to voting on the resolution.
- Requires the Office of Economic and Demographic Research (EDR), in conjunction with the DOE, to review and revise the cost per student station limits and to select an industry-recognized construction index to replace the currently-used Consumer Price Index.
- Eliminates restrictions and sanctions on district school boards related to educational facilities construction.

Schools of Hope Program

The bill modifies the Schools of Hope Program by:

- Authorizing a School of Hope to use state funds for costs associated with initial leasing of a facility and providing that recoverable assets revert to the district school board if the School of Hope is dissolved or otherwise terminated.
- Changing the definition of a “persistently low-performing school” to mean a school that has earned a grade lower than a “C” in at least three of the previous five years, and has not earned a grade of “B” or higher in the most recent two years.
- Authorizing a School of Hope to locate within, or serve students residing in, a Florida Opportunity Zone. The bill defines Florida Opportunity Zone to mean a population census tract that has been designated by the United States Department of the Treasury as a Qualified Opportunity Zone.

Community Schools

The bill establishes the Community School Grant Program (program) to fund and support the planning and implementation of community school programs. The program is intended to improve student success and well-being by engaging and supporting parents and community organizations in their effort to positively impact student learning and development. The bill specifies that a community school model is a school service model developed by the Center for Community Schools at the University of Central Florida (center) which utilizes long-term partnerships among a school district, community organization, a university or college, and a health care provider to implement programs to address student, family, and community needs during and outside of the school day. Funding for the program is subject to legislative appropriation.

Charter Schools

The bill clarifies that a charter between the sponsor and charter school may include a provision requiring the charter school be held responsible for costs, including, but not limited to, mediation, damages, and attorney fees, incurred by the school district associated with complaints to the Office of Civil Rights or the Equal Employment Opportunity Commission.

If approved by the Governor, these provisions take effect July 1, 2019, except as otherwise expressly provided in this act.

Vote: Senate 23-17; House 76-39

Committee on Education

CS/HB 7071 — Workforce Education

by Education Committee; Higher Education and Career Readiness Subcommittee; and Reps. Mariano, Massullo, and others (CS/CS/CS/SB 770 by Appropriations Committee; Innovation, Industry, and Technology Committee; Education Committee; and Senators Hutson and Perry)

The bill promotes career education and readiness opportunities for students in public schools and provides responsibilities for district school boards, the Department of Education (DOE), and the Commissioner of Education (commissioner) regarding career education opportunities; provides flexibilities and supports to public schools regarding teacher recruitment and training; strengthens transition pathways to college and career opportunities; establishes alignment between education and workforce needs, and provides related supports; and specifies provisions related to the consolidation of accreditation of the University of South Florida branch campuses.

The bill specifies the following career and technical education opportunities for students in public schools:

- Establishes the Career and Technical Education (CTE) graduation pathway as an alternative pathway option for students to earn a standard high school diploma; and requires students to earn a 2.0 grade point average, successfully complete at least 18 credits in specified subject areas, and fulfill the statewide, standardized assessment requirements to receive a standard high school diploma.
- Modifies the 24-credit pathway for earning a standard high school diploma by revising computer science credit substitution for mathematics or science credits; and eliminates the financial literacy credit requirement, as part of economics under the specified social studies credits. However, the bill specifies that all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective, beginning with the 2019-2020 school year.
- Revises the requirements for a student to earn a “Scholar” designation by permitting the one credit in Algebra II to be substituted with one credit in another equally rigorous course.
- Restores middle grades career education and planning course requirements which were eliminated in 2017, with some modifications.
- Encourages district school boards to adopt policies and procedures regarding declaring a “College and Career Decision Day” to recognize high school seniors for their postsecondary education plans and to encourage them to pursue college and career pathways.

The bill provides the following flexibilities and supports to public schools regarding teacher recruitment and training:

- Authorizes district school boards to issue an adjunct teaching certificate for a full-time teaching position, but specifies that such certificates are valid for a period of three years and are not renewable. The bill also specifies reporting requirements for school districts.

- Revises the types of training for which a school district may apply to the DOE for funding to include professional development for classroom teachers to provide instruction in computer science courses and content.

The bill strengthens transition pathways to college and career opportunities in the following ways:

- Requires that the statewide articulation agreement between the State Board of Education and the Board of Governors of the State University System of Florida (BOG) provide for a reverse transfer agreement for Florida College System (FCS) associate in arts (AA) degree-seeking students who transfer to a state university after earning more than 30 credit hours from an FCS institution but before earning an AA degree; and specifies related requirements for the state universities.
- Requires each career center and FCS institution with overlapping service areas to annually submit to the DOE by May 1, a regional career pathways agreement for each certificate program offered by the career center that is aligned with an associate degree offered by the FCS institution in the service area. Each career pathways agreement must guarantee college credit toward an aligned associate degree program for students who graduate from a career center with a career or technical certificate and meet specified requirements in accordance with the terms of the agreement.
- Revises the deadline from November 30 to April 30 for the annual reporting of postsecondary feedback information by the commissioner to specified entities.

The bill establishes alignment between education and workforce needs, and provides related supports as follows:

- Establishes the “Strengthening Alignment between Industry and Learning (SAIL) to 60” Initiative to increase to 60 percent the percentage of working-age adults who hold a high-value postsecondary certificate, degree, or training experience by the year 2030.
- Establishes the “Last Mile Scholarship Program,” subject to legislative appropriation, to annually award the cost of in-state tuition and required fees for Florida resident students who are in good standing at FCS institutions and state universities and who are within 12 or fewer credit hours of completing their first associate or baccalaureate degree.
- Requires the DOE to provide assistance to specified entities when notifying students, parents, and members of the community about apprenticeship and preapprenticeship opportunities.
- Creates the “Florida Pathways to Career Opportunities Grant Program,” subject to legislative appropriation, to provide competitive grants to specified entities to expand existing apprenticeship and preapprenticeship programs and establish new programs.
- Reconstitutes the Higher Education Coordinating Council as the Florida Talent Development Council for the purpose of developing a coordinated, data-driven, statewide approach to meeting Florida’s need for a 21st century workforce, which utilizes the Florida’s talent supply system. The bill also moves the administrative support for the council from the DOE to the Department of Economic Opportunity, revises the council’s membership, and specifies reporting requirements.

The bill specifies the following provisions related to the consolidation of accreditation of the University of South Florida (USF) branch campuses:

- Requires that the BOG use its 2019 Accountability Plan in determining a state university's preeminence designations and in distributing awards from the 2019-2020 fiscal year appropriation.
- Requires the USF, St. Petersburg and USF, Manatee/Sarasota to maintain branch campus status after each campus's accreditation is consolidated into a single accreditation, as monitored by the BOG.
- Provides the definition of a branch campus, which is identical to the definition by the Commission on Colleges of the Southern Association of Colleges and Schools.
- Prohibits the BOG, if specified requirements are met, from using the consolidated performance data from the USF branch campuses in determining USF's status as a preeminent state research university until July 1, 2022.

If approved by the Governor, these provisions take effect July 1, 2019, except for the "Scholar" designation provision which is effective upon the bill becoming law.

Vote: Senate 40-0; House 113-0