The Florida Senate

BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL:	CS/CS/SB 1076
INTRODUCER:	Appropriations Subcommittee on Education, Education Committee, Senator Legg and Others
SUBJECT:	Career and Professional Education Act
DATE:	March 13, 2013 REVISED:

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Harkey	Klebacha	ED	**Fav/CS**
2.	Armstrong	Elwell	AED	**Fav/CS**
3.		Hansen	AP	
4.				
5.				
6.				

Please see Section VIII. for Additional Information:

A. COMMITTEE SUBSTITUTE.....	X	Statement of Substantial Changes
B. AMENDMENTS.....		Technical amendments were recommended
		Amendments were recommended
		Significant amendments were recommended

I. Summary:

CS/CS/SB 1076 revises educational programs and creates certain funding incentives to increase the likelihood that educational programs in Florida's public schools, colleges, and universities will better prepare students for future occupations and careers. The bill fosters students' development of technology skills in prekindergarten through grade 12 and increases opportunities for students to earn industry certifications in high school and college. The bill designates three areas for university performance funding: computer and information technology; high-demand programs as identified by the Board of Governors (BOG) using a gap analysis; and cloud virtualization and related large data management.

The bill does not contain an appropriation, but does restructure and authorize additional funding primarily through performance incentives to encourage student participation and the provision of certain targeted educational programs.

CS/SB 1076 requires:

- The State Board of Education to designate multiple pathways for demonstrating the skills required for high school graduation, including earning industry certifications for high school credit;
- Adult education students to complete a planning exercise called Action Steps to Career Readiness;
- Financial literacy to be included in high school graduation requirements, as part of required credit in economics, and requires an emphasis on entrepreneurship in the career education and planning course in middle school;
- Development of a Postsecondary Industry Certification Funding List for industry certifications that may be funded for school district workforce programs, Florida College System institutions, and state universities;
- Development of a Florida Cyber Security Recognition and a Florida Digital Arts Recognition for elementary school students with bonus funding for schools when students earn the recognitions; and
- Development of a Florida Digital Tools Certificate for middle school students with bonus funding for schools when students earn the certificate.

CS/SB 1076 amends, ss. 1001.42, 1001.706, 1002.3105, 1003.41, 1003.4156, 1003.4203, 1003.428, 1003.429, 1003.4295, 1003.433, 1003.4935, 1004.02, 1004.91, 1004.93, 1007.263, 1007.271, 1008.25, 1008.37, 1009.22, 1009.25, 1011.62, 1011.80, 1011.81, 1011.81, and 1011.905, Florida Statutes.

CS/SB 1076 creates ss. 1004.082 and 1008.44, Florida Statutes.

The bill is effective upon becoming a law.

II. Present Situation:

The Value of a College Degree in Terms of Employment and Earnings

With the economic downturn in recent years and the difficulty many college graduates have had finding employment, many students have begun to question the economic value of a bachelor's degree.[1] In a survey by Rutgers University, 48 percent of the students surveyed said that in order to have economic security they should have been more careful in selecting a major or should have chosen a different major.[2] Research by the Center on Education and the Workforce at Georgetown University found that a student's choice of major substantially affects employment prospects and earnings.[3] The Georgetown University study found that "majors with high

[1] Kwoh, L. "Generation Jobless", Wall Street Journal, November 12, 2011, readable at: http://online.wsj.com/article/SB10001424052970204224604577032551908947414.html?KEYWORDS=value+of+a+college+degree ; Wooldridge, A., "Angst for the Educated," Schumpeter column, The Economist, September 3, 2011, readable at: http://www.economist.com/node/21528226; and Fischer, Karin, "Crisis of Confidence Threatens Colleges", the Chronicle of Higher Education, May 15, 2011, readable at: http://chronicle.com/article/Higher-Education-in-America-a/127530/.

[2] Godofsky, J.; Zukin, C.; Van Horn, C; "Unfulfilled Expectations: Recent College Graduates Struggle in a Troubled Economy", John J. Heldrich Center for Workforce Development, Rutgers University, May 2011, readable at: http://www.heldrich.rutgers.edu/sites/default/files/content/Work_Trends_May_2011.pdf.

