

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 Committee on Appropriations

BILL: CS/CS/CS/SB 770

INTRODUCER: Appropriations Committee; Innovation, Industry, and Technology Committee; Education Committee; and Senators Hutson and Perry

SUBJECT: Workforce Education

DATE: April 19, 2019

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Graf</u>	<u>Sikes</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Oxamendi</u>	<u>Imhof</u>	<u>IT</u>	<u>Fav/CS</u>
3.	<u>Underhill</u>	<u>Kynoch</u>	<u>AP</u>	<u>Fav/CS</u>

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/CS/CS/SB 770 promotes career education and readiness opportunities for students in public schools. The bill creates an alternative pathway, namely the career and technical education (CTE) graduation pathway option, for students to earn a standard high school diploma, and specifies related requirements. In addition, the bill provides responsibilities for district school boards and the Department of Education (DOE) regarding career education opportunities, specifies options for students to substitute computer science credit for certain credits required for high school graduation, and revises requirements related to adjunct educator certification.

Specifically, the bill:

- Requires students to earn a 2.0 grade point average and successfully complete at least 18 credits in specified subject areas to receive a standard high school diploma under the CTE graduation pathway option.
- Modifies the 24-credit pathway for earning a standard high school diploma by revising computer science credit substitution for mathematics or science credits; and eliminates the financial literacy credit requirement, as part of economics under the specified social studies credits. However, the bill specifies that all school districts must offer a financial literacy course consisting of at least 0.5 credit as an elective, beginning with the 2019-2020 school year.
- Revises the requirements for a student to earn a “Scholar” designation by permitting the one credit in Algebra II to be substituted with one credit in another equally rigorous course.

- Specifies requirements for district school boards and the Commissioner of Education regarding career education opportunities; and establishes the “Strengthening Alignment between Industry and Learning (SAIL) to 60” Initiative to increase to 60 percent the percentage of working-age adults who hold a high-value postsecondary certificate, degree, or training experience by the year 2030.
- Requires that the statewide articulation agreement between the State Board of Education and the Board of Governors provide for a reverse transfer agreement for Florida College System associate in arts degree-seeking students who transfer to a state university before earning their associate in arts degree; and specifies related requirements for the state universities.
- Requires each career center and FCS institution with overlapping service areas to 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 the service area.
- Restores middle grades career education and planning course requirements that were eliminated in 2017, with some modifications.
- Requires district school boards to declare a “College and Career Decision Day” to recognize high school seniors and encourage them to prepare for college and pursue advanced career pathways.
- Requires the DOE to provide assistance to specified entities when notifying students, parents, and members of the community about apprenticeship and preapprenticeship opportunities; and creates the Florida Apprenticeship Grant (FLAG) Program to provide competitive grants to expand existing apprenticeship and preapprenticeship programs and establish new programs.
- Authorizes school districts to issue an adjunct teaching certificate for a full-time teaching position, but specifies that such certificates are valid for a period of three years and are not renewable. The bill also specifies reporting requirements for school districts.

There will be an indeterminate cost to school districts as a result of the bill. The funding for the Florida Apprenticeship Grant (FLAG) Program is subject to a legislative appropriation. In addition, institutions may incur costs as they track students about meeting the requirements of AA degree. See Section V.

The bill takes effect July 1, 2019, except for the scholar designation provision which is effective upon the bill becoming law.

II. Present Situation:

The present situation for the relevant portions of the bill is discussed under the Effect of Proposed Changes of this bill analysis.

III. Effect of Proposed Changes:

The Legislature has made policy and funding investments to provide students access to career education and readiness opportunities in public schools.

