

By the Committee on Education and Senator Horne

304-1709-00

1 A bill to be entitled
2 An act relating to education; providing
3 legislative intent for certain technical
4 programs within comprehensive programs of study
5 in high schools; providing for
6 industry-certification, certain required
7 courses, and activities; authorizing an
8 endorsement and funding; authorizing rules of
9 the Department of Education; requiring certain
10 schools to be selected as pilot projects;
11 providing duties of the Department of Education
12 and the schools; requiring certain programs and
13 career-development activities to assist
14 counselors; amending ss. 228.041, 229.601,
15 229.602, 239.121, F.S.; revising a personnel
16 classification title; amending s. 231.1725,
17 F.S.; imposing certain requirements for initial
18 certification and recertification of certain
19 personnel; amending s. 236.081, F.S.; providing
20 for funding of certain programs; prohibiting
21 certain courses and programs from being
22 reported for funding or from being substituted
23 for other courses or programs; providing for
24 certain professional-development activities;
25 amending s. 239.229, F.S.; providing certain
26 responsibilities for school boards and
27 superintendents; repealing s. 233.068, F.S.,
28 relating to job-related vocational instruction;
29 providing an effective date.

30
31 Be It Enacted by the Legislature of the State of Florida:

1 Section 1. (1) The Legislature intends to ensure that
2 all high schools provide supportive services to students and
3 their parents to determine the comprehensive program of study
4 that will best meet the needs and goals of each student. At a
5 minimum, these services must include access to a guidance
6 counselor and assistance in developing an educational plan.
7 Each high school shall provide a variety of comprehensive,
8 relevant programs of study which will meet the needs of all
9 students and enable each student to pursue his or her
10 individual educational goals.

11 (2) Key components of this process are:

12 (a) A variety of programs of study which are based on
13 individual educational goals.

14 (b) Parental involvement in the identification of the
15 appropriate program of study.

16 (c) Assurance that all programs of study are designed
17 to provide a seamless transition to postsecondary education.

18 Section 2. (1) A technical education program within a
19 comprehensive high school program of study must be certified
20 by the appropriate industry to ensure that all components of
21 the program are relevant and appropriate to prepare the
22 student for further education and employment in that industry.

23 (2) Effective July 1, 2005, each technical program
24 preparing for postsecondary education and employment offered
25 as part of a comprehensive program of study in a high school
26 must be industry-certified. A student enrolled in a course
27 within a technical program that is not industry-certified may
28 not be reported for full-time equivalent funding through the
29 Florida Education Finance Program unless the course is
30 classified as exploratory, orientation, or practical arts and
31 the General Appropriations Act provides funding for those

1 types of courses. The Department of Education shall assure
2 that each program is certified by July 1, 2005, and
3 recertified as least every 5 years. The department shall adopt
4 rules for the certification process, and the rules must
5 establish any necessary procedures for obtaining appropriate
6 business partners and requirements for business and industry
7 involvement in curriculum oversight and equipment procurement.

8 (3) Each full-time equivalent student in an
9 industry-certified technical program generates 1.5 times the
10 cost factor for students enrolled in the basic program for
11 grades 9-12, as provided by section 236.081, Florida Statutes,
12 and the annual General Appropriations Act.

13 (4) Effective July 1, 2005, each technical education
14 program offered by a high school must also have an
15 articulation agreement with one or more appropriate
16 postsecondary education institutions to ensure a seamless
17 transition to a related postsecondary program without a loss
18 of credit for the student. Students enrolled in a program that
19 is not articulated to a postsecondary program may not be
20 reported for full-time equivalent student funding through the
21 Florida Education Finance Program unless the course is
22 classified as exploratory, orientation, or practical arts.

23 Section 3. (1) A comprehensive program of study in
24 technical education must be designed to ensure that, upon
25 completion of the program of study and graduation from high
26 school, a student is prepared to continue his or her education
27 at a postsecondary education institution and obtain
28 employment. Therefore, a comprehensive technical program of
29 study must require of each student:

30 (a) Completion of courses with a designation from the
31 Department of Education of level two or above. All credits

1 earned to meet graduation requirements in mathematics,
2 science, and communication must have that designation.