[3] Carnevale, A.P.; Cheah, B.; and Strohl, J.; "Hard Times: College Majors, Unemployment and Earnings: Not All College Degrees are Created Equal," Georgetown University Center for Education and the Workforce, January 4, 2012.

technical, business, and healthcare content tend to earn the most among both recent and experienced college graduates."[4]

In a 2011 survey of 571 recent college graduates, only 53 percent held full-time jobs and were not in school; 21 percent were attending graduate school, and 16 percent were not employed[5]. Forty-four percent of the graduates said their first job was closely related to their academic degree, 26 percent said it was somewhat related, and 30 percent said it was not very much related or not at all related to their degree.[6] A 2012 analysis of government data regarding baccalaureate degree graduates under the age of 25 found that 53.6 percent were unemployed or underemployed.[7]

Rising tuition costs and student loan debt make it difficult for many baccalaureate degree graduates to be participating members of the economy at the level they anticipated when they incurred student loan debt. According to the Student Loan Debt Clock, the total amount of student loan debt in the United States is more than $1 trillion.[8] According to the U.S. Department of Education, the three-year student loan default rate for 2009 graduates was 13.4 percent nationally.[9]

The importance of informing students about the employment outlook for their chosen baccalaureate-degree major is being emphasized by state legislatures and in legislation filed in the U.S. Congress. A bi-partisan bill filed in the U.S. Senate last year by Senators Ron Wyden and Marco Rubio, titled "Student Right to Know Before You Go Act", required states to make salary data of college graduates accessible. The bill did not pass, but may be filed again in 2013.[10]

Florida, Virginia, Arkansas, California, and Texas have initiatives to make publicly available the wage data regarding graduates of academic degree programs at institutions in their states.[11] The website, College Measures.org, has the goal of making information from state data warehouses available in "data storefronts" in which performance metrics will be made accessible to the public to enable them "to get much better measures of the rate of return on their investment in higher education programs and institutions."[12]

Florida's Economic Security Report

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[4] *Id.*, p. 6.
[5] Godofsky, J., Zukin, C., and Van Horn, C., "Unfulfilled Expectations: Recent College Graduates Struggle in a Troubled Economy", *Worktrends*, John J. Heldrich Center for Workforce Development, May 2011, p. 2.
[6] *Ibid.*, p. 5.
[7] Associated Press, "Half of Recent College Grads Underemployed or Jobless, Analysis Says," Cleveland.com, April 23, 2012, readable at: http://www.cleveland.com/business/index.ssf/2012/04/half_of_recent_college_grads_u.html
[8] FinAid, "Student Loan Debt Clock," readable at: http://www.finaid.org/loans/studentloandebtclock.phtml
[9] U.S. Department of Education, "First Official Three-year Student Loan Default Rates Published", September 28, 2012, readable at: http://www.ed.gov/news/press-releases/first-official-three-year-student-loan-default-rates-published
[10] Simon, R., and Corkery, M., "Push to Gauge Bang for Buck from College Gains Steam," Wall Street Journal, February 11. 2013.
[11] *Ibid.*, and College Measures .org, readable at: http://collegemeasures.org/post/2012/08/Data-Offers-Insights-into-the-Earning-Power-of-College-Graduates-in-Arkansas.aspx
[12] http://collegemeasures.org/page/About-us.aspx

Florida's initiative to better inform students and their parents of the employment and economic outcomes for degrees earned at state universities and degrees and certificates earned at Florida College System (FCS) institutions is called the Economic Security Report[13]. The 2012 Legislature required the Department of Economic Opportunity (DEO) to prepare an economic security report on the employment and earnings of graduates of a degree or certificate program at a public postsecondary educational institution. Electronic access to the economic security report must be given to secondary school students and their parents and to university students when they register for classes. Secondary schools, Florida College System institutions, and state universities must provide students electronic access to the economic security report beginning in 2014-2015. The Florida College System recently unveiled a website titled Smart College Choices that provides employment and wage data for degree and certificate programs by Florida College System institution.[14]