Standard High School Diploma Requirements

To graduate from high school with a standard high school diploma, a student must successfully complete 24 credits or 18 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.¹

Present Situation

24-Credit Requirement

A student must successfully complete 24 credits in the following subject areas:²

- Four credits in English Language Arts (ELA) I, II, III, and IV. A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.
- Four credits in mathematics, including one each in Algebra I and Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment and Geometry EOC assessment each constitute 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, to earn a standard high school diploma. A student who earns an industry certification³ for which there is a statewide college credit articulation agreement approved by the State Board of Education (state board or SBE) may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
- Three credits in science, including one credit in Biology I and two credits in equally rigorous courses.⁴ The 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 approved by the state board may substitute for one science credit, except for Biology I.
- Three credits in social studies, including one credit each in United States History and World History; 0.5 credit in economics, which must include financial literacy; and 0.5 credit in United States Government. The United States History EOC assessment constitutes 30 percent of the student's final course grade.
- One credit in fine or performing arts, speech and debate, or practical arts that incorporates artistic content and techniques of creativity, interpretation, and imagination.
- One credit in physical education that must include the integration of health.
- Eight credits in electives. School districts are required to develop and offer coordinated electives to enable a student to develop knowledge and skills in his or her area of interest and such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education

¹ Sections 1002.3105(5) and 1003.4282(1)(a), F.S.

² Section 1003.4282(3), F.S.

³ Industry certification is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following: within an industry that addresses a critical local or statewide economic need; linked to an occupation that is included in the workforce system's targeted occupation list; or linked to an occupation that is identified as emerging. Section 1003.492(2), F.S.

⁴ Two of the three required science credits must have a laboratory component. Section 1003.4282(3)(c), F.S.

courses for which there is a statewide or local articulation agreement and which lead to college credit.

Florida law specifies that at least one of the 24 credits required for earning a standard high school diploma must be completed through online learning.⁵ Finally, to earn a standard high school diploma, students must also earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.⁶

18-Credit ACCEL Requirement

Students may also earn a standard high school diploma after completing 18 credits under the Academically Challenging Curriculum to Enhance Learning (ACCEL) option.⁷ ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.⁸

At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program.⁹ Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved in accordance with the law;¹⁰ work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.¹¹

Under the ACCEL option, students need to earn fewer elective credits (i.e., 3 credits in electives instead of the required eight credits under the 24-credit standard high school diploma pathway) and students are not required to earn one credit in physical education.¹² Additionally, similar to the requirements specified in law for the 24-credit pathway for earning a standard high school diploma, under the ACCEL option, students must earn a cumulative GPA of 2.0 on a 4.0 scale.¹³

Exceptions to the Credit Requirements to Earn a Standard High School Diploma

An adult student in an adult general education program¹⁴ must be awarded a standard high school diploma if the student meets the specified requirements for the 24-credit pathway or the 18-credit ACCEL option, except that:¹⁵

⁵ Section 1003.4282(4), F.S.

⁶ Section 1003.4282(6)(a), F.S.

⁷ Section 1002.3105(5), F.S.

⁸ Section 1002.3105(1)(a), F.S.

⁹ Section 1002.3105(1)(b), F.S. The Credit Acceleration Program is created to allow a student to earn high school credit in courses required for high school graduation through passage of a statewide, standardized end-of-course (EOC) assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). A school district must award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding EOC assessment, AP Examination, or CLEP. Section 1003.4295(3), F.S.

¹⁰ Sections 1003.492 and 1008.44, F.S.

¹¹ Section 1002.3105(1)(b), F.S.

¹² Section 1002.3105(5), F.S.

¹³ Sections 1002.3105(5) and 1003.4282(6)(a), F.S.

¹⁴ Section 1004.93, F.S.

¹⁵ Section 1003.4282(6)(b), F.S.

- One elective credit may be substituted for the one-credit requirement in fine or performing arts, speech and debate, or practical arts.
- The requirement that two of the science credits include a laboratory component may be waived by the district school board.
- The one credit in physical education may be substituted with an elective credit.

Effect of Proposed Changes

24-Credit Requirement

The bill modifies the 24-credit pathway for earning a standard high school diploma by modifying the mathematics and science credit requirements in the following ways:

- A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry, if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.
- A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit.
- An identified computer science credit may not be used to substitute for both a mathematics credit and a science credit.

The bill authorizes a student to earn two mathematics credits by successfully completing Algebra I through two full-year courses. Currently, Algebra 1A and 1B satisfy a total of one credit of mathematics core for state university system admission purposes.¹⁶ Accordingly, the bill requires a student to be advised by an academic advisor designated by the school principal about needing to earn an additional mathematics credit to fulfill the requirements for state university admission if the student takes Algebra I through 2 full-year courses.

