

**HOUSE OF REPRESENTATIVES STAFF ANALYSIS
FINAL BILL ANALYSIS**

BILL #: CS/HB 7071 PCB HEC 19-02 Workforce Education
SPONSOR(S): Education Committee, Higher Education & Career Readiness Subcommittee, Mariano, Massullo and others
TIED BILLS: None **IDEN./SIM. BILLS:** CS/CS/CS/SB 770

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Higher Education & Career Readiness Subcommittee	15 Y, 0 N	D'Souza	Bishop
1) Higher Education Appropriations Subcommittee	10 Y, 0 N	Butler	Lloyd
2) Education Committee	17 Y, 0 N, As CS	D'Souza	Hassell
FINAL HOUSE FLOOR ACTION: 113 GOVERNOR'S ACTION: 113			
Y's 0 N's			

SUMMARY ANALYSIS

CS/HB 7071 passed the House, as amended, on April 25, 2019. The bill was amended in the Senate on May 2, 2019, and returned to the House. The House concurred in the Senate amendment and subsequently passed the bill as amended on May 2, 2019.

The bill promotes postsecondary attainment, enhances talent development, and increases career opportunities by:

- Creating the “SAIL (Strengthening Alignment between Industry and Learning) to 60” Initiative, including an attainment goal of 60 percent of Florida’s working age adults with a high-value postsecondary credential by 2030.
- Allowing students to earn two mathematics credits for Algebra I.
- Allowing a computer science credit to substitute for a mathematics or science credit without having to earn an industry certification and requiring a biennial review of career education courses by the State Board of Education.
- Specifying that school districts must offer at least a half-credit financial literacy course as an elective.
- Requiring the Department of Education to publish an annual report on apprenticeships and preapprenticeships.
- Requiring the Commissioner of Education to annually review career and technical education course offerings.
- Establishing a “College and Career Decision Day.”
- Doubling the cap on career and professional education Digital Tool certificates.
- Establishing a middle grades career planning course requirement.
- Revising requirements relating to adjunct teaching certificates.
- Reconstituting the Higher Education Coordinating Council as the Florida Talent Development Council and requiring the creation of a strategic plan for talent development.
- Creating the Florida Pathways to Career Opportunities Grant Program.
- Creating the Last Mile College Completion Program to assist students in completing their first degree.
- Requiring the University of South Florida (USF) St. Petersburg and USF Manatee/Sarasota to maintain branch campus status when accreditation consolidation occurs.
- Requiring the statewide articulation agreement to provide for a reverse transfer agreement.
- Requiring career centers and Florida College System institutions to execute career pathways agreements.
- Revising the methodology for determining workforce education programs and requiring accurate recordkeeping.

The fiscal impact of the bill is indeterminate. See Fiscal Analysis and Economic Impact Statement, *infra*.

The bill was approved by the Governor on June 24, 2019, ch. 2019-119, L.O.F., and will become effective on July 1, 2019, except as otherwise provided.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h7071z1.HEC.DOCX

DATE: 6/26/2019

I. SUBSTANTIVE INFORMATION

A. EFFECT OF CHANGES:

Apprenticeship and Preapprenticeship Programs

Present Situation

The Department of Education (DOE) serves as the state apprenticeship agency and registers apprentices and apprenticeship programs on behalf of the United States Department of Labor's Office of Apprenticeship (USDOL). Registered apprenticeship programs enable employers to develop and apply industry standards to training programs for registered apprentices that can increase productivity and improve the quality of the workforce. Apprentices who complete registered apprenticeship programs are accepted by the industry as journeyworkers. By providing on-the-job training, related classroom instruction, and guaranteed wage structures, employers who sponsor apprentices provide incentives to attract and retain more highly qualified employees and improve productivity. Certifications earned through registered apprenticeship programs are recognized nationwide.¹

According to current law, an apprenticeable occupation is a skilled trade which possess all of the following characteristics:²

- It is customarily learned in a practical way through a structured, systematic program of on-the-job, supervised training.
- It is commonly recognized throughout the industry or recognized with a positive view towards changing technology.
- It involves manual, mechanical, or technical skills and knowledge which require a minimum of 2,000 hours of work and training, which hours are excluded from the time spent at related instruction.
- It requires related instruction to supplement on-the-job training. Such instruction may be given in a classroom or through correspondence courses.
- It involves the development of skills sufficiently broad to be applicable in like occupations throughout an industry, rather than of restricted application to the products or services of any one company.
- It does not fall into any of the following categories: selling, retailing, or similar occupations in the distributive field; managerial occupations; professional and scientific vocations for which entrance requirements customarily require an academic degree.

A preapprenticeship program is an organized course of instruction designed to prepare a person 16 years of age or older to become an apprentice. The program must be registered with the DOE and sponsored by a registered apprenticeship program.³ The program's purpose is to provide training that will enable students, upon completion, to obtain entrance into a registered apprenticeship program.⁴ According to the DOE, there are six one credit preapprenticeship courses, which are counted as

¹ Florida Department of Education, *Apprenticeship Programs*, <http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/> (last visited February 1, 2019).

² Section 446.092, F.S.

³ Section 446.021(5), F.S.

⁴ Rule 6A-23.010(1), F.A.C.

electives for graduation purposes.⁵ There is a total of 31 preapprenticeship programs for adults and youth located throughout the state, with 690 registered preapprentices.⁶

By sponsoring a registered apprenticeship program, employers can build employee loyalty, reduce the cost of training, attract more applicants, and improve productivity. A registered apprenticeship program can attract more highly qualified applicants because they typically offer competitive entry-level wages for trainees and guarantee employment for a specific period of time. Employers have a direct influence on what apprentices learn through work processes and related classroom curriculum. Apprenticeship programs provide incentives that reduce absenteeism and turnover because apprentices are guaranteed increased wages as they progress through the program. The apprenticeship training program establishes a framework that can be utilized by employers for journeyworkers training regarding new applications and new materials in the industry.⁷

Apprenticeship enrollment is obtained through school district programs, Florida College System (FCS) institution programs and independent agencies. At present, there are 226 registered apprenticeship programs in Florida. Many, but not all, partner with local school districts and FCS institutions for offering the “related technical instruction” component of the apprenticeship program.⁸ Sixteen school districts and nine state FCS institutions partner with registered apprenticeship programs. Of the nine FCS institutions, three have sponsored a registered apprenticeship program and offer students the opportunity to participate through participating employers of the apprenticeship program. Of the sixteen school districts, only one sponsors a registered apprenticeship program. The remaining 222 registered apprenticeship programs are sponsored by local union organizations, employer groups, professional associations, single employers, local workforce boards, and community organizations.