Industry Certifications

An industry certification is a credential that indicates that an individual is qualified to perform a particular job or a task or set of tasks within an industry. The certification is conferred by a professional society or a corporation after the individual passes a test and meets any other requirements of the certification, such as employment experience. The Florida Education Finance Program (FEFP) provides funding for industry certifications attained by students in middle and high school[15]. The State Board of Education annually adopts by rule[16] the list of industry certifications that are eligible for FEFP funding. The Department of Economic Opportunity (DEO) is required to define industry certifications for Florida "based upon the highest available national standards for specific industry certification, to ensure student skill proficiency and to address emerging labor market and industry trends"[17]. The list is adopted by reference in State Board Rule 6A-6.0573, F.A.C., and is published on the DOE website[18].

Industry Certifications that articulate for college credit are called Gold Standard Career Pathways Industry Certifications.[19] The Gold Standard list is a subset of the Industry Certified Funding List. Each Gold Standard certification is adopted as a statewide articulation agreement under s. 1007.23(1), F.S., after Florida College System administrators, program deans, and faculty agree that the certification articulates for college credit in an Associate of Science or Associate of Applied Science degree program. There are currently 116 Gold Standard Career Pathway Industry Certifications on the list.

Documenting Students' Technology Skills

The European Computer Driving License, know outside of Europe as the International Computer Driving License (ICDL), is a credential provided through a global computer literacy initiative that is owned and coordinated by The European Computer Driving License Foundation Limited (ECDL-F) , a not-for-profit organization based in Dublin, Ireland.[20] The ICDL is an

[13] s. 445.07, F.S.
[14] http://smart-college-choices.com/smart-college-choices.aspx
[15] s. 1011.62(1)(o), F.S.
[16] s. 1003.492, F.S.
[17] *Ibid.*
[18] http://www.fldoe.org/workforce/pdf/1213icfl.pdf
[19] Rule 6A-10.0401, F.A.C.
[20] http://www.icdlgcc.com/about_us/about_ICDL_history.htm

internationally recognized certificate that indicates a person's competence in computing knowledge and skills. Subjects covered by the ICDL include managing files, word processing, working with spreadsheets, using databases, making presentations, web browsing, and electronic communication. According to the ICDL website, ICDL/ ECDL Foundation has delivered certification programs to over 10 million people in 148 countries and in 41 languages.[21] Corporations that recognize the ICDL that have Florida subsidiaries include Accenture, CitiBank, Orion One Development, Inc., and DHL.

Alternative Pathways to a Standard High School Diploma

Current law requires each district school board, school district superintendent, and teacher to provide parents with specific information about their child's educational progress and comprehensive information about their choices and opportunities for involvement in their child's education.[22] Public school choice options that are available to students include virtual instruction programs, special programs, dual enrollment, advanced placement (AP), International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education (AICE), early admissions, and credit by examination[23] or demonstration of competency. Additionally, Academically Challenging Curriculum to Enhance Learning (ACCEL) provide options for accelerated instruction, such as increased time for advanced content instruction, and self-paced student course completion.[24]

Florida students entering their first year of high school may choose from one of the following options to earn a standard diploma:

- A four-year, 24-credit program;[25]
- An International Baccalaureate (IB) curriculum;[26]
- An Advanced International Certificate of Education (AICE) curriculum;[27]
- A three-year, 18-credit college preparatory program;[28] or
- A three-year, 18-credit career preparatory program.[29]

A student may also choose to graduate from high school in less than 8 semesters or the equivalent, providing the minimum graduation requirements in s. 1003.428, F.S., have been satisfied.[30]

These options may not be suited for all students. Students who acquire skills best through applied learning could benefit from a pathway that leads to a high school diploma through attainment of