The bill provisions are similar to computer science and computer technology credit substitutions that are authorized in law.¹⁷ However, current law authorizes mathematics or science credit substitutions for students who earn at least one credit in computer science and also earn a related industry certification.¹⁸ The bill does not require the earning of an industry certification for the computer science credit substitution for mathematics credit or science credit.

In addition, the bill:

- Repeals current law regarding the financial literacy credit requirement, as part of economics under the specified social studies credits, to fulfill the requirements for earning a standard high school diploma. However, the bill specifies that all school districts must offer a financial

¹⁶ Florida Department of Education, *Florida Counseling for Future Education Handbook* (2018-2019), available at <https://dls.fvc.org/documents/210036/217302/Florida+Counseling+for+Future+Education+Handbook.pdf/8e147e5f-857c-490e-be68-f145b084fc12>, at 47 and 57; see also Board of Governors of the State University System of Florida, Regulation 6.002.

¹⁷ Section 1007.2616(6)(a), F.S.

¹⁸ *Id.*

literacy course consisting of at least 0.5 credit as an elective, beginning with the 2019-2020 school year.

- Modifies the state board's responsibilities regarding the determination of the sufficiency of academic standards for career education courses that warrant the award of academic credit by requiring the state board to make such determination at least biennially. Such determination must include the satisfaction of assessment requirements.
- Specifies that the instructional methodology used in career education courses must consist of authentic projects, problems, and activities for contextual academic learning and emphasize workplace skills identified under the Florida Ready to Work Certification Program.¹⁹

At least 18 Credit-Career and Technical Education Graduation Pathway Option

The bill also creates an alternative pathway, as an option, for students to earn a standard high school diploma. 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 Career and Technical Education (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. The bill specifies that a student completing the CTE pathway option must earn at least a cumulative GPA of 2.0 on a 4.0 scale. This GPA requirement is consistent with the existing 24-credit and 18-credit requirements for earning a standard high school diploma.²⁰

Under the CTE pathway option, the bill establishes high school credit requirements that are different from the 24-credit and 18-credit options but maintains the assessment requirements that are specified in law. The bill also allows for industry certification substitution for mathematics or science credits if a student earns the industry certifications for which there is a statewide college credit articulation agreement approved by the state board. In 2017-2018, students earned 63,520 certifications for which there are statewide articulation agreements.²¹

The bill specifies that a student must be awarded a standard high school diploma if the student meets the 2.0 GPA requirement and:

- Completes four credits in ELA I, II, III, and IV, consistent with the existing 24-credit and 18-credit requirements for earning a standard high school diploma. The bill:
 - Specifies that a student may substitute up to four credits in ELA honors, AP, AICE, IB, or dual enrollment courses for the required ELA credits.
 - Authorizes a student to complete the ELA courses online and complete two or more ELA credits in a single year.

The bill maintains the existing ELA assessment requirement by specifying that a student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score, to earn a standard high school diploma.

- Completes four credits in mathematics, consistent with the existing 24-credit and 18-credit requirements for earning a standard high school diploma. In addition, consistent with the existing 24-credit and 18-credit requirements, the bill specifies the following:

¹⁹ Section 445.06, F.S.

²⁰ Sections 1002.3105(5) and 1002.4282(6)(a), F.S.

²¹ Florida Department of Education, *2019 Agency Legislative Bill Analysis for HB 661* (March 14, 2019), at 5.