For the 2017-2018 school year, there were 9,105 students enrolled in school district programs and 2,826 students enrolled in FCS institution programs. Based on the available cost data for the 2016-2017 school year, school districts spent approximately \$14.5 million on apprenticeship programs.⁹

The State Apprenticeship Advisory Council provides input to DOE on matters relating to apprenticeship. The council may not establish policy, adopt rules, or consider whether particular apprenticeship programs should be approved by DOE. The council is composed of 10 voting members and two ex officio nonvoting members.¹⁰

The Commissioner of Education or the commissioner’s designee must serve ex officio as chair of the State Apprenticeship Advisory Council, but may not vote. The state director of the USDOL must serve ex officio as a nonvoting member of the council. The Governor shall appoint to the council four members representing employee organizations and four members representing employer organizations. Each of these eight members must represent industries that have registered apprenticeship programs. The Governor must also appoint two public members who are knowledgeable

⁵ Florida Department of Education, Agency Legislative Bill Analysis, HB 525, (March 3, 2017).

⁶ See Florida Department of Education, *Adult Preapprenticeship Programs* (Dec. 2018), <http://www.fldoe.org/core/fileparse.php/5626/urlt/hs-preapprenticeship.pdf>; Florida Department of Education, *Youth Preapprenticeship Programs* (Nov. 2018), <http://www.fldoe.org/core/fileparse.php/5626/urlt/hs-preapprenticeship.pdf>; Email from Jared Ochs, Director of Government Relations, Florida Department of Education, Apprenticeship Data Update, (Feb. 25, 2019).

⁷ Florida Department of Education, *What is Registered Apprenticeship?*, <http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/what-is-apprenticeship.stml> (last visited February 1, 2019).

⁸ Email, Florida Department of Education, Apprenticeship Program Enrollment Information (Feb. 26, 2019).

⁹ *Id.*

¹⁰ Section 446.045(2)(a)-(b), F.S.

about registered apprenticeship and apprenticeable occupations, one of whom must be recommended by joint organizations, and one of whom must be recommended by nonjoint organizations.

Effect of Proposed Changes

The bill redefines “journeymen” as “journeyworkers” to further identify individuals who may serve as journeyworkers. The bill clarifies that no statute, rule, or agreement relating to apprenticeships may invalidate any special provision for veterans, minorities or women in apprenticeship programs that is not otherwise prohibited by law, executive order, or authorized regulation.

The bill revises the statutory characteristics of an apprenticeable occupation to require that the skills and knowledge learned are in accordance with the industry standards of the occupation and that the required number of hours are to be completed on the job. The bill also authorizes the related instruction to be provided through occupational or industrial courses, corresponding courses of equal value through electronic media, or through other forms of self-study approved by DOE. Additionally, the bill removes language that disallows an apprenticeable occupation to be applied for the products or services of one company and language restricting the types of fields, occupations, or vocations that an apprenticeable occupation can fall under.

To increase participation in apprenticeship and preapprenticeship programs, the bill requires the DOE to assist district school boards, FCS institution boards of trustees, program sponsors, and local workforce development boards in notifying students, parents, and community members of the availability of apprenticeship and preapprenticeship opportunities by utilizing data provided in the Economic Security Report.¹¹

The bill also specifies that two public members appointed to the State Apprenticeship Advisory Council by the Governor must be independent of any joint or non-joint organization.

The bill requires the DOE to publish, annually by September 1, a report on apprenticeship and preapprenticeship programs on its website. The report must include, at a minimum, the following:

- A list of registered apprenticeship and preapprenticeship programs, by local educational agency, as defined in s. 1004.02(19), and training sponsor, pursuant to s. 446.07.
- The number of apprentices and preapprentices per trade and occupation.
- A detailed summary of each local educational agency’s expenditure of funds for apprenticeship and preapprenticeship programs, to include:
 - The total amount of funding received for apprenticeship and preapprenticeship programs.
 - The total number of funds allocated to each trade or occupation.
 - The total amount of funds expended for administrative costs per trade or occupation.
 - The total amount of funds expended for instructional costs per trade and occupation.
- The percent of apprentices and preapprentices who complete their respective programs in the appropriate timeframe.
- Information and resources related to applications for new apprenticeship programs and technical assistance and requirements for potential applicants.

¹¹ The Economic Security Report provides information on economic outcomes for graduates of public postsecondary educational institutions in Florida based on data from state universities, state colleges, and district technical centers. The Florida Department of Economic Opportunity and the DOE are responsible for preparing or contracting to prepare the report each year. Section 445.07, F.S. Florida Department of Economic Opportunity, *Economic Security Report 2018* (Feb. 2019), available at <https://launchmycareerfl.org/assets/esr-report-bf1df1e368522df957bd27cf7eb53e26605d05d67d2b135278fe82cc8f0910f9.pdf>.

- Documentation of activities conducted by the DOE to promote apprenticeship and preapprenticeship programs through public engagement, community-based partnerships, and other initiatives.

Subject to appropriation, the bill creates the Florida Pathways to Career Opportunities Grant Program to provide grants to high schools, career centers, charter technical career centers, FCS institutions, and other entities authorized to sponsor apprenticeship or preapprenticeship programs for the purpose of expanding existing programs and establishing new apprenticeship or preapprenticeship programs. Program applications must contain projected enrollment and cost data and funds may be used for instructional equipment, supplies, personnel, student services or other administrative costs. The DOE must administer the program and give priority to apprenticeship programs with demonstrated regional demand. Grant funds may not be used for recurring instructional costs or indirect costs. Additionally, grant recipients must submit quarterly reports to the DOE.

The bill authorizes the State Board of Education (SBE) to adopt rules to implement the Florida Pathways to Career Opportunities Grant Program.

Career Planning

Present Situation

In 2006, the Legislature revised middle grades promotion requirements to include a course in career exploration and planning.¹² The course could be completed in grades 6, 7, or 8 and could be delivered as a stand-alone course or integrated into another course and be taught by any member of the instructional staff. The course was required to:

- be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals;
- emphasize the importance of entrepreneurship skills;
- emphasize technology or the application of technology in career fields;
- include information from the Department of Economic Opportunity's (DEO) Economic Security Report; and
- result in a completed personalized academic and career plan for the student, signed by the student and his or her parent.¹³

The personalized academic and career plan had to inform students of requirements related to standardized assessments, high school graduation and diploma designations, college entrance tests and admissions, and the Florida Bright Futures Scholarship Program, as well as opportunities to earn college credit in high school through academic and career-based options.¹⁴ As of the 2017-2018 school year, the course is no longer a requirement for middle grades students.¹⁵

Effect of Proposed Changes

The bill reestablishes the planning course requirement for middle grades students, but does not include the requirement that the student and his or her parent sign the personalized education plan. The bill also requires the personalized plan to be revisable as the student moves through high school, emphasize the importance of employability skills, and inform students of preapprenticeship and apprenticeship programs.

¹² Section 21, ch. 2006-74, L.O.F.

