

By Senator Horne

6-297A-00

1 A bill to be entitled
2 An act relating to education; providing
3 legislative intent for certain high schools
4 designated as New Millennium High Schools;
5 requiring certain components of a vocational
6 program called the Florida Tech-Prep Pathway;
7 requiring certain activities of staff
8 identified by schools and local business
9 enterprises; providing requirements for
10 students to enroll in certain programs;
11 requiring procedures and certification of
12 tech-prep pathway programs; providing for
13 documentation by the Department of Education;
14 creating the Sunshine Technical Skills
15 Certificate; providing requirements; requiring
16 certain schools to be selected as pilot
17 projects; providing duties of the Department of
18 Education and the schools; requiring certain
19 programs and career-development activities to
20 assist counselors at certain high schools;
21 amending ss. 228.041, 229.601, 229.602,
22 239.121, F.S.; revising a personnel
23 classification title; amending s. 231.1725,
24 F.S.; imposing certain requirements for initial
25 certification and recertification of certain
26 personnel; amending s. 236.081, F.S.; providing
27 for funding of certain programs; prohibiting
28 for certain courses and programs from being
29 reported for funding or from being substituted
30 for other courses or programs; providing for
31 certain professional-development activities;

1 amending s. 239.229, F.S.; providing certain
2 responsibilities for school boards and
3 superintendents; repealing s. 233.068, F.S.,
4 relating to job-related vocational instruction;
5 providing an effective date.

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7 Be It Enacted by the Legislature of the State of Florida:

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9 Section 1. Florida Tech-Prep Pathway, New Millennium
10 High Schools; intent.--

11 (1) The Legislature intends to advance high school
12 vocational education beyond the progress experienced during
13 the last decade of the 20th century. Initiatives in schools
14 designated as Tech-Prep Schools, High Schools that Work,
15 Career Academies, and Blueprint Schools for Career Preparation
16 have proved the value of increasing the academic preparation
17 of vocational students and of assuring that all students are
18 prepared for both postsecondary education and a career. The
19 Legislature further intends to use the findings from these
20 programs to disseminate their benefits to all high schools and
21 all vocational programs.

22 (2) Therefore, the Florida Tech-Prep Pathway shall be
23 developed during the 2000-2001 school year and implemented
24 during the 2001-2002 year in at least 10 high schools. By
25 2005, all school districts in the state shall implement the
26 pathway. These high schools are designated New Millennium High
27 Schools and must assure that all students have the opportunity
28 to earn a credential that guarantees their preparation for the
29 new century's demands for career advancement through
30 education.

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1 (3) The New Millennium High Schools must be founded
2 upon three principles proved effective at the turn of the
3 century:

4 (a) A challenging academic curriculum that demands a
5 high level of achievement and assures a direct path through
6 postsecondary education without the need for repetition or
7 remediation.

8 (b) A technical curriculum articulated with
9 postsecondary education programs and invigorated by a strong
10 linkage among schools, postsecondary education institutions,
11 and the local business sector.

12 (c) The power of a demonstrated return on investment
13 in education. The return is economic development that is
14 produced when public funds motivate a strategic investment by
15 the private sector in educational ventures that prove mutually
16 profitable.

17 Section 2. Florida Tech-Prep Pathway; required
18 components.--The Florida Tech-Prep Pathway is a curriculum
19 designed to provide the academic and technical skills,
20 knowledge, and values needed to succeed in work and
21 postsecondary education at a level that enables a person to
22 become self-sufficient and to contribute to the economic and
23 social community. The pathway consists of the following
24 components:

25 (1) An educational career plan provided for each
26 student in the pathway. This plan is a sequential journal
27 designed to guide students through the career development
28 process and to relate education to career interests,
29 aptitudes, and experiences as the students progress. A career
30 specialist or guidance counselor shall work with each student
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1 on the development of and each revision to the plan, which
2 must be approved by the student's parent.

3 (2) A one-credit core course called "Technical Systems
4 and Applications." By completing this course, a student meets
5 the graduation requirement for performing arts or practical
6 arts. The course must achieve competencies in:

7 (a) Learning skills and problem solving;

8 (b) Career assessment and exploration;

9 (c) Computer applications;

10 (d) Technical reading and writing;

11 (e) Communication; and

12 (f) Work ethics.