3 (b) Attainment of at least one occupational completion
4 point in an industry-certified technical program or completion
5 of at least three courses in a technology education program.

6 (c) Completion of a one-credit core course designated
7 "Technical Systems and Applications." The Department of
8 Education shall define in rule the content of the course and
9 shall assure that the course meets graduation requirements for
10 performing arts or practical arts.

11 (d) Participation in a work-based learning experience,
12 as defined in rule by the Department of Education.

13 (e) Participation in a capstone activity that includes
14 a project related to a career. This activity is designed to
15 apply the competencies and concepts attained in the student's
16 program of study. The Department of Education may specify in
17 rule characteristics of capstone activities that meet the
18 intent of this paragraph.

19 (2) The Legislature intends to recognize with an
20 endorsement on the high school diploma a student who:

21 (a) Completes the requirements for high school
22 graduation as provided in section 232.246, Florida Statutes,
23 and the additional requirements for a comprehensive technical
24 program of study provided in subsection (1).

25 (b) Completes two credits in a foreign language or
26 demonstrates the ability to converse in a foreign language, as
27 defined by the Department of Education.

28 (c) Passes the college entry-level placement test or
29 an equivalent test identified by the department with a score
30 adequate to enroll in a public postsecondary education program
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1 without the need for college preparatory or vocational
2 preparatory instruction.

3 (3) The endorsement indicates that the student is
4 prepared to continue into postsecondary education without the
5 need for remediation and that the student has marketable
6 employment skills. The Department of Education may adopt by
7 rule a standard format for the endorsement.

8 (4) For each student who receives the endorsement on
9 his or her diploma, the high school may receive incentive
10 funding, as provided in section 236.081, Florida Statutes, and
11 the annual General Appropriations Act.

12 (5) A school district that generates funds as a result
13 of industry-certified programs or incentive funding for
14 student achievement of the endorsement must expend the total
15 amount on the comprehensive technical program of study.

16 Section 4. Technical education programs within
17 comprehensive programs of study; pilot projects and
18 implementation.--

19 (1) Prior to the 2000-2001 school year, the Department
20 of Education shall select high schools to serve as pilot
21 projects. The department shall issue a request for proposals
22 that describes the requirements of sections 1-3 of this act
23 and may include any additional requirements that will expedite
24 the department's selection of the pilot projects.

25 (2) The department shall select schools from each of
26 the five educational planning regions of the state and shall
27 give priority to a school that has experience as a Blueprint
28 School for Career Development or a Career Academy or is in
29 partnership with a business firm and a postsecondary education
30 institution for specialized technical or occupational
31 education. The department may also give priority to any other

1 school that has attained experience with industry
2 certification, student work experience, and the involvement of
3 career counselors and guidance counselors to obtain the
4 collaboration of local business or industry firms.

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

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

23 Section 5. The Legislature finds that, to adequately
24 assist students in advanced technical and academic career
25 planning, high school guidance counselors require preservice
26 and inservice professional development programs that contain
27 sufficient information on career education.

28 (1) Each guidance counselor in a school with technical
29 education programs certified as provided in section 2 of this
30 act shall complete 3 semester credit hours or 60 inservice
31 points in career development which include:

1 (a) An emphasis on labor-market trends and
2 projections;

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

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

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

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

21 Section 6. Paragraph (b) of subsection (9) of section
22 228.041, Florida Statutes, is amended to read:

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

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

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

12 Section 7. Paragraph (c) of subsection (2) of section
13 229.601, Florida Statutes, is amended to read:

14 229.601 Career education program.--

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

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

30 Section 8. Paragraph (a) of subsection (5) of section
31 229.602, Florida Statutes, is amended to read:

1 229.602 Florida private sector and education
2 partnerships.--

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

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

18 Section 9. Section 231.1725, Florida Statutes, is
19 amended to read:

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

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

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

1 (b) Part-time and full-time teachers in adult
2 education programs. The qualifications shall require the
3 filing of a complete set of fingerprints in the same manner as
4 required by s. 231.02. Faculty employed solely to conduct
5 postsecondary instruction may be exempted from this
6 requirement.