¹³ See s. 1003.4156(1)(e), F.S. (2016)

¹⁴ Section 1003.4156(1)(e), F.S.

¹⁵ See s. 60, ch. 2017-116, L.O.F.

Career Education Opportunities

Present Situation

The purpose of career education is to enable students who complete career programs to attain and sustain employment and realize economic self-sufficiency.¹⁶ The SBE must adopt rules to promulgate standards of basic skill mastery for completion of certificate career education programs.¹⁷ Each school district and FCS institution that conducts programs that confer career and technical certificates must provide applied academics instruction through which students receive the basic skills instruction.¹⁸

The Legislature enacted the Florida CAPE Act to provide a statewide planning partnership between the business and education communities to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.¹⁹ The primary purpose of the CAPE Act is to:²⁰

- improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- support local and regional economic development;
- respond to Florida's critical workforce needs; and
- provide state residents with access to high-wage and high-demand careers.

The CTE Programs within the DOE's Division of Career and Adult Education are responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development.²¹ Each CTE program is aligned to a career cluster and provides detailed curriculum frameworks adopted by the state board.²² The adopted programs and courses range from middle grades through associate in science degree level. With the help of educators, business and industry representatives, and trade associations, CTE programs are aligned with the skill requirements needed in today's workforce. For 2018-19, the following total K-12 programs were approved:²³

- 88 Middle School Programs.
- 194 High School Programs.
- 81 Practical Arts/single course offerings.

Effect of Proposed Changes

The bill amends the Florida CAPE Act to require that each school board's strategic three-year plan include a provision for school boards to provide opportunities for students whose cumulative GPA drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative GPA below a 2.0.

¹⁶ Section 1004.92(1), F.S.

¹⁷ Section 1004.91(1), F.S.

¹⁸ *Id.*

¹⁹ Section 1003.491, F.S.

²⁰ Section 1003.491(1), F.S.

²¹ Florida Department of Education, *2019 Agency Legislative Bill Analysis for HB 661* (March 14, 2019), at 4.

²² *Id.*

²³ *Id.*

The bill also requires the Commissioner of Education to conduct an annual review of K-12 and postsecondary career and technical education offerings, in consultation with the DEO, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors of the State University System of Florida, the FCS, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review must identify career and technical education offerings that are linked to occupations that are in high-demand by employers, require high-level skills, and provide middle- and high-level wages.

Using the findings from the annual review, the Commissioner of Education must phase out career and technical education programs that are not aligned with the needs of employers or do not provide those who complete such programs with a middle- or high-wage occupation. The bill encourages school districts and FCS institutions to offer programs that are not offered currently.

Digital Tool Certificates

Present Situation

Career and Professional Education (CAPE) digital tool certificates recognize a student's attainment of digital skills. The DOE is required to identify up to 15 digital tool certificates by June 15 each year, which must be made available to all public elementary and middle grades students. The Commissioner of Education may recommend adding digital tool certificates at any time. At least 75 percent of public middle grades students are expected to earn at least one digital tool certificate each year.²⁴

The Chancellor of Career and Adult Education may identify certificates and certifications for students with disabilities, which must be included on the CAPE Industry Certification Funding List, i.e., digital tool certifications, workplace industry certification, and occupation safety and health administration industry certifications.²⁵ Only the chancellor may update CAPE digital tool certificates on the Industry Certification Funding List as identified by the State Board of Education.²⁶

A CAPE digital tool certificate may be included on the CAPE Industry Certification Funding List if it:

- is achievable by elementary school and middle grades students;
- assesses at least one of the following digital skills: word processing; development of spreadsheets; digital arts; cybersecurity; coding; and development of sound, motion, and color presentations that do not articulate for college credit; and
- is part of a career pathway leading to the attainment of a career and professional education industry certification on the career and professional education funding list.²⁷

An additional FTE membership value of 0.025 is calculated for each CAPE Digital Tool Certificate earned by an elementary or middle school student; however, FTE membership may not exceed 0.1 for certificates or industry certifications earned within the same fiscal year.²⁸

Students earned 40,953 CAPE Digital Tool Certificates during the 2017-2018 school year.²⁹

²⁴ Section 1003.4203(3), F.S.

²⁵ Section 1008.44(1)(c), F.S.

²⁶ Section 1008.44(1)(b), F.S.

²⁷ See s. 1008.44(1)(b), F.S.; rule 6A-6.0573(7)(d), F.A.C.

²⁸ Section 1011.62(1)(o), F.S.

²⁹ Florida Department of Education, *Industry Certifications Earned by Certification – 2013-14 to 2017-18* (Feb. 2019), available at <http://www.fldoe.org/core/fileparse.php/9904/urlt/ic-earned1314-1718.xls>.

Effect of Proposed Changes

The bill doubles the cap on CAPE Digital Tool Certificates that may be included on the Industry Certification Funding List from 15 to 30, thereby increasing the number of certificates available to students and providing additional opportunities for school districts to earn weighted FTE for elementary and middle school students who earn a certificate.

Graduation Requirements

Present Situation

Credits Required for High School Graduation

A student must successfully complete 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum to earn a standard high school diploma.³⁰ The required credits may be earned through equivalent, applied, or integrated courses or career education courses, including work-related internships approved by the SBE and identified in the course code directory. However, any must-pass assessment requirements must be met.³¹

In order to earn a standard high school diploma, a student must earn the following credits:³²

- English Language Arts (ELA) - 4 Credits
 - ELA I, II, III, and IV.
 - A student must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.
- Mathematics – 4 Credits
 - One credit in Algebra I, one credit in Geometry, and two additional credits.
 - A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade.
 - A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade.
 - A student who earns an industry certification for which there is a statewide college credit articulation agreement may substitute the certification for one of the two additional credits. Substitution may occur for up to 2 credits, with the exception of Algebra I and Geometry.
- Science – 3 Credits
 - One credit in Biology I and 2 credits in equally rigorous courses.
 - The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade.
 - A student who earns an industry certification for which there is a statewide college credit articulation agreement may substitute the certification for one of the two equally rigorous courses.
- Social Studies – 3 Credits

³⁰ Section 1003.4282(1)(a), F.S.

³¹ *Id.* at (1)(b). An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the Next Generation Sunshine State Standards for that subject. An applied course aligns with Next Generation Sunshine State Standards and includes real-world applications of a career and technical education standard used in business or industry. An integrated course includes content from several courses within a content area or across content areas.

³² *See* s. 1003.4282(3), F.S.

- One credit in United States History; one credit in World History; one-half credit in U.S. Government, and one-half credit in Economics, which must include Financial Literacy.
- The United States History EOC assessment constitutes 30 percent of the student's final course grade.
- Fine Arts, Performing Arts, Speech and Debate, or Practical Arts – 1 Credit
 - The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible courses are identified in the Course Code Directory.³³
- Physical Education - 1 Credit
 - Must include the integration of health.
- Electives – 8 Credits
 - Must include opportunities for students to earn college credit, including industry-certified career programs or courses that lead to college credit.