13 (3) A work-based learning experience that is related
14 to the student's career plan, progressively more advanced, and
15 documented throughout the program of study. Staff identified
16 by schools shall work with local business and industry firms
17 to locate work experience that will contribute relevant
18 progress toward the objectives in a student's educational
19 career plan. A comprehensive work-based learning experience
20 progresses through the following levels, but does not
21 necessarily include each one:

22 (a) Job shadowing, a career exploration activity in
23 which a student, early in the Tech-Prep Pathway, follows an
24 employee at a firm for at least 1 day to learn about an
25 occupation or industry.

26 (b) Community service activities related to the
27 student's career path.

28 (c) A school-based enterprise in which students
29 operate a business enterprise to produce or provide goods or
30 services, on or off the school site, as part of the school's
31 program.

1 (d) A business-mentoring activity provided to a
2 student by an employee or other person who possesses skills
3 and knowledge identified for mastery in the student's career
4 education plan. The mentor works in consultation with the
5 classroom teachers to instruct the student, critique the
6 student's performance, and challenges the student to perform
7 well.

8 (e) A volunteer internship or clinical experience.

9 (f) An on-the-job training activity or cooperative
10 education.

11 (g) Youth apprenticeship, a planned program of
12 instruction for high school students at least 16 years old.
13 The program includes academic study, technical instruction,
14 and on-the-job training and leads to a high school diploma and
15 advanced standing in an adult apprenticeship program upon
16 graduation.

17 (4) A capstone activity that includes a project
18 related to a career. This activity is designed to apply the
19 competencies attained in the student's academic and technical
20 programs of study. It must include a demonstration before a
21 panel of representatives of businesses or industries that
22 employ people in occupations related to the student's chosen
23 career.

24 (5) A program-articulation agreement or agreements for
25 continuing the curriculum into an apprenticeship or one or
26 more postsecondary education programs that lead to a
27 vocational certificate, an applied technology diploma, an
28 associate in science degree, or a baccalaureate degree.

29 Section 3. Florida Tech-Prep Pathway; requirements for
30 students.--A student may take a course within the Florida
31 Tech-Prep Pathway as a participant in the pathway or as a

1 nonparticipant. However, only a participant may be reported
2 for full-time-equivalent funding in the category established
3 for the Florida Tech-Prep Pathway in section 236.081, Florida
4 Statutes, and the annual General Appropriations Act. A school
5 district shall assure that the majority of students in any
6 course within the pathway are participants. To be a
7 participant in a Florida Tech-Prep Pathway, a student and his
8 or her parent must agree to:

9 (1) Earn the required credits in mathematics, science,
10 and communications through courses that are all at a level 2
11 or above.

12 (2) Demonstrate conversational proficiency in a
13 foreign language or enroll in 2 sequential years of foreign
14 language instruction.

15 (3) In the ninth or tenth grade, enroll in the
16 technical core course defined in section 2 of this act and,
17 before completing high school, enroll in at least two
18 sequential courses in a technical program of study. The
19 technical program must be:

20 (a) Defined at the state level.

21 (b) Certified and evaluated as required by section 4
22 of this act.

23 (c) Formally articulated with a continuing component
24 in postsecondary education. The program must culminate in an
25 apprenticeship or a credential at the level of a vocational
26 certificate, an applied technology diploma, an associate
27 degree, or a baccalaureate degree.

28 (4) In collaboration with a career specialist or
29 guidance counselor, develop and progress through a sequential
30 career-education plan that includes guided work experiences
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1 and is documented through a portfolio or other demonstrations
2 of competencies attained.

3 Section 4. Tech-prep pathway; certification of
4 programs of study.--

5 (1) To be included in a tech-prep pathway, a program
6 must be certified by business and industry to assure the
7 relevance of its technical curriculum, equipment, related
8 work-based learning experiences, and application of
9 technology.

10 (2) The Department of Education, in collaboration with
11 the Jobs and Education Partnership of Enterprise Florida,
12 shall assure compliance with the requirements for
13 certification. A school district may not report a student for
14 funding as a tech-prep pathway student until the program in
15 which the student is enrolled is industry-certified and
16 approved by the Department of Education as required by this
17 section.