[21] http://www.icdlgcc.com/For_Teachers%20and%20Students/ICDL_Why_Get_Certified.html
[22] s. 1002.23(1)(a) and (b), F.S.
[23] Section 1003.4295, F.S., allows a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if he or she attains a specified score on the assessment. Course credit must be given to a student who is not enrolled in the course, or who has not completed the course, if he or she earns a passing score on the corresponding end-of-course assessment.
[24] s.1002.3105, F.S.
[25] s. 1003.428, F.S.
[26] *Ibid.*
[27] *Ibid.*
[28] s. 1003.429(1)(a) and (b), F.S.
[29] .s. 1003.429(1)(a) and (c), F.S.
[30] s. 1003.4281, F.S.

rigorous industry certifications. With an emphasis on rigor rather than uniformity of subject matter, such a pathway could include earning industry certifications that articulate for college credit and also provide credit toward high school graduation.

A nationally-recognized drop-out recovery program in Pharr, Texas, the College, Career, and Technical Academy, leads students to finish high school by giving them the opportunity to earn college credit and develop skills for their future employment while they complete their high school requirements.[31] Students are counseled regarding the possible career path for the credentials they earn—a certificate that could lead to an associate degree which could lead to a bachelor's degree. Students who might not see the relevance of stand-alone academic subjects to their future employment plans, are more likely to see the relevance when the academic subject, such as mathematics, is tied to a skill they want to learn, such as welding.[32]

Florida's Career and Professional Education (CAPE) Act was enacted by the 2007 Legislature to attract and retain targeted, high-value industries and to develop a knowledge-based workforce.[33] In 2011-12, the fifth year of implementation of the Florida Career and Professional Education Act, school districts registered 1,511 high school and 56 middle school career and professional academies, representing all 67 of Florida's school districts. A Department of Education study[34] found the following regarding enrollment patterns and student performance:

- The most frequent career cluster represented by academies was Information Technology with 284 registered academies followed by Health Sciences with 224 academies.
- The distribution of students by race and gender among academy students was similar to that of non-academy students.
- In the 2011-12 school year, 28,533 high school academy students earned 32,004 certifications with a pass rate of 84.3 percent.
- High school academy students were less likely to have dropped out of school than non-academy students.
- Graduates who earned academy and industry certifications outperformed the overall average high school population with a higher placement rate in employment or postsecondary education.
- Over the course of three years, the 2008-09 graduate cohort of industry certification earners showed higher earnings than the average high school graduate.[35]

Aligning State University Degree Programs with Workforce Needs

In 2012, the Board of Governors (BOG) convened a special Access and Educational Attainment Commission[36] with the intent of further aligning academic programs with workforce demands. The group, comprised of representatives of Florida's education and business sectors, is working to determine high-demand degree programs using a gap analysis that compares projected

[31] Mangan, K., "High School Dropouts Get a Taste of College at Texas Academy," The Chronicle of Higher Education, February 25, 2013.
[32] *Ibid.*
[33] Ch. 2007-216, L.O.F.
[34] Florida Department of Education, "Career and Professional Academy Enrollment and Performance Report, 2011-12".
[35] *Ibid.*
[36] Commission membership and meeting information available at: http://www.flbog.edu/about/commission.php

workforce demand against current degree production. The work of this Commission is ongoing, with an expected completion date near the end of 2013.

Performance Funding for State Universities

The 2012 Legislature authorized up to $15 million of performance funding for state universities that are the most successful in educating students who earn degrees in, and become employed in, technology fields.[37] The 2012-2013 General Appropriations Act provided $15 million for this purpose.

In order to reverse the decline in bachelor's degrees in technology fields and to support and expand Florida's strong national position in tech employment and tech businesses, s. 1011.905, F.S., provides performance funding for state universities based on the percentage of graduates in specified technology fields. The funds must be provided directly to the departments offering the degree programs and universities are prohibited from using the funds to supplant existing funding in the departments granting those degrees. The universities that applied for the funding were ranked based on the following formula:

- Twenty-five percent of a state university's score was based on the percentage of employed graduates who have earned degrees in computer and information science, computer engineering, information systems technology, information technology, and management information systems;
- Twenty-five percent of a state university's score was based on the percentage of graduates who earned baccalaureate degrees in computer and information science, computer engineering, information systems technology, information technology, and
- Fifty percent of a university's score was based on factors related to graduates' high-skill, high-wage, high-demand employment in the designated technology fields.