Students must also complete at least one online course.³⁴

To graduate, a student must complete the listed criteria and earn a cumulative GPA of 2.0 on a 4.0 scale.³⁵

Career Education Courses That Satisfy High School Graduation Requirements

By July 1, 2014, the DOE was required to develop, for approval by the SBE, career education courses or a series of courses that satisfy general high school credit requirements.³⁶ Students taking these courses can earn credit in both the career education course and the course required for a standard high school diploma. It is the responsibility of the SBE to determine if sufficient academic standards are covered to warrant the award of the academic credit.³⁷ The SBE has approved career education courses that satisfy credit requirements for practical arts, economics, and science.³⁸ Additionally, current law requires the instructional methodology used in these courses to be comprised of authentic projects, problems, and activities for contextually learning the academics.³⁹

³³ The Course Code Directory requires that programs and courses funded through the Florida Education Finance Program and courses or programs for which students may earn elective or required credit toward high school graduation must be listed in the Course Code Directory. Rule 6A-1.0944, F.A.C.

³⁴ Section 1003.4282(4), F.S. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. A student who completes an online course in grades 6, 7, or 8 satisfies the requirement. This subsection does not apply to a student who has an individual education plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school. *Id.*

³⁵ Section 1003.4282(6)(a), F.S.

³⁶ School districts are required to offer at least two career-themed courses, and each secondary school is encouraged to offer at least one career-themed course. Career-themed courses are courses, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the SBE. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Economic Opportunity. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the state. Section 1003.493(1)(b), F.S.

³⁷ Section 1003.4282(8)(a)1, F.S.

³⁸ Florida Department of Education, *CTE Courses that Fulfill the Graduation Designation for Economics, Equally Rigorous Science and Practical Arts 2018-2019*, available at <http://www.fldoe.org/core/fileparse.php/5652/urlt/1819coursesPAEQEC.rtf>.

³⁹ Section 1003.4282(8)(a)2, F.S.

Computer Science Courses

Florida law defines computer science as “the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society.”⁴⁰ Computer science also includes computer coding and computer programming.

Public schools are required to provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming.⁴¹ Such opportunities may include:⁴²

- instruction regarding computer coding in elementary and middle school;
- instruction to develop computer usage and digital literacy skills in middle school; and
- courses in computer science, computer coding, and computer programming in high school, including opportunities to earn industry certifications related to the courses.

Computer science courses must be offered to students in high school and middle school.⁴³ The Florida Virtual School (FLVS) must offer computer science courses identified in the Course Code Directory. If a school district does not offer an identified course, the district must provide students access to the course through FLVS or through other means.⁴⁴ There are 65 middle and high school computer science courses currently identified in the Course Code Directory.⁴⁵

The law allows high schools to provide students opportunities to satisfy certain mathematics and science graduation requirements by taking computer science courses of sufficient rigor and earning a related industry certification.⁴⁶ To qualify, the course must be in the area of computer science or 3D rapid prototype printing and the Commissioner of Education must identify the course and the related industry certification in the Course Code Directory.⁴⁷

A qualifying computer science course may satisfy up to one mathematics or science course credit, with the exception of Algebra I and Biology I. A qualifying 3D rapid prototype printing course may satisfy up to two mathematics course credits, except for Algebra I.⁴⁸

Requirements for the Scholar High School Diploma Designation

In order to earn a Scholar diploma designation, a student must meet the high school graduation requirements, including earning a credit in Algebra II and a credit in statistics or an equally rigorous mathematics course; passing the statewide, standardized assessments for Geometry, Biology I, and U.S. History; earning two credits in the same foreign language; and earning at least one credit in an Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment course.⁴⁹ Students who accelerate to a higher level math, i.e., College Algebra, without taking Algebra II are not currently eligible to earn a Scholar designation.

⁴⁰ Section 1007.2616(1), F.S.

⁴¹ *Id.*

⁴² *Id.*

⁴³ Section 1007.2616(2)(a), F.S.

⁴⁴ Section 1007.2616(3), F.S.

⁴⁵ Florida Department of Education, *Florida Course Code Directory Computer Science Courses 2018-2019* (2018), available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1819CompSci.pdf>.

⁴⁶ Section 1007.2616(3), F.S.

⁴⁷ *Id.*

⁴⁸ *Id.*

⁴⁹ Section 1003.4285(1)(a), F.S.

Effect of Proposed Changes

Credits Required for High School Graduation

The bill specifies that a student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. This means that the student would be able to meet all mathematics credit requirements by completing two credits in Algebra I, one credit in Geometry, and earning an industry certification that may be substituted for another mathematics credit. Additionally, the bill removes financial literacy as a required component of the Next Generation Sunshine State Standards of economics and requires school districts to offer an elective financial literacy course consisting of at least 0.5 credit beginning in the 2019-2020 school year.

Career Education Courses That Satisfy High School Graduation Requirements

The bill also requires the SBE to determine, at least biennially, if sufficient academic standards are covered in career education courses to warrant the award of academic credit, including satisfaction of assessment requirements. The bill also requires the instructional methodology used for these courses to emphasize workplace skills, including reading for information, applied mathematics, and locating information, emphasized by the Florida Ready to Work Certification Program.⁵⁰

Computer Science Courses and Technology Instruction

The bill specifies that a student may substitute one computer science credit for either one mathematics credit, excluding Algebra I and Geometry, or one science credit, excluding Biology I, without having to earn the associated industry certification for the computer science course. A computer science credit may not be used to substitute for both a mathematics credit and a science credit.

Additionally, the bill allows school districts to use funding granted by the DOE for professional development for training that leads to an industry certification associated with a course identified in the Course Code Directory (CCD) or for professional development for classroom teachers to provide computer science instruction.

Requirements for the Scholar High School Diploma Designation

The bill revises the mathematics requirements to earn the Scholar high school diploma designation so that students, in lieu of earning a credit in Algebra II, can earn a credit in an equally rigorous course.

The bill authorizes the required three electives under the ACCEL graduation pathway to include credits in work-based learning and career and technical education resulting in program completion and an industry certification.

Career and Technical Education (CTE) Graduation Pathway Option

The bill specifies that, beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the CTE pathway option.

Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18 credits and achievement of a GPA of 2.0 on a 4.0 scale. These credits are fulfilled by meeting the ELA, math, science, and social studies credit requirements

⁵⁰ See s. 445.06, F.S.

under the traditional 24-credit graduation pathway. A student must fulfill the corresponding assessment requirements. A student who earns an industry certification for which there is a statewide articulation agreement approved by the state board may substitute the certification for one mathematics credit, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the state board may substitute the certification for two science credits, except for Biology I.