18 (3) The Department of Education shall assure that each
19 program is certified and recertified, as required by advances
20 in an occupational cluster, at least every 5 years. The
21 department shall adopt rules for the certification process,
22 and the rules must establish any necessary procedures for
23 obtaining appropriate business partners and requirements for
24 business and industry involvement in curriculum oversight and
25 equipment procurement.

26 (4) Each full-time equivalent student in such a
27 program, including a student enrolled in a pilot program
28 during the 2000-2001 school year, generates funds at one and
29 one-half the cost factor for students enrolled in the basic
30 program for grades 9-12, as provided by section 236.081,
31 Florida Statutes, and the annual General Appropriations Act.

1 (5) A school district is eligible for a pro rata share
2 of performance funding appropriated in any year for students
3 who successfully complete a tech-prep pathway and earn a
4 Sunshine Technical Skills Certificate.

5 (6) A school district that generates funds as provided
6 in subsection (4) or subsection (5) shall expend the total
7 amount on the Florida Tech-Prep Pathway program.

8 (7) Effective July 1, 2005, a student enrolled in a
9 vocational education course that is not part of a certified
10 Florida Tech-Prep Pathway program may not be reported for
11 full-time-equivalent funding through the Florida Education
12 Finance Program unless the course is classified as
13 exploratory, orientation, or practical arts.

14 Section 5. Sunshine Technical Skills
15 Certificate.--Every New Millennium High School shall assure
16 that students who complete a Florida Tech-Prep Pathway have
17 the opportunity to earn a credential that assures the
18 attainment of an advanced academic and technical education.
19 This credential is called a Sunshine Technical Skills
20 Certificate and must be awarded in addition to a standard high
21 school diploma to a student who:

22 (1) Completes the requirements for high school
23 graduation as provided in section 232.246, Florida Statutes.

24 (2) Earns all required credits in mathematics,
25 science, and communications in courses designated by the
26 Department of Education at level 2 or above.

27 (3) Earns two credits in a foreign language or
28 demonstrates the ability to converse in foreign language as
29 provided by the Department of Education.

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1 (4) Earns the required credit in practical arts or
2 performing arts through the technical core course as provided
3 in section 2 of this act.

4 (5) Completes a tech-prep pathway including the
5 required academic, technical, and work-based learning required
6 by section 2 of this act.

7 (6) Passes the college entry level placement test or
8 an equivalent test identified by the department with a score
9 adequate to enroll in a public postsecondary education program
10 without the need for college-preparatory or
11 vocational-preparatory instruction.

12 Section 6. New Millennium High Schools; pilot projects
13 and implementation.--

14 (1) Prior to the 2000-2001 school year, the Department
15 of Education shall select at least 10 high schools to serve as
16 pilot project New Millennium High Schools. The department
17 shall issue a request for proposals that describes the
18 requirements of sections 1-5 of this act and may include any
19 additional requirements that will expedite the department's
20 selection of the pilot projects.

21 (2) The department shall select at least two schools
22 from each of the five educational planning regions of the
23 state and shall give priority to a school that has experience
24 as a Blueprint School for Career Development or a Career
25 Academy or is in partnership with a business firm and a
26 postsecondary education institution for specialized technical
27 or occupational education. The department may also give
28 priority to any other school that has attained experience with
29 industry certification, student work experience, and the
30 involvement of career counselors and guidance counselors to
31 obtain the collaboration of local business or industry firms.

1 (3) The selected schools may receive designation and
2 funding as New Millennium High Schools for the 2000-2001
3 school year if they attain that status as provided in sections
4 1-5 of this act and if the General Appropriations Act for that
5 year includes funding for that purpose. If a selected school
6 is unable to achieve the designation as a New Millennium High
7 School by August 1, 2000, the school may participate and be
8 funded as a pilot project for planning, as authorized in the
9 2000 General Appropriations Act.