The Board of Governors (BOG) awarded $3.75 million each to four universities: Florida International University, the University of West Florida, the University of Central Florida, and the University of Florida.

Acknowledging Students' Achievement in Science and Mathematics

The Florida Education Foundation recognizes 11th grade students from each school district in Florida for their outstanding achievements in science, technology, engineering, and mathematics. The recognition is part of a recruitment effort by the foundation aimed at encouraging the students to attend Florida's colleges and universities. Eighty one students are recognized as Sunshine State Scholars each year.

Duke University conducts a talent identification program that begins with students in grades 4-6 and continues through grades 7-8 and 9-12. Students who are identified as having outstanding intellectual ability may enroll in the program which offers on-line lessons, publications, contests, and a book-club for younger students and distance learning, summer campus visits, and week-end-long courses on the Duke campus for older students.

[37] Ch. 2012-195, L.O.F.

III. Effect of Proposed Changes:

Aligning Education with Economic Opportunity for Graduates
This bill provides curricular innovations and targeted funding to enable Florida's public schools, colleges, and universities to better prepare students for their future work. The bill fosters students' development of technology skills in prekindergarten through grade 12 and increases opportunities for students to earn industry certifications in high school and college. The bill targets university performance funding to technology areas and to fields in which the BOG has identified gaps in the talent supply where the number of job openings exceeds the number of skilled graduates who might fill those jobs, under the gap analysis required in the bill.

Increasing Students' Technology Skills and Knowledge
The bill requires the development of recognitions and certificates that will be earned by elementary and middle school students as they develop technology skills and knowledge. The bill also requires that students with disabilities be provided access to technology applications in prekindergarten through grade 12.

Two recognitions for elementary school students, the Florida Cyber Security Recognition and the Florida Digital Arts Recognition, will be developed by technology companies that have approved certifications on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List. The recognitions will be provided by the Department of Education (DOE) to school districts at no cost, and made available for elementary school students at the option of the school district. Bonus funding is authorized for schools in which students earn the recognitions. The developers of the recognitions must provide technical assistance and training for teachers, and model policies for school districts.

Elementary school students earning the Florida Cyber Security Recognition will learn about the need to be aware of safety when using the internet and will develop skills for doing so. Earning the Florida Digital Arts Recognition will give students an opportunity to combine their artistic talent with technology skills.

By December 2013, the DOE must contract with a company or companies that provide certifications that are on the Industry Certification Funding List under s. 1003.492, F.S., to develop the Florida Digital Tools Certificate for middle school students, which will indicate that a student has mastered digital technology skills that he or she will need for future academic work and future employment. The certification must be made available to all public middle school students at no cost to school districts. The certificate must be consistent with certifications that are listed on the Industry Certification Funding List. Thus, the Florida Digital Tools Certificate will be a middle school certificate awarded for the attainment of skills that are comparable in content and rigor to those required for certifications that are currently on the list. The skills must include word processing, spreadsheet display, and the creation of presentations that include sound, text, and graphics. The bill states the Legislature's intent that 75 percent of middle school students will earn the Florida Digital Tools Certificate by July 1, 2018.

Revising the Funding for Industry Certifications Earned in High School and at Postsecondary Institutions

The bill provides incentives for high schools, postsecondary workforce education programs and Florida colleges to offer rigorous industry certifications in the following ways:

- The current Florida Education Finance Program (FEFP) funding formula for industry certifications earned in middle school and high school will be streamlined so that there are two weights for Industry Certifications earned in high school. The current system of three weights at 0.1, 0.2 and 0.3 FTE is condensed into a system of two weights: 0.1 for industry certifications that do not articulate for college credit, and 0.2 for those that do articulate for college credit.
- The current authorization for school districts to receive 0.1 FTE for certifications earned in middle school is repealed; instead, middle schools will receive bonus funding for each Florida Digital Tools Certificate earned by a middle school student.
- The current requirement for students who have earned certifications to graduate before the district is entitled to the weighted funding is repealed and the additional FTE for middle school and high school students who had not progressed or graduated for the 2009-10, 2010-2011, and 2011-12 fiscal years are to be included in the additional FTE membership calculation of the FEFP.
- School district workforce education programs and Florida College System institutions will earn bonus funding when a student earns industry certifications in an occupational area specified by the Legislature in the General Appropriations Act.