The bill also requires each district school board to incorporate the CTE graduation pathway option in the district's student progression plan and authorizes certified adjunct educators to teach courses in the CTE pathway option.

The Florida Career and Professional Education Act

Present Situation

In 2007, the Legislature passed the Career and Professional Education Act.⁵¹ The purpose of the act is to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.⁵² The objectives of the act are as follows:⁵³

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities.
- Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification.
- Support local and regional economic development.
- Respond to Florida's critical workforce needs.
- Provide state residents with access to high-wage and high-demand careers.

Each district school board must develop, in collaboration with local workforce development boards, economic development agencies, and postsecondary institutions, a strategic 3-year plan to address and meet local and regional workforce demands.⁵⁴

The strategic plan must describe in detail:⁵⁵

- provisions for the efficient transportation of students;
- the maximum use of shared resources;
- access to courses aligned to state curriculum standards through virtual education providers legislatively authorized to provide part-time instruction to middle school students; and
- an objective review of proposed career and professional academy courses and other career-themed courses to determine if the courses will lead to the attainment of industry certifications included on the Industry Certification Funding List.

Effect of Proposed Changes

The bill requires that each school board's strategic 3-year plan include a provision for school boards to provide opportunities for students who may be deemed as potential dropouts or whose cumulative GPA drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on

⁵¹ Ch. 07-216, L.O.F.

⁵² Section 1003.491, F.S.

⁵³ Section 1003.491(1), F.S.

⁵⁴ Section 1003.491(2), F.S.

⁵⁵ *Id.*

career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative GPA below a 2.0.

The bill also requires the commissioner to conduct an annual review of K-12 and postsecondary CTE offerings, in consultation with the DEO, CareerSource Florida, Inc., leaders of business and industry, the BOG, the FCS, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review must identify CTE offerings that are linked to occupations that are in high-demand by employers, require high-level skills, and provide middle- and high-level wages.

Using the findings from the annual review, the commissioner must phase out CTE offerings that are not aligned with the needs of employers or do not provide program completers with a middle- or high-wage occupation and encourage school districts and FCS institutions to offer programs that are not offered currently.

Career Dual Enrollment

Present Situation

Dual Enrollment Program

The dual enrollment program is an acceleration mechanism that allows an eligible secondary⁵⁶ or home education student to enroll in a postsecondary course creditable toward high school completion and an associate or baccalaureate degree or career certificate.⁵⁷ Upon successful completion of a dual enrollment course, the student simultaneously receives high school and college, university, or career certificate credit.⁵⁸ Career dual enrollment includes courses offered through career certificate clock hour programs and career associate degree (college credit) programs that lead to an industry certification.⁵⁹ For career certificate dual enrollment courses, the DOE awards a one-half credit in an equivalent high school course for each 75 hours in the career certificate course, rounded down to the nearest one-half credit.⁶⁰

An eligible student must be enrolled in a Florida public secondary school or a Florida private secondary school conducting a secondary curriculum that satisfies the statutory high school graduation requirements.⁶¹ Home education students are also eligible to participate in the dual enrollment program.⁶² Career dual enrollment must be provided as a curricular option for secondary students to

⁵⁶ For purposes of dual enrollment, “secondary” is defined as a student who is enrolled in grades 6-12 in a Florida public school or Florida private school. Section 1007.271(2), F.S.

⁵⁷ Section 1007.271(1), F.S.

⁵⁸ Florida Department of Education, Office of Articulation, *Dual Enrollment Frequently Asked Questions*, available at <http://fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf> (revised Sept. 2018) [hereinafter referred to as *Dual Enrollment FAQ*].

⁵⁹ Florida Department of Education, *2019-2020 Dual Enrollment Course-High School Subject Area Equivalency List* (Feb. 2019), available at <http://www.fldoe.org/core/fileparse.php/7744/urlt/22719-AgendaPacket-C-Career.pdf>.

⁶⁰ *Id.*

⁶¹ Section 1007.271(2), F.S.; *see also* s. 1002.42(2), F.S. Section 1007.271(2), F.S., references the required curriculum with regard to the courses required for a standard high school diploma under s. 1003.4282, F.S., which applies to students entering grade 9 in the 2013-2014 school year.

⁶² Section 1007.271(13)(a), F. S.

earn an industry certification that counts as credit toward a high school diploma and which may articulate toward college credit.⁶³

Students must demonstrate readiness for college-level or career-level coursework. A student must have a 3.0 unweighted grade point average (GPA) for enrollment in college-level courses and a 2.0 unweighted GPA for enrollment in career certificate courses.⁶⁴

Transportation

District school boards are required to provide transportation for students to and from school. District school boards may also use motor vehicles other than school buses to transport students to and from other education sites, including to and from specialized education programs and agriculture education sites.⁶⁵

Effect of Proposed Changes

The bill requires each district school board career center to enter into a career dual enrollment agreement with each high school in any school district it serves. The agreement must be completed annually and submitted by the center to the DOE by August 1. The agreement must include specific terms related to available courses and programs, equivalent high school course credits, student and parent outreach and enrollment, eligibility requirements, and the delineation of costs associated with providing transportation to students who are unable to provide their own.

In addition, the bill authorizes district school boards to regularly use motor vehicles other than school buses to transport students to and from career education program sites if transportation between a student's residence and such sites is not customary.

Student Signing Days

Present Situation

In 2010, the Legislature established the "Academic Scholarship Signing Day" to encourage school districts to recognize, on the third Tuesday of each April, high school seniors who have been awarded postsecondary academic scholarships.⁶⁶ District school boards may authorize assemblies or other events in which students sign actual or ceremonial documents signifying acceptance of a scholarship. These events are modeled after "letter of intent" signing activities conducted by many high schools to celebrate a student athlete's acceptance of a college athletic scholarship.⁶⁷

Effect of Proposed Changes

In addition to the "Academic Scholarship Signing Day," the bill authorizes school districts to declare a "College and Career Decision Day" to recognize high school seniors for their postsecondary education plans, encourage early preparation for college, and encourage students to pursue advanced career pathways through the attainment of industry certifications.

⁶³ See *Dual Enrollment FAQ*, *supra* n. 85. See also Florida Department of Education, *Industry Certification*, <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml> (last visited Feb. 26, 2019) (providing a list of industry certifications that are articulable to college credit).

⁶⁴ Section 1007.271(3), F.S.

⁶⁵ Section 1006.22(1)(a), F.S.

⁶⁶ Section 1, ch. 2010-203, L.O.F., *codified at* s. 1001.43(14), F.S.

⁶⁷ See National Letter of Intent, *NLI Signing Dates*, <http://www.nationalletter.org/signingDates/index.html> (last visited Feb. 25, 2019).

The bill also provides districts with flexibility on when to hold “Academic Scholarship Signing Day” by deleting the requirements that it occur on the third day of April.