10 (4) The New Millennium High Schools shall provide
11 assistance to other schools and the Department of Education in
12 their efforts to implement this act. The department shall
13 identify three working committees to coordinate implementation
14 issues with the pilot projects. These committees shall
15 consider issues related to curriculum, funding,
16 accountability, and guidance and counseling. By November 1,
17 2000, the Commissioner of Education shall report to the
18 Legislature on the progress of the pilot projects and may
19 recommend any changes in policy, rule, or law that would allow
20 this act to be more effectively implemented.

21 Section 7. New Millennium High Schools;
22 counselors.--The Legislature finds that, to adequately assist
23 students in advanced technical and academic career planning,
24 high school guidance counselors require preservice and
25 inservice professional development programs that contain
26 sufficient information on career education.

27 (1) Each guidance counselor in a New Millennium High
28 School shall complete 3 semester credit hours or 60 inservice
29 points in career development which include:

30 (a) An emphasis on labor-market trends and
31 projections;

1 (b) A practicum that focuses on development of a
2 career-awareness program; and

3 (c) Content related to a career or employment within
4 the counselor's work experience.

5 (2) The Department of Education shall assist guidance
6 counselors in attaining the additional education required for
7 New Millennium High Schools. The State Board of Education
8 shall revise rules governing the certification and
9 recertification of guidance counselors to allow substitution
10 of personal work-based experiences and temporary-employment
11 opportunities in business and industry for the required
12 classroom instruction.

13 (3) To implement the requirements of this act through
14 preservice education, the Legislature encourages colleges of
15 education to provide for the additional courses required
16 without increasing the total number of credit hours needed to
17 complete a program. Instead, the colleges are encouraged to
18 infuse course content required for ethics courses into courses
19 required for introduction, theory, and practicum.

20 Section 8. Paragraph (b) of subsection (9) of section
21 228.041, Florida Statutes, is amended to read:

22 228.041 Definitions.--Specific definitions shall be as
23 follows, and wherever such defined words or terms are used in
24 the Florida School Code, they shall be used as follows:

25 (9) INSTRUCTIONAL PERSONNEL.--"Instructional
26 personnel" means any staff member whose function includes the
27 provision of direct instructional services to students.
28 Instructional personnel also includes personnel whose
29 functions provide direct support in the learning process of
30 students. Included in the classification of instructional
31 personnel are:

1 (b) Pupil personnel services.--Pupil personnel
2 services include staff members responsible for: advising
3 students with regard to their abilities and aptitudes,
4 educational and occupational opportunities, and personal and
5 social adjustments; providing placement services; performing
6 educational evaluations; and similar functions. Included in
7 this classification are guidance counselors, social workers,
8 career ~~occupational/placement~~ specialists, and school
9 psychologists.

10 Section 9. Paragraph (c) of subsection (2) of section
11 229.601, Florida Statutes, is amended to read:

12 229.601 Career education program.--

13 (2) There is hereby established a career education
14 program in the state educational system. The Commissioner of
15 Education and his or her designated staff shall administer
16 this program. In developing and administering the career
17 education program, the purpose of which is to promote positive
18 career opportunities for all students regardless of their
19 race, color, creed, national origin, ancestry, socioeconomic
20 status, or gender, the commissioner shall:

21 (c) Develop programs for preservice and inservice
22 training for the purpose of infusing career education concepts
23 into the basic curricula of public schools and core curricula
24 of community colleges and state universities and programs for
25 preservice and inservice training for counselors and career
26 ~~occupational and placement~~ specialists to assist in career
27 counseling and placement and followup activities.

28 Section 10. Paragraph (a) of subsection (5) of section
29 229.602, Florida Statutes, is amended to read:

30 229.602 Florida private sector and education
31 partnerships.--

1 (5) Each school district shall designate one or more
2 persons to coordinate local private sector and education
3 partnership activities. The general activities of these
4 coordinators shall be to enhance private sector and education
5 partnership activities. The specific duties of the district
6 coordinators shall include, but not be limited to, the
7 following:

8 (a) Maintaining contact with local businesses and
9 industries, local chamber of commerce organizations, private
10 industry councils with Job Training Partnership Act programs,
11 district career ~~occupational~~ specialists, guidance personnel,
12 economics educators, volunteer coordinators, community
13 education coordinators, appropriate governmental personnel,
14 and any others interested in private sector and education
15 partnerships.