- A student must earn one credit each in Algebra I and Geometry.
- A student's performance on the statewide, standardized Algebra I EOC assessment and Geometry EOC assessment, each constitute 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, to earn a standard high school diploma.
- 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 one mathematics credit, except for Algebra I and Geometry.
- Completes three credits in science, which is consistent with the existing 24-credit and 18-credit requirements for earning a standard high school diploma. In addition, consistent with the existing 24-credit and 18-credit requirements, the bill specifies that:
 - Two of the three required science credits must have a laboratory component.
 - A student must earn one credit in Biology I and two credits in equally rigorous courses.
 - The Biology I EOC assessment constitutes 30 percent of the student's final course grade. However, in contrast to the existing 24-credit and 18-credit requirements, 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 existing 24-credit and 18-credit requirements authorize industry certification substitution for one science credit that is not Biology I.²²
- Completes three credits in social studies, which is similar to the existing 24-credit and 18-credit requirements for earning a standard high school diploma. Specifically, the bill requires that:
 - A student earn one credit each in United States History and World History, 0.5 credit in United States Government, and 0.5 credit in economics.
 - The United States History EOC assessment constitutes 30 percent of the student's final course grade.
- Completes two credits in CTE, which is not a specified requirement under the existing 24-credit and 18-credit requirements for earning a standard high school diploma. The bill specifies that the courses must result in a program completion and an industry certification.
 - The bill does not specify the number of CTE courses that students must take to complete a program and earn an industry certification. Current law requires the state board to adopt rules to implement the requirements associated with the award of a standard high school diploma.²³ Accordingly, the state board has the authority to specify the courses that students may take to complete relevant programs and earn the three credits in CTE.
- Completes two credits in work-based learning programs, which is not a specified requirement under the existing 24-credit and 18-credit requirements for earning a standard high school diploma. A student may substitute up to two credits of electives, including 0.5 credit in financial literacy, for work-based learning program courses to fulfill this requirement. The state board may need to modify existing rules to identify work-based learning programs that students may participate in to generate the two credits toward earning a standard high school diploma.
 - According to the DOE, the CTE frameworks include a variety of courses (contained in the course code directory) that could qualify as work-based learning.²⁴ In addition to the

²² Sections 1002.3105(5) and 1003.4282(3)(c), F.S.

²³ Section 1003.4282(11), F.S.

²⁴ Florida Department of Education, *2019 Agency Legislative Bill Analysis for HB 661* (March 14, 2019), at 4.

- CTE courses, section 3 of the course code directory²⁵ includes four Executive Internship courses that could be classified as work-based learning.²⁶
- Sits for the statewide, standardized Geometry EOC assessment, Biology EOC assessment, and United States History EOC assessment.

In contrast to the existing 24-credit requirement for earning a standard high school diploma,²⁷ the CTE graduation pathway option does not require students to:

- Earn:
 - One credit in fine or performing arts, speech and debate, or practical arts that incorporates artistic content and techniques of creativity, interpretation, and imagination.
 - One credit in physical education that must include the integration of health.²⁸
 - Eight credits in electives.²⁹ However, the bill authorizes a student to substitute up to 1.5 credits of electives to fulfill the work-based learning program requirement.
- Complete 1 of the 24 credits through online learning.

The bill also:

- Requires each district school board to incorporate the CTE graduation pathway option in the district's student progression plan.
- Authorizes adjunct educators, who are certified in accordance with the law,³⁰ to administer courses in the CTE pathway option.

The bill promotes career and technical education and training opportunities for high school students, which may prepare students with the knowledge, skills, and credentials to enter the workforce. The CTE graduation pathway option does not specify any credits in electives, which could potentially include 2 credits in foreign language that are required for admission into an undergraduate degree program at a state university in Florida.³¹

²⁵ The Course Code Directory (CCD) lists all public preK-12 and postsecondary career and technical education courses that are available for use by school districts. Programs and courses that are funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The CCD maintains course listings for administration and service assignments, K-12 education, exceptional student education, career and technical education, and adult education, with details regarding appropriate teacher certification levels. The CCD provides course information to schools, districts, and the state. Fla. Admin. Code R. 6A-1.09441 (2019).

²⁶ Florida Department of Education, *2019 Agency Legislative Bill Analysis for HB 661* (March 14, 2019), at 4.

²⁷ Section 1003.4282(3), F.S.

²⁸ The Academically Challenging Curriculum to Enhance Learning (ACCEL) option does not require students to earn 1 credit in physical education. Section 1002.3105(5), F.S.

²⁹ The ACCEL option requires students to earn 3 credits in electives. Section 1002.3105(5), F.S.

³⁰ Florida law requires district school boards to adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10), F.S., and who has expertise in the subject area to be taught. An applicant must be 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. The adjunct teaching certificate must be used for part-time teaching positions. Section 1012.57, F.S. The requirements specified in law for adjunct teacher certification does not include the requirement to demonstrate mastery of general knowledge. *Id.*

³¹ Board of Governors, Regulation 6.002(2)(a).