Higher Education Coordinating Council

Present Situation

The Higher Education Coordinating Council (HECC) was created in 2010 for the purpose of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers.⁶⁸ The HECC is comprised of eleven members:

- One member of the BOG.
- One member of the SBE.
- Chancellor of the State University System.
- Chancellor of the Florida College System.
- Executive Director of the Florida Association of Postsecondary Schools and Colleges.
- President of the Independent Colleges and Universities of Florida.
- President of Workforce Florida, Inc.
- President of Enterprise Florida, Inc.
- Three business community representatives, one appointed by the Speaker of the House of Representatives, one appointed by the President of the Senate, and one appointed by the Governor.⁶⁹

The Office of K-20 Articulation, in collaboration with the Board of Governors and the Division of Florida Colleges provides administrative support for the council.

Effect of Proposed Changes

The bill reconstitutes the HECC as the Florida Talent Development Council for the purpose of developing a data-driven, statewide approach to meeting Florida’s need for a 21st century workforce, which utilizes the in-state talent supply system. The DEO must provide support for the council.

The membership of the council is revised to include the following:

- One member, appointed by the Governor, to serve as the chair.
- One member of the Florida Senate, appointed by the President of the Senate.
- One member of the Florida House of Representatives, appointed by the Speaker of the House.
- The President of CareerSource Florida, Inc.
- The President of Enterprise Florida, Inc.
- The Secretary of the DEO.
- The Commissioner of Education.
- The President of the Florida Council of 100.
- The President of the Florida Chamber of Commerce.
- One member of the SBE, appointed by the chair of the SBE.
- One member of the BOG, appointed by the chair of the BOG.

⁶⁸ Section 1004.015, F.S.

⁶⁹ *Id.*

The membership of the council must also include the following to serve as ex officio nonvoting members of the council:

- The Chancellor of the State University System.
- The Chancellor of the FCS.
- The Chancellor of Career and Adult Education.
- The President of the Independent Colleges and Universities of Florida.
- The Executive Director of the Florida Association of Postsecondary Schools and Colleges.

In addition to revising the membership of the council, the bill requires the council to develop a strategic plan to accomplish the goal of 60 percent of working age adults with a high-value postsecondary credential by 2030, to be submitted to the Governor, the President of the Senate, the Speaker of the House, the BOG and SBE by December 31, 2019.

The bill identifies the following specific elements that must be included in the plan:

- Identification of Florida's fastest growing industry sectors and the postsecondary credentials required for employment in those industries.
- An assessment of whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high demand employment needs and job replacement rates.
- Strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs.
- Targeted strategies to increase certifications and degrees for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills.
- An assessment of the role of apprenticeship programs in meeting targeted workforce needs and identification of any barriers to program expansion.
- Common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative can provide coordinated cross-sector support for the strategic plan.
- Improvements to the consistency of workforce education data collected and reported by the FCS institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.
- A timeline for regularly updating the strategic plan and the established goals.

Postsecondary Attainment and Talent Development

Present Situation

Between 2018 and 2025, 64 percent of the jobs created will require a postsecondary degree or certificate. Currently, 48.3 percent of working-age Floridians have a postsecondary degree or certificate and at this current rate the state will remain below the number necessary to fully meet the workforce demand.⁷⁰ Additionally, Florida ranks 21st in the nation for percentage of adults with postsecondary education and high-quality workforce credentials.⁷¹

⁷⁰ Higher Education Coordinating Council, *2018 Annual Report* (December 11, 2018), available at https://www.floridahighereducation.org/doc/2018_HECC_Annual_Report.pdf.

⁷¹ Lumina Foundation, *Leveraging Statewide Activities to Create a Systematic Approach to Talent Development* (February 7, 2019), available at https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3016&Session=2019&DocumentType=Meeting_Packets&FileName=hec_2-7-19.pdf.

On November 28, 2016, the HECC established a statewide attainment goal of increasing the percentage of working-age adults (ages 25 – 64) who hold a postsecondary degree or high quality credential to 55 percent by the year 2025 to fill high-wage, high-skill job openings. A work plan was also adopted that included community collaboration and the comprehensive effort was branded “Rise to 55” – *The Attainment Goal Initiative*.⁷²

Throughout 2017 and 2018, the “Rise to 55” Initiative was coordinated by the FCS. With support from local community organizations and two 12-month grants awarded by the Lumina Foundation and the Helios Education Foundation, funding and opportunities were provided to facilitate workshops, and provide valuable informational resources and materials in both rural and urban areas.⁷³

The Florida Chamber of Commerce recommended a goal of 60 percent of working-age Floridians (ages 25-64) with a high-value postsecondary certificate, degree, or training experience by 2030 in order for Florida to grow into a top ten global economy and create a path of prosperity into the future.⁷⁴ Additionally, the majority of other states have set a postsecondary attainment goal of 60 percent, or higher, by 2030, or sooner.⁷⁵

Effect of Proposed Changes

The bill establishes the “Strengthening Alignment between Industry and Learning (SAIL) to 60” Initiative. The SAIL to 60 Initiative sets the statewide attainment goal to increasing the percentage of working-age adults who hold a high-value postsecondary certificate, degree, or training experience to 60 percent by the year 2030. The initiative also requires the SBE and BOG to work collaboratively to carry out the following duties:

- Increase awareness and the use of the following:
 - The K-20 statewide computer-assisted student advising system.
 - The Complete Florida Degree Initiative that facilitates degree completion for adult learners. The Chancellor of the State University System and the Chancellor of the FCS must consult with the Complete Florida Degree Initiative to identify barriers to program expansion and develop recommendations to increase the number of participating institutions and students served by the program. Recommendations must consider, at a minimum, methods for increasing outreach efforts and a strategy for creating and implementing a “Last Mile” scholarship program that provides financial assistance to students who are within 12 credit hours of completing their first associate or baccalaureate degree. Recommendations must be submitted to the BOG, the SBE, and the Governor no later than October 1, 2019.
 - The summer bridge programs at state universities and FCS institutions that help students transition to postsecondary education.
- Support and publicize the efforts of the Florida College Access Network to:
 - Increase the number of high school seniors who submit at least one completed postsecondary education application.
 - Increase the number of high school seniors who submit a completed Free Application for Federal Student Aid to receive financial aid to help pay for their postsecondary education expenses.

⁷² Higher Education Coordinating Council, *2018 Annual Report* (December 11, 2018), available at https://www.floridahighereducation.org/doc/2018_HECC_Annual_Report.pdf.

⁷³ *Id.*

⁷⁴ Florida Chamber of Commerce, *Florida 2030: the Blueprint to Secure Florida’s Future* (September 2018), available at https://www.flchamber.com/wp-content/uploads/2018/09/ES_FLChamber2030_TargetsandStrategies_Sep12.pdf.