16 Section 11. Section 231.1725, Florida Statutes, is
17 amended to read:

18 231.1725 Employment of substitute teachers, career
19 specialists, teachers of adult education, and nondegreed
20 teachers of career education; students performing clinical
21 field experience.--

22 (1) Notwithstanding ~~the provisions of~~ ss. 231.02,
23 231.15, and 231.17, or any other provision of law or rule to
24 the contrary, each school board shall establish the minimal
25 qualifications for:

26 (a) Substitute teachers to be employed pursuant to s.
27 231.47. The qualifications shall require the filing of a
28 complete set of fingerprints in the same manner as required by
29 s. 231.02.

30 (b) Part-time and full-time teachers in adult
31 education programs. The qualifications shall require the

1 filing of a complete set of fingerprints in the same manner as
2 required by s. 231.02. Faculty employed solely to conduct
3 postsecondary instruction may be exempted from this
4 requirement.

5 (c) Part-time and full-time nondegreed teachers of
6 vocational programs. Qualifications shall be established for
7 agriculture, business, health occupations, family and consumer
8 sciences, industrial, marketing, and public service education
9 teachers, based primarily on successful occupational
10 experience rather than academic training. The qualifications
11 for such teachers shall require:

12 1. The filing of a complete set of fingerprints in the
13 same manner as required by s. 231.02. Faculty employed solely
14 to conduct postsecondary instruction may be exempted from this
15 requirement.

16 2. Documentation of education and successful
17 occupational experience including documentation of:

18 a. A high school diploma or the equivalent.

19 b. Completion of 6 years of full-time successful
20 occupational experience or the equivalent of part-time
21 experience in the teaching specialization area. Alternate
22 means of determining successful occupational experience may be
23 established by the school board.

24 c. Completion of career education training conducted
25 through the local school district inservice master plan.

26 d. For full-time teachers, completion of professional
27 education training in teaching methods, course construction,
28 lesson planning and evaluation, and teaching special needs
29 students. This training may be completed through coursework
30 from a standard institution or an approved district teacher
31 education program.

1 e. Demonstration of successful teaching performance.
2 (2) Substitute, adult education, and nondegreed career
3 education teachers who are employed pursuant to this section
4 shall have the same rights and protection of laws as certified
5 teachers.

6 (3) Beginning with the 2000-2001 school year, to
7 receive initial certification, a career specialist as defined
8 in s. 239.121 must have:

9 (a) At least 6 years of documented work experience
10 that:

11 1. Occurred within the last 15 years;

12 2. Consisted of paid employment outside the
13 educational system; and

14 3. Included leadership or management responsibilities
15 and decisionmaking skills.

16 (b) A college degree at least at the level of an
17 associate's degree or a minimum of 60 transferable credits.

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19 Education may not be substituted for the required work
20 experience.

21 (4) As a condition of recertification, a career
22 specialist employed after July 1, 2001, must complete, within
23 the first 2 years of employment, at least four college-level
24 courses that include:

25 (a) At least one course in career development,
26 labor-market information, assessment instruments, goal
27 setting, and job-search training.

28 (b) Up to three courses in any of the following areas:
29 communications, vocational and technical education, public
30 relations and marketing, career development, counseling or
31 human-resource management, or computer technology.

1
2 A career specialist who has attained the required coursework
3 through preservice education and who holds a baccalaureate
4 degree is not required to comply with this subsection.

5 (5)(3) A student who is enrolled in a state-approved
6 teacher preparation program in an institution of higher
7 education which is approved by rules of the State Board of
8 Education and who is jointly assigned by the institution of
9 higher education and a school board to perform a clinical
10 field experience under the direction of a regularly employed
11 and certified educator shall, while serving such supervised
12 clinical field experience, be accorded the same protection of
13 law as that accorded to the certified educator except for the
14 right to bargain collectively as an employee of the school
15 board.