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

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

18 2. Documentation of education and successful
19 occupational experience including documentation of:

20 a. A high school diploma or the equivalent.

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

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

28 d. For full-time teachers, completion of professional
29 education training in teaching methods, course construction,
30 lesson planning and evaluation, and teaching special needs
31 students. This training may be completed through coursework

1 from a standard institution or an approved district teacher
2 education program.

3 e. Demonstration of successful teaching performance.

4 (2) Substitute, adult education, and nondegreed career
5 education teachers who are employed pursuant to this section
6 shall have the same rights and protection of laws as certified
7 teachers.

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

11 (a) At least 6 years of documented work experience
12 that:

13 1. Occurred within the last 15 years;

14 2. Consisted of paid employment outside the
15 educational system; and

16 3. Included leadership or management responsibilities
17 and decisionmaking skills.

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

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

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

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

30 (b) Up to three courses in any of the following areas:
31 communications, vocational and technical education, public

1 relations and marketing, career development, counseling or
2 human-resource management, or computer technology.

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

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

18 Section 10. Paragraphs (c), (d), and (l) of subsection
19 (1) of section 236.081, Florida Statutes, are amended, present
20 paragraphs (m) through (p) of that subsection are redesignated
21 as paragraphs (n) through (q), respectively, and a new
22 paragraph (m) is added to that subsection, and paragraph (a)
23 of subsection (5) of that section is amended, to read:

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

30 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
31 OPERATION.--The following procedure shall be followed in

1 determining the annual allocation to each district for
2 operation:

3 (c) Determination of programs.--Cost factors based on
4 desired relative cost differences between the following
5 programs shall be established in the annual General
6 Appropriations Act. A secondary technical or career education
7 program certified as required by section 2 of this act
8 generates funding as provided in paragraph (m). Effective July
9 1, 2005, a full-time equivalent student in a technical or
10 career education program that is not industry-certified will
11 not generate any state funding, unless the student is in a
12 course classified as exploration, orientation, or practical
13 arts and the General Appropriations Act contains a cost factor
14 for such courses.The Commissioner of Education shall specify
15 a matrix of services and intensity levels to be used by
16 districts in the determination of funding support for each
17 exceptional student. The funding support level for each
18 exceptional student shall fund the exceptional student's total
19 education program.

- 20 1. Basic programs.--
21 a. Kindergarten and grades 1, 2, and 3.
22 b. Grades 4, 5, 6, 7, and 8.
23 c. Grades 9, 10, 11, and 12.
24 2. Programs for exceptional students.--
25 a. Support Level I.
26 b. Support Level II.
27 c. Support Level III.
28 d. Support Level IV.
29 e. Support Level V.
30 3. Secondary career education programs.--
31 4. Students-at-risk programs.--

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

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

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

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

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

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

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

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 technical course may not be substituted

1 for another required course unless it is part of an
2 industry-certified program certified as provided in section 2
3 of this act.A student in grades 9 through 12 who enrolls in
4 and satisfactorily completes a job-preparatory program may
5 substitute credit for a portion of the required four credits
6 in English, three credits in mathematics, and three credits in
7 science. The credit substituted for English, mathematics, or
8 science earned through the vocational job-preparatory program
9 shall be on a curriculum equivalency basis as provided for in
10 the State Course Code Directory. The State Board of Education
11 shall authorize by rule vocational course substitutions not to
12 exceed two credits in each of the nonelective academic subject
13 areas of English, mathematics, and science. School districts
14 shall provide for vocational course substitutions not to
15 exceed two credits in each of the nonelective academic subject
16 areas of English, mathematics, and science, upon adoption of
17 vocational student performance standards by the school board
18 pursuant to s. 232.2454. A vocational program which has been
19 used as a substitute for a nonelective academic credit in one
20 subject area may not be used as a substitute for any other
21 subject area. The credit in practical arts or exploratory
22 career education required for high school graduation pursuant
23 to s. 232.246(1) shall be funded as a career education course.
24 Such a course is eligible for funding at 1.5 times the base
25 student allocation for grades 9-12 only if it is part of a
26 program certified as required by section 2 of this act.