⁷⁵ Email, Lumina Foundation, *States with Higher Education Attainment Goals* (March 6, 2019).

- Recognize and celebrate high school seniors for their postsecondary education and career plans and encourage early preparation for college.
- Conduct regional meetings with postsecondary educational institutions, business leaders, and community organizations to solve community-specific issues related to attainment of postsecondary certificates, associate degrees, and baccalaureate degrees.
- Facilitate a reverse transfer agreement between the SBE and BOG to award postsecondary education credentials to students who have earned them.
- Facilitate the establishment of career pathways agreements between career centers and FCS institutions.
- Develop a systematic, cross-sector approach to awarding credit for prior learning.

BOG Powers and Duties Relating to Accountability

Present Situation

The BOG is required to develop an Accountability Plan for the SUS and each constituent university. The Accountability Plan must be submitted as part of the legislative budget request and address institutional and system achievement goals and objectives specified in the strategic plan.⁷⁶

Effect of Proposed Changes

The bill requires the BOG to use its 2019 Accountability Plan in determining a state university's preeminence designation and in distributing awards for the 2019-2020 fiscal year appropriation.

University of South Florida (USF) Branch Campuses

Present Situation

In 2018, the Legislature passed legislation to end the separate Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation of the branch campuses of USF, USF St. Petersburg and USF Sarasota/Manatee, while retaining separate campus boards and regional chairs for USF St. Petersburg and USF Sarasota/Manatee.⁷⁷ Additionally, the Legislature established the membership and powers and duties of each campus board, and required that campus board chairs be represented on the USF BOT. The USF Planning and Implementation Task Force was established and required to submit recommendations to the USF Board of Trustees by February 15, 2019.⁷⁸ After considering the recommendations of the Task Force, the USF Board of Trustees must submit an implementation plan to the Board of Governors (BOG). All campuses and other component units of the university must operate under a single institutional accreditation by July 1, 2020.⁷⁹

⁷⁶ Section 1001.706(5)(c), F.S.

⁷⁷ Florida House Education Committee, *CS/CS/HB 423 Final Bill Analysis* (March 22, 2018), available at <https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?FileName=h0423z.PSE.DOCX&DocumentType=Analysis&BillNumber=0423&Session=2018>.

⁷⁸ Section 1004.35(4), F.S.

⁷⁹ Section 1004.35(5), F.S.

Effect of Proposed Changes

The bill defines a “branch campus” as an instructional site located geographically apart and independent of the main campus of the institution. A location is considered independent of the main campus if it is:

- permanent in nature;
- offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential;
- has its own faculty and administrative or supervisory organization; and
- has its own budgetary and hiring authority.

The bill requires USF St. Petersburg and USF Manatee/Sarasota to maintain branch campus status when the SACSCOC accreditation of each campus is consolidated into a single SACSCOC accreditation for all USF campuses on or before July 1, 2020. Provided that USF has met this deadline, the bill prohibits the BOG from using the consolidated data for purposes of determining eligibility for preeminence funding until July 1, 2022 and requires the BOG to monitor the fidelity of the implementation of SACSCOC accreditation consolidation.

Postsecondary Feedback of Information

Present Situation

Florida law requires the Commissioner of Education to annually report, by high school, to the SBE, the BOG, and the Legislature, by November 30, the number of prior year Florida high school graduates who enrolled for the first time in public postsecondary education in this state during the previous summer, fall, or spring term, indicating the number of students whose scores on the common placement test indicated the need for developmental education⁸⁰ or for applied academics⁸¹ for adult education.⁸²

Effect of Proposed Changes

The bill revises the annual reporting deadline for postsecondary feedback information by the Commissioner of Education to the SBE, the BOG, and the Legislature from November 30 to April 30 to provide for more timely and comprehensive data.

⁸⁰ Developmental education means instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental education may be delivered through a variety of accelerated and corequisite strategies and includes any of the following: (a) modularized instruction that is customized and targeted to address specific skills gaps, (b) compressed course structures that accelerate student progression from developmental instruction to college-level coursework, (c) contextualized developmental instruction that is related to meta-majors, and (d) corequisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course. Section 1008.02(1), F.S. Meta-major means a collection of programs of study or academic discipline groupings that share common foundational skills.

Florida Department of Education, *Florida's Public High School Graduates*, <https://app2.fldoe.org/publicapps/articulation/perfCPT/default.asp> (last visited March 29, 2019).

⁸¹ Any student found to lack the required level of basic skills for such program must be referred to applied academics instruction or another adult general education program for a structured program of basic skills instruction. Section 1004.91(2), F.S.

⁸² Section 1008.37(2), F.S.

Articulation Agreements

Present Situation

Dual Enrollment Program

The dual enrollment program is an acceleration mechanism that allows an eligible secondary⁸³ or home education student to enroll in a postsecondary course creditable toward high school completion and an associate or baccalaureate degree or career certificate.⁸⁴ Upon successful completion of a dual enrollment course, the student simultaneously receives high school and college, university, or career certificate credit.⁸⁵

Florida's "2+2" System

Current law requires that the SBE and BOG enter into a statewide articulation agreement, which must preserve Florida's "2+2" system of articulation and facilitate the seamless articulation of student credit across Florida's educational entities.⁸⁶ This articulation agreement must provide that every associate in arts (AA) graduate from a FCS institution must have met all the general education requirements and must be granted admission to, except for a limited access or teacher certification program or a major program requiring an audition, a state university or a FCS institution if it offers baccalaureate degree programs.⁸⁷

Effect of Proposed Changes

Reverse Transfer Agreement

The bill requires that the statewide articulation agreement between the SBE and BOG provides for a reverse transfer agreement for FCS AA degree-seeking students who transfer to a state university prior to earning their AA degree. If a student earned more than 30 credit hours toward an AA degree from an FCS institution, then the student must be awarded an AA degree by that FCS institution upon completion of the degree requirements at the state university. State universities must identify the FCS institution transfer students who have completed the requirements for an AA degree and transfer credits earned at the state university, upon student consent, so that the AA degree may be awarded by that FCS institution.

The bill also requires universities to notify students of the criteria and process for requesting an AA certificate during orientation and provide additional notification to students upon completing the requirements for an AA degree. Additionally, beginning with students enrolled at the university in the 2018-2019 academic year and thereafter, the university must also notify any student who has not graduated from the university of the option and process to request an AA certificate if that student has completed the requirements for an AA degree, but has not reenrolled at the university in the subsequent fall semester and thereafter.

⁸³ For purposes of dual enrollment, "secondary" is defined as a student who is enrolled in grades 6-12 in a Florida public school or Florida private school. Section 1007.271(2), F.S.

⁸⁴ Section 1007.271(1), F.S.

⁸⁵ Florida Department of Education, Office of Articulation, *Dual Enrollment Frequently Asked Questions*, available at <http://fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf> (revised Sept. 2018) [hereinafter referred to as *Dual Enrollment FAQ*].