Standard High School Diploma Designation

Present Situation

Florida law specifies the academic requirements for a student to earn a “Scholar” designation on the standard high school diploma, including a requirement that the student earn one credit in Algebra II and one credit in statistics or an equally rigorous course.³²

Effect of Proposed Changes

Effective upon becoming law, the bill revises the requirements for a student to earn a “Scholar” designation by permitting the one credit in Algebra II to be substituted with one credit in another equally rigorous course.

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.³³ The state board must adopt, by rule, standards of basic skill mastery for completion of certificate career education programs.³⁴ Each school district and Florida College System (FCS) institution that conducts programs that confer career and technical certificates must provide applied academics instruction through which students receive the basic skills instruction.³⁵

The CTE Programs section within the Division of Career and Adult Education, DOE, is responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida’s economic development.³⁶ Each CTE program is aligned to a career cluster and is detailed in curriculum frameworks adopted by the state board.³⁷ The programs and courses adopted 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 are approved:³⁸

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

The Legislature enacted the Florida Career and Professional Education (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.³⁹ The primary purpose of the CAPE Act is to:⁴⁰

³² Section 1002.4285(1)(a), F.S.

³³ Section 1004.92(1), F.S.

³⁴ Section 1004.91(1), F.S.

³⁵ *Id.*

³⁶ Florida Department of Education, *2019 Agency Legislative Bill Analysis for HB 661* (March 14, 2019), at 4.

³⁷ *Id.*

³⁸ *Id.*

³⁹ Section 1003.491, F.S.

⁴⁰ Section 1003.491(1), F.S.

- 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.

Florida's job market is growing, but 1.7 million more jobs will be needed by 2030.⁴¹ Sixty-four percent of Florida jobs in 2025 will require a postsecondary degree or certificate (postsecondary vocational, associate, bachelor's, master's or higher).⁴² Currently, 48 percent of working age Floridians have a high quality credential or degree.⁴³ Florida ranks 21st in the nation for percentage of adults with education and high-quality workforce credentials.⁴⁴

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.⁴⁵

Effect of Proposed Changes

The bill amends the Career and Professional Education Act⁴⁶ 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.

The bill also requires the commissioner to conduct an annual review of K-12 and postsecondary career and technical education offerings, in consultation with the Department of Economic Opportunity, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors of the State University System of Florida (BOG), the FCS, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand,

⁴¹ Florida Department of Education, *Presentation to Florida House of Representatives Education Committee* (Feb. 5, 2019), available at <https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=2996&Session=2019&DocumentType=Meeting%20Packets&FileName=edc%202-5-19.pdf>, at 27 of 77. (Last visited Mar. 27, 2019).

⁴² Florida Department of Economic Opportunity, *Florida Strategic Plan for Economic Development*, at 13, available at <http://www.floridajobs.org/docs/default-source/division-of-strategic-business-development/fl5yrplan/fl-strategic-plan-booklet-2.pdf?sfvrsn=6>, (Last visited Mar. 27, 2019).

⁴³ Lumina Foundation, *Presentation to Florida House of Representatives Higher Education & Career Readiness Subcommittee* (Feb. 7, 2019), at 8 of 58, available at <https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3016&Session=2019&DocumentType=Meeting%20Packets&FileName=hec%202-7-19.pdf%20>, (Last visited Mar. 27, 2019).

⁴⁴ *Id.*

⁴⁵ Section 1006.22(1)(a), F.S.

⁴⁶ Ch. 2007-216, L.O.F.

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 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.

The bill establishes the “Strengthening Alignment between Industry and Learning (SAIL) to 60” Initiative. The SAIL to 60 Initiative sets a statewide attainment goal to increase 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 the 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.
 - 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.

The bill provides incentives to school districts, charter schools, and FCS institutions to expand student access to career education opportunities. The bill permits district school boards to use motor vehicles other than school buses to transport students to and from a career education program that is not offered at the high school in which a student is enrolled, provided that such vehicles are not used for customary transportation between a student's residence and career education program sites.