27 (m) Calculation of full-time equivalent membership for
28 an industry-certified technical program.--Funding for students
29 enrolled in an industry-certified program as provided in
30 section 2 of this act is calculated at 1.5 times the base
31 student allocation and multiplying that number by the number

1 of full-time equivalent students in an industry-certified
2 program. A student who earns the endorsement authorized by
3 section 3 of this act generates additional funding for the
4 program, as provided in subsection (5).

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

14 (a) General.--

15 1. Comprehensive school construction and debt service
16 as provided by law.

17 2. Community schools as provided by law.

18 3. School lunch programs as provided by law.

19 4. Instructional material funds as provided by law.

20 5. Student transportation as provided by law.

21 6. Student development services as provided by law.

22 7. Diagnostic and learning resource centers as
23 provided by law.

24 8. Comprehensive health education as provided by law.

25 9. Excellent Teaching Program as provided by law.

26 10. Attainment of the high school technical
27 endorsement authorized by section 3 of this act and rules of
28 the State Board of Education.

29 Section 11. Section 239.121, Florida Statutes, is
30 amended to read:

31 239.121 Career ~~Occupational~~ specialists.--

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

13 (2) Career ~~Occupational~~ specialists shall receive
14 certification pursuant to State Board of Education rule and s.
15 231.1725. A career ~~No occupational~~ specialist may not be paid
16 less than any other member of the instructional personnel who
17 has equivalent qualifications and provides similar services.
18 Career ~~Occupational~~ specialists may receive salary supplements
19 upon documentation that such supplements are necessary for
20 recruiting or retaining suitable personnel.

21 (3) The Department of Education and each school
22 district that employs a career specialist shall assist that
23 person in preparing a professional development plan designed
24 to provide the skills necessary to perform the duties
25 associated with implementing a comprehensive technical
26 education program of study. This plan must set time limits for
27 attaining any necessary coursework, demonstrating
28 competencies, and completing any testing required by rules of
29 the State Board of Education.

30 Section 12. Paragraph (a) of subsection (2) of section
31 239.229, Florida Statutes, is amended to read:

1 239.229 Vocational standards.--
2 (2)(a) Each school board and superintendent shall
3 direct the smooth transition of high school technical programs
4 and career education to industry-certified programs of study
5 included in a comprehensive course of study. Each school board
6 and superintendent shall also direct the implementation of all
7 components required to obtain the endorsement authorized in
8 section 3 of this act if the district chooses to offer the
9 endorsement. School board, superintendent, and school
10 accountability for career education within elementary and
11 secondary schools includes, but is not limited to:
12 1. Student exposure to a variety of careers and
13 provision of instruction to explore specific careers in
14 greater depth.
15 2. Student awareness of available vocational programs
16 and the corresponding occupations into which such programs
17 lead.
18 3. Student development of individual career plans.
19 4. Integration of academic and vocational skills in
20 the secondary curriculum.
21 5. Student preparation to enter the workforce and
22 enroll in postsecondary education without being required to
23 complete college-preparatory or vocational-preparatory
24 instruction.
25 6. Student retention in school through high school
26 graduation.
27 7. Vocational curriculum articulation with
28 corresponding postsecondary programs in the local area
29 technical center or community college, or both.
30 Section 13. Section 233.068, Florida Statutes, is
31 repealed.

1 Section 14. This act shall take effect July 1, 2000.

2

3 STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN
4 COMMITTEE SUBSTITUTE FOR
5 SB 860

6

The Committee Substitute differs from the bill in that it:

7

Does not assign names to the high schools, the technical
8 programs, or the endorsement granted upon completion of a
9 program.

10

Requires the Department of Education to adopt rules to govern
the industry certification process, the competencies of the
11 core course, and the specifications of the student's required
12 business experience and capstone activity.

13

Deletes a requirement that, to generate the additional funding
weight for courses in a technical program, a student and his
or her parent must agree to a specific educational plan that
14 includes all the academic and technical components of the
15 program.

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