Requiring Rigorous, Alternative Pathways for Students to Meet High School Graduation Requirements

The bill requires the DOE to develop, the State Board of Education to approve, and each school district to provide multiple pathways through which students may demonstrate mastery of the standards that satisfy high school graduation core curriculum credit requirements. The pathways must include:

- Integration of course content with practical applications;
- Rigorous pathways that result in one or more industry certifications;
- Course, credit, and industry certification options that satisfy course or credit requirements for high school graduation, with the exception of Algebra I assessment and English/Language Arts assessment requirements, including:
    - Industry certifications approved by the State Board of Education that may substitute for one or more courses or credits in mathematics and science, including but not limited to Algebra II, chemistry, and physics.
    - Industry certifications or bundles of industry certifications that satisfy English credit(s).
    - Industry certifications that articulate to at least 15 college credits that satisfy three core curriculum credit requirements (except Algebra I and English/Language Arts).
    - Middle school Algebra I coursework that is offered in two or more discrete instructional segments with corresponding end-of-segment assessments.

The bill also:

- Authorizes students to earn more than one credit in Algebra I as required math credit, with the expectation that the student pass the Algebra I end-of-course assessment prior to high school graduation.
- Requires financial literacy content as a component of economics in the general requirements for high school graduation instead of the current requirement for financial literacy as part of a mathematics requirement.
- Requires an emphasis on entrepreneurship in career education and planning course in middle school.

Strengthening Career Readiness Initiatives
The bill makes a number of statutory changes to strengthen adult education and career education programs.

Career dual enrollment will be provided as a curricular option for secondary students to pursue in order to earn industry certifications which count as credits toward the high school diploma.

District school boards are authorized to appoint a governing board for a school district technical center or a system of technical centers, consisting of school board members (or their designees) and leaders of the local business community, to design and implement partnerships for industry certifications tailored to the needs of the local economy.

The term "vocational preparatory instruction" is changed by the bill to "applied academics instruction." Also, the bill requires adult education students to complete activities that emphasize the important link between an adult general education program and employability upon completion of the program. Students entering adult general education programs after July 1, 2013, must complete "Action Steps to Employment" activities prior to the completion of the first term. The action steps are:

- Identify employment opportunities using market-driven tools;
- Create a personalized employment goal;
- Conduct a personalized skill and knowledge inventory;
- Compare the results of the personalized skill and knowledge inventory with the knowledge and skills needed to attain the personalized employment goal; and
- Upgrade skills and knowledge needed through adult general education programs and additional educational pursuits based on the employment goal.

The "Action Steps to Employment" may be developed through a blended approach with assistance provided to adult general education students by teachers, employment specialists, guidance counselors, business and industry representatives, and online resources. In addition, the bill recommends that students be directed to online resources or provided information on financial literacy, student financial aid, industry certification, occupational skills and knowledge tools, and a listing of job openings.

Targeting State University System Performance Funding
Under the bill, the BOG is required to add to its Strategic Plan criteria for designating bachelor's and master's degree programs at specified state universities as high-demand programs of

emphasis. The criteria for doing so must be based on performance measures: 50% on performance measures and outcomes determined by the BOG; and 50% on job placement of graduates and a gap analysis of the job market and demands as determined by the BOG.

The bill extends State University System performance funding to new academic areas. The four universities that received performance funding for computer and information technology degree programs will receive the same amounts for 2013-2014. New degree areas for performance funding during the next two fiscal years will be in cloud virtualization, related large data management, and the areas the BOG identifies in its gap analysis of the job market.