16 Section 12. Paragraphs (c), (d), and (l) of subsection
17 (1) of section 236.081, Florida Statutes, are amended, present
18 paragraphs (m) through (p) of that subsection are redesignated
19 as paragraphs (n) through (q), respectively, and a new
20 paragraph (m) is added to that subsection, and paragraph (a)
21 of subsection (5) of that section is amended, to read:

22 236.081 Funds for operation of schools.--If the annual
23 allocation from the Florida Education Finance Program to each
24 district for operation of schools is not determined in the
25 annual appropriations act or the substantive bill implementing
26 the annual appropriations act, it shall be determined as
27 follows:

28 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
29 OPERATION.--The following procedure shall be followed in
30 determining the annual allocation to each district for
31 operation:

- 1 (c) Determination of programs.--Cost factors based on
2 desired relative cost differences between the following
3 programs shall be established in the annual General
4 Appropriations Act. A secondary vocational or career education
5 program included within a Florida Tech-Prep Pathway certified
6 as required by section 4 of this act generates funding as
7 provided in paragraph (m). Effective July 1, 2005, a full-time
8 equivalent student in a vocational education or career
9 education program that is not part of a program certified
10 under the Florida Tech-Prep Pathway will not generate any
11 state funding, unless the student is in a course classified as
12 exploration, orientation, or practical arts and the General
13 Appropriations Act contains a cost factor for such courses.
14 The Commissioner of Education shall specify a matrix of
15 services and intensity levels to be used by districts in the
16 determination of funding support for each exceptional student.
17 The funding support level for each exceptional student shall
18 fund the exceptional student's total education program.
- 19 1. Basic programs.--
 - 20 a. Kindergarten and grades 1, 2, and 3.
 - 21 b. Grades 4, 5, 6, 7, and 8.
 - 22 c. Grades 9, 10, 11, and 12.
 - 23 2. Programs for exceptional students.--
 - 24 a. Support Level I.
 - 25 b. Support Level II.
 - 26 c. Support Level III.
 - 27 d. Support Level IV.
 - 28 e. Support Level V.
 - 29 3. Secondary career education programs.--
 - 30 4. Students-at-risk programs.--
 - 31 a. Dropout prevention and teenage parents.

- 1 b. English for Speakers of Other Languages.
- 2 (d) Annual allocation calculation.--
- 3 1. The Department of Education shall ~~is authorized and~~
4 ~~directed to~~ review all district programs and enrollment
5 projections and calculate a maximum total weighted full-time
6 equivalent student enrollment for each district for the K-12
7 FEFP.
- 8 2. Maximum enrollments calculated by the department
9 shall be derived from enrollment estimates used by the
10 Legislature to calculate the FEFP. If two or more districts
11 enter into an agreement under the provisions of s.
12 230.23(4)(d), after the final enrollment estimate is agreed
13 upon, the amount of FTE specified in the agreement, not to
14 exceed the estimate for the specific program as identified in
15 paragraph (c), may be transferred from the participating
16 districts to the district providing the program.
- 17 3. As part of its calculation of each district's
18 maximum total weighted full-time equivalent student
19 enrollment, the department shall establish separate enrollment
20 ceilings for each of two program groups. Group 1 shall be
21 composed of grades K-3, grades 4-8, and grades 9-12. Group 2
22 shall be composed of students in exceptional student education
23 programs, students-at-risk programs, all basic programs other
24 than the programs in group 1, and all vocational programs in
25 grades 7-12. Beginning July 1, 2005, a vocational program is
26 not a weighted program unless it is in a Florida Tech-Prep
27 Pathway certified as required in section 4 of this act and is
28 funded as provided in paragraph (m).
- 29 a. The weighted enrollment ceiling for group 2
30 programs shall be calculated by multiplying the final
31 enrollment conference estimate for each program by the

1 appropriate program weight. The weighted enrollment ceiling
2 for program group 2 shall be the sum of the weighted
3 enrollment ceilings for each program in the program group,
4 plus the increase in weighted full-time equivalent student
5 membership from the prior year for clients of the Department
6 of Children and Family Services and the Department of Juvenile
7 Justice.

8 b. If, for any calculation of the FEFP, the weighted
9 enrollment for program group 2, derived by multiplying actual
10 enrollments by appropriate program weights, exceeds the
11 enrollment ceiling for that group, the following procedure
12 shall be followed to reduce the weighted enrollment for that
13 group to equal the enrollment ceiling:

14 (I) The weighted enrollment ceiling for each program
15 in the program group shall be subtracted from the weighted
16 enrollment for that program derived from actual enrollments.