⁸⁶ Section 1007.23(1), F.S.

⁸⁷ Section 1007.23(2)(a)1-2, F.S.

Regional Career Pathways Agreement

The bill also requires that each career center and FCS institution with overlapping service areas execute a regional career pathways agreement for each certificate program offered by the career center that is aligned with an associate degree offered by the FCS institution in their service area. These agreements must guarantee college credit toward an aligned associate degree program for students who graduate with a career and technical certificate from a career center and meet specified requirements.

Each career pathway agreement must outline certificate program completion requirements and any licenses or industry certifications that must be earned prior to enrolling in an FCS associate degree program. Articulated college credit must be awarded in accordance with the agreement upon a student's initial enrollment in the associate degree program. Each regional career pathways agreement must be annually submitted to the DOE no later than May 1. Regional agreements may not award less credit than the amount guaranteed through the existing statewide articulation agreement.

Last Mile College Completion Program

The bill creates the "Last Mile College Completion Program" within the DOE to, beginning with the 2019-2020, annually award the cost of in-site tuition and required fees to students classified as residents who are in good standing at FCS institutions and state universities who are within 12 or fewer credit hours of completing their first associate or baccalaureate degree. Any student who has earned college credit from a regionally accredited postsecondary college credit from a regionally accredited postsecondary institution within a period of 8 academic years before the year in which the student submits an application is eligible to participate in the program. The award amount may not exceed the difference between the full cost of attendance and the total of the student's financial aid, excluding loans.

The DOE is required to create a simple, web-based application for any student to identify his or her intent to enroll and complete his or her associate or baccalaureate degree within three academic terms at one or more FCS institutions or state universities or through an online competency-based program delivered by a regionally accredited, not-for-profit university.

The DOE must refer the student to the intended college or colleges for continued processing of eligibility, feasibility of reverse-transfer, award status, and enrollment. The participating FCS institution or state university must determine each referred student's eligibility and report that information to the DOE on behalf of the student in a format prescribed by the DOE. Once each student has successfully passed the course or courses for each term enrolled during the program period, the DOE is required to disburse the funds to the participating institution. The SBE and the BOG must adopt rules and regulations, respectively, to implement this section including, but not limited to, application processes, priority degree fields for award recipients, and reporting processes.

Workforce Education Funding

Present Situation

Funds provided for career and charter technical centers are appropriated separately in the GAA from other K-12 programs. Proviso language included in the GAA specifies that the funds appropriated shall not be used to support K-12 programs or district K-12 administrative indirect costs. The Auditor General

verifies compliance with this requirement during scheduled audits of these institutions.⁸⁸ As part of the school district, career and charter technical centers benefit from the use of school district personnel and services for many activities which may include: payroll/human resources; building maintenance and repair; pest control; lawn care; risk management and liability insurance; marketing; financial and legal services; professional development; school police; technology and MIS; transportation for limited high school students; and utilities.

By sharing services, the centers do not have to hire additional full-time staff or contract for these activities. School districts, in turn, charge their center(s) associated indirect and administrative fees for usage. Currently DOE's financial data system does not separate secondary expenditures from postsecondary expenditures; thus, it has been difficult to obtain data or ascertain how the career education centers' indirect service charges are calculated. The indirect costs charged by school districts to the 48 centers vary in percentage of total allocations.

Postsecondary education, including workforce education programs, once conformed to a calculated percentage of the average cost of instruction funded with 75 percent from state general revenue and 25 percent from student fees. This ratio is no longer applicable, as tuition and fee revenues currently make up a larger percentage of total funding. Funding for workforce education is currently calculated based on weighted enrollment minus fee revenues generated to offset program operational costs.

Effect of Proposed Changes

The bill requires each school district and FCS institution receiving state appropriations for workforce education programs to maintain adequate and accurate records, including a system to record school district workforce education funding and expenditures in order to maintain separation of postsecondary workforce education expenditures from secondary education expenditures. These records must be submitted to the DOE in accordance with state board rule.

The bill revises the calculation methodology for determining state funding for workforce education programs consistent with the current method used to allocate funds, and removes obsolete references for programs that are no longer funded.

Adjunct Teaching Certificates

Present Situation

School districts may award adjunct teaching certificates to individuals who wish to teach part-time in a Florida public school.⁸⁹

District school boards are required to adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements specified in law,⁹⁰ including a background screening, and who has expertise in the subject area to be taught.⁹¹ An applicant is considered to have

expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test.⁹² The adjunct teaching certificate must be used for part-time teaching positions.⁹³

⁸⁸ Chapter 2015-232, L.O.F., see Specific Appropriation 118 proviso referencing Specific Appropriations 10, 116, and 118.

⁸⁹ Section 1012.57(2), F.S.

⁹⁰ An applicant must fulfill the requirements of ss. 1012.56(2)(a)-(f) and (10), F.S. The requirements specified in law for adjunct teacher certification does not include the requirement to demonstrate mastery of general knowledge.

⁹¹ Section 1012.57(1), F.S.

Effect of Proposed Changes

The bill authorizes district school boards to issue adjunct teaching certificates for full-time teaching positions. However, consistent with the terms of the temporary teaching certificate, the bill specifies that an adjunct teaching certificate issued for a full-time teaching position is valid for no more than 3 years and is nonrenewable. Additionally, the bill requires each school district to:

- post on the district's website requirements for issuance of an adjunct teaching certificates, which must specify the subject area test by which an applicant demonstrates subject area mastery; and
- annually report to the DOE the number of adjunct teaching certificates issued for full-time and part-time teaching positions.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

The bill doubles the cap on CAPE Digital Tool Certificates that may be identified by the SBE for a weighted FTE enrollment of 0.025. Depending on the number of certificates identified by the SBE, the state may incur additional costs of up to \$4.3 million based on the 40,953 CAPE digital tool certificates that were awarded for the 2017-2018 school year and using the 2018-2019 fiscal year Base Student Allocation amount of \$4,204.42.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

The Florida Pathways to Career Opportunities Grant Program, subject to appropriation, will provide start-up funding for new apprenticeship programs and allow for expansion of existing apprenticeship and preapprenticeship programs by high schools, FCS institutions, career centers, charter technical career centers, and other entities authorized by law to sponsor apprenticeship programs. The program will benefit both businesses and students enrolled in the programs. Businesses have expressed the need for increased apprenticeship programs. Students enrolled in apprenticeship and preapprenticeship programs are exempt from the payment of tuition and fees.

⁹² *Id.*

⁹³ *Id.*

D. FISCAL COMMENTS:

The Florida Pathways to Career Opportunities Grant Program is subject to an appropriation provided in the GAA. The Legislature appropriated \$10,000,000 in the 2019 GAA to administer the grant program.