Talent Retention Program
A new "Talent Retention Program", led by the State University system (SUS) Chancellor in cooperation with the Commissioner of Education, is created by the bill. The purpose of the new program is to encourage middle and high school students who indicate an interest in or aptitude for physics or mathematics to continue their postsecondary education at a state university with excellent departments in selected fields.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Private companies that have approved certifications on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List would develop the Florida Cyber Security Recognition, the Florida Digital Arts Recognition, and the Florida Digital Tools Certificate.

Students will be provided educational options that are more closely aligned with opportunities for employment, thus making it more likely that they will be employed in a high-skill, high wage job.

C. Government Sector Impact:

The bill does not contain an appropriation, but it restructures funding primarily through performance incentives to encourage student participation and the provision of certain educational programs that will better prepare students for future employment.

Revisions to the Florida Education Finance Program include:

- Retains current law for AP bonus funding and authorizes up to $1,000 additional bonus per teacher for Advanced Placement courses when 50% of the students enrolled in the course earn a score of 3 or higher in schools with a grade of A, B. or C and in schools with a grade D or F when 25% of the students enrolled in the course earn a score of 3 or higher. Raises to $3,000 (from $2,000) the maximum bonus amount a teacher can earn annually.
- Increases the cap from $15 million to $60 million for industry certification funding for Grades 9 to 12 career-themed courses, growth in the program, removal of the graduation requirement for funding, and revisions to the rigor of the certifications.
- Two levels of weighted funding for industry certifications and teacher bonus amounts:
  - 0.2 FTE (roughly $717 for the current year) for certifications of sufficient rigor to articulate to college credit ($50 per teacher per student who earns the certification).
  - 0.1 FTE (roughly $358 for the current year) for less rigorous certifications ($25 per teacher per student certification).
- Bonus funding for schools that voluntarily participate in awarding the following:
  - Florida Cyber Security Recognition and Florida Digital Arts Recognition (annual $50 per student to a maximum of $100, and a minimum award of $1,000 and a maximum of $15,000 per elementary school).
  - Florida Digital Tools Certificate (annual $50 per student with a minimum award of $1,000 and a maximum of $15,000 per middle school).

The bill authorizes up to $15 million in performance funding for targeted industry certifications in school district adult workforce programs. The funding is established at $1,000 per industry certification earned, and the amount will be prorated if appropriated funds are insufficient to fully fund the total calculated award.

In addition, the bill authorizes up to $15 million in performance funding for targeted industry certifications in Florida College System institutions. The funding is established at $1,000 per industry certification earned, and the amount will be prorated if appropriated funds are insufficient to fully fund the total calculated award.

Performance funding, as provided in the General Appropriations Act, will be awarded to state universities with degree programs in specified fields or in areas that the BOG will identify in a gap analysis.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

Recommended CS by Appropriations Subcommittee on Education on March 13, 2013:
CS for CS/SB 1076 differs from CS/SB 1076 in the following ways:

- Retains current law on AP bonus funding and authorizes up to $1,000 additional bonus per teacher for Advanced Placement courses when 50% of the students enrolled in the course earn a score of 3 or higher in schools with a grade of A, B or C and when 25% of the students enrolled in the course earn a score of 3 or higher. in schools with a grade D or F.
- Changes the 0.15 and 0.3 bonus value for industry certification courses 0.1 and .02.
- Changes 2012-2013 school year to 2013-2014 school year and changes the 0.15 and 0.3 bonus value for industry certification courses to 0.1 and 02.

CS by Education on March 6, 2013:
CS/SB 1076 differs from SB 1076 in the following ways:

- A section of SB 1076 that required the Florida Virtual Campus to provide information about industry certifications is not included in CS/SB 1076.
- CS//SB 1076 clarifies that state university performance funding for computer and information technology programs will not be awarded competitively in 2013-2014, and the universities that received performance funding in this category in 2012-2013 will receive awards in the same amounts in 2013-2014.

B. Amendments:

None.