17 (II) If the difference calculated under
18 sub-sub-subparagraph (I) is greater than zero for any program,
19 a reduction proportion shall be computed for the program by
20 dividing the absolute value of the difference by the total
21 amount by which the weighted enrollment for the program group
22 exceeds the weighted enrollment ceiling for the program group.

23 (III) The reduction proportion calculated under
24 sub-sub-subparagraph (II) shall be multiplied by the total
25 amount of the program group's enrollment over the ceiling as
26 calculated under sub-sub-subparagraph (I).

27 (IV) The prorated reduction amount calculated under
28 sub-sub-subparagraph (III) shall be subtracted from the
29 program's weighted enrollment. For any calculation of the
30 FEFP, the enrollment ceiling for group 1 shall be calculated

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1 by multiplying the actual enrollment for each program in the
2 program group by its appropriate program weight.

3 c. For program group 2, the weighted enrollment
4 ceiling shall be a number not less than the sum obtained by:

5 (I) Multiplying the sum of reported FTE for all
6 programs in the program group that have a cost factor of 1.0
7 or more by 1.0, and

8 (II) By adding this number to the sum obtained by
9 multiplying the projected FTE for all programs with a cost
10 factor less than 1.0 by the actual cost factor.

11 4. Following completion of the weighted enrollment
12 ceiling calculation as provided in subparagraph 3., a
13 supplemental capping calculation shall be employed for those
14 districts that are over their weighted enrollment ceiling. For
15 each such district, the total reported unweighted FTE
16 enrollment for group 2 programs shall be compared with the
17 total appropriated unweighted FTE enrollment for group 2
18 programs. If the total reported unweighted FTE for group 2 is
19 greater than the appropriated unweighted FTE, then the excess
20 unweighted FTE up to the unweighted FTE transferred from group
21 2 to group 1 for each district by the Public School FTE
22 Estimating Conference shall be funded at a weight of 1.0 and
23 added to the funded weighted FTE computed in subparagraph 3.
24 This adjustment shall be calculated beginning with the third
25 calculation of the 1998-1999 FEFP.

26 (1) Instruction in career education.--~~Effective for~~
27 ~~the 1985-1986 school year and thereafter,~~ District pupil
28 progression plans shall provide for the substitution of
29 vocational courses for the nonelective courses required for
30 high school graduation pursuant to s. 232.246. Beginning July
31 1, 2005, however, a vocational course may not be substituted

1 for another required course unless it is part of a program
2 certified under a Florida Tech-Prep Pathway that is certified
3 as provided in section 4 of this act.A student in grades 9
4 through 12 who enrolls in and satisfactorily completes a
5 job-preparatory program may substitute credit for a portion of
6 the required four credits in English, three credits in
7 mathematics, and three credits in science. The credit
8 substituted for English, mathematics, or science earned
9 through the vocational job-preparatory program shall be on a
10 curriculum equivalency basis as provided for in the State
11 Course Code Directory. The State Board of Education shall
12 authorize by rule vocational course substitutions not to
13 exceed two credits in each of the nonelective academic subject
14 areas of English, mathematics, and science. School districts
15 shall provide for vocational course substitutions not to
16 exceed two credits in each of the nonelective academic subject
17 areas of English, mathematics, and science, upon adoption of
18 vocational student performance standards by the school board
19 pursuant to s. 232.2454. A vocational program which has been
20 used as a substitute for a nonelective academic credit in one
21 subject area may not be used as a substitute for any other
22 subject area. The credit in practical arts or exploratory
23 career education required for high school graduation pursuant
24 to s. 232.246(1) shall be funded as a career education course.
25 Such a course is eligible for funding at double the base
26 student allocation for grades 9-12 only if it is part of a
27 program certified under the Florida Tech-Prep Pathway as
28 required by section 4 of this act.
29 (m) Calculation of full-time equivalent membership for
30 the Florida Tech-Prep Pathway.--Funding for students enrolled
31 in a Florida Tech-Prep Pathway program is calculated by

1 doubling the base student allocation and multiplying that
2 number by the number of full-time equivalent Florida Tech-Prep
3 Pathway students. A student enrolled in a course within such a
4 program may be reported for funding in this category only if
5 the student is a participant in the program as provided in
6 section 3 of this act. Nonparticipants must be reported for
7 funding at the basic program allocation for students in grades
8 9-12. A student who earns the Sunshine Technical Skills
9 Certificate generates additional funding for the program, as
10 provided in subsection (5).

11 (5) CATEGORICAL PROGRAMS.--The Legislature hereby
12 provides for the establishment of selected categorical
13 programs to assist in the development and maintenance of
14 activities giving indirect support to the programs previously
15 funded. These categorical appropriations may be funded as
16 general and transitional categorical programs. It is the
17 intent of the Legislature that no transitional categorical
18 program be funded for more than 4 fiscal years from the date
19 of original authorization. Such programs are as follows:

20 (a) General.--

21 1. Comprehensive school construction and debt service
22 as provided by law.

23 2. Community schools as provided by law.

24 3. School lunch programs as provided by law.

25 4. Instructional material funds as provided by law.

26 5. Student transportation as provided by law.

27 6. Student development services as provided by law.

28 7. Diagnostic and learning resource centers as
29 provided by law.

30 8. Comprehensive health education as provided by law.

31 9. Excellent Teaching Program as provided by law.

1 10. Attainment of the Sunshine Technical Skills
2 Certificate as provided by law.

3 Section 13. Section 239.121, Florida Statutes, is
4 amended to read:

5 239.121 Career ~~Occupational~~ specialists.--

6 (1) District school boards and community college
7 boards of trustees may employ career ~~occupational~~ specialists
8 to provide student counseling services and occupational
9 information to students and to provide information to local
10 business and industry regarding the availability of vocational
11 programs through local educational institutions. Under the
12 supervision of a certified counselor, career ~~occupational~~
13 specialists may undertake special assignments that include,
14 but are not limited to, the identification and intensive
15 counseling of current and former students and the parents of
16 such students, as well as counseling students and all
17 education personnel regarding job and career opportunities.

18 (2) Career ~~Occupational~~ specialists shall receive
19 certification pursuant to State Board of Education rule and s.
20 231.1725. A career ~~No occupational~~ specialist may not be paid
21 less than any other member of the instructional personnel who
22 has equivalent qualifications and provides similar services.
23 Career ~~Occupational~~ specialists may receive salary supplements
24 upon documentation that such supplements are necessary for
25 recruiting or retaining suitable personnel.

26 (3) The Department of Education and each school
27 district that employs a career specialist shall assist that
28 person in preparing a professional development plan designed
29 to provide the skills necessary to perform the duties
30 associated with implementing a Florida Tech-Prep Pathway
31 within a New Millennium High School. This plan must set time

1 limits for attaining any necessary coursework, demonstrating
2 competencies, and completing any testing required by rules of
3 the State Board of Education.

4 Section 14. Paragraph (a) of subsection (2) of section
5 239.229, Florida Statutes, is amended to read:

6 239.229 Vocational standards.--

7 (2)(a) Each school board and superintendent shall
8 direct the smooth transition of high school vocational
9 programs and career education to Florida Tech-Prep Pathways as
10 provided in sections 1-7 and section 12 of this act.School

11 board, superintendent, and school accountability for career
12 education within elementary and secondary schools includes,
13 but is not limited to:

14 1. Student exposure to a variety of careers and
15 provision of instruction to explore specific careers in
16 greater depth.

17 2. Student awareness of available vocational programs
18 and the corresponding occupations into which such programs
19 lead.

20 3. Student development of individual career plans.

21 4. Integration of academic and vocational skills in
22 the secondary curriculum.

23 5. Student preparation to enter the workforce and
24 enroll in postsecondary education without being required to
25 complete college-preparatory or vocational-preparatory
26 instruction.

27 6. Student retention in school through high school
28 graduation.

29 7. Vocational curriculum articulation with
30 corresponding postsecondary programs in the local area
31 technical center or community college, or both.