Articulation Agreements and Degree Requirements

Present Situation

Dual Enrollment

Dual enrollment is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.⁴⁷ A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.⁴⁸

An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with the requirements specified in law⁴⁹ and provides a secondary curriculum pursuant to the law.⁵⁰ Students who meet the eligibility requirements specified in law and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.⁵¹ Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average (GPA) and the minimum score on a common placement test⁵² adopted by the state board which indicates that the student is ready for college-level coursework.⁵³ For continued enrollment in college credit dual enrollment courses, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution.⁵⁴ For initial and continued enrollment in career certificate dual enrollment courses, students must have a 2.0 unweighted

⁴⁷ Section 1007.271(1), F.S.

⁴⁸ *Id.*

⁴⁹ Section 1002.42(2), F.S.

⁵⁰ Section 1007.271(2), F.S.

⁵¹ Section 1007.271(16), F.S. Florida law specifies that the provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, do not apply to students who select the option of enrolling in an eligible independent institution. Section 1011.62(1)(i), F.S. An eligible independent institution is an independent college or university, which is not for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02. *Id.*

⁵² The Postsecondary Education Readiness Test (PERT) is Florida's customized common placement test. The purpose of the PERT is to determine accurate course placement based on the student's skills and abilities. The PERT is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The PERT assessment system includes Placement and Diagnostic tests in mathematics, reading and writing. Rule 6A-10.0315, F.A.C. establishes the test scores used to determine whether a student is ready for college level coursework. Florida Department of Education, *Common Placement Testing*, <http://www.fldoe.org/schools/higher-ed/fl-college-system/common-placement-testing.stml> (last visited April 2, 2019). As an alternative to PERT, students may take the ACCUPLACER, SAT, and ACT to demonstrate readiness to perform college-level work. Rule 6A-10.0315(2), F.A.C.; see also Rule 6A-14.064(1)(b), F.A.C.

⁵³ Section 1007.271(3), F.S.

⁵⁴ *Id.*

high school GPA.⁵⁵ Exceptions to the required GPA may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement.⁵⁶ Students are required to provide their own transportation, unless provided for in the articulation agreement.⁵⁷

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.⁵⁸ 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.⁵⁹

Statewide Articulation Agreement

Current law requires that the SBE and the 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.⁶⁰ This articulation agreement must provide that every associate in arts (AA) graduate from an FCS institution must have met all the general education requirements and must be granted admission to a state university or an FCS institution if the institution offers baccalaureate degree programs, except for a limited access or teacher certification program or a major program requiring an audition.⁶¹

The articulation agreement must also guarantee the statewide articulation of appropriate workforce development programs and courses between school districts and FCS institutions.⁶² Students who complete designated career education programs can articulate credits into related associate in science (AS) and associate in applied science (AAS) degree programs. Currently, there are 46 statewide articulation agreements between career certificate programs and AS and AAS degree programs.⁶³

Effect of Proposed Changes

Career Dual Enrollment

The bill requires each career center operated by a district school board to enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the DOE by August 1. The agreement must:

⁵⁵ *Id.*

⁵⁶ *Id.*

⁵⁷ Section 1007.271(13)(b)3., (21)(o), and (24)(a)2., F.S.

⁵⁸ 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>.

⁵⁹ *Id.*

⁶⁰ Section 1007.23(1), F.S.

⁶¹ Section 1007.23(2)(a)1-2, F.S.

⁶² Section 1007.33(4), F.S.

⁶³ Florida Department of Education, Career and Adult Education, *PSAV to AAS/AS Degree*, <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/psav-to-aas-as-degree.stml> (last visited Apr. 11, 2019)

- Identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program.
- Delineate the high school credit earned for the completion of each career dual enrollment course.
- Identify any college credit articulation agreements associated with each clock hour program.
- Describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his or her high school, and the postsecondary career education expectations for participating students.
- Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.
- Delineate costs to be incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

Reverse Transfer Agreement

Currently, a state university must grant an associate in arts (AA) degree to a student who requests the degree and who has successfully completed the minimum requirements specified in law.⁶⁴ The bill requires that the statewide articulation agreement between the SBE and BOG provide for a reverse transfer agreement for FCS AA degree-seeking students who transfer to a state university before earning their associate in arts degree.

The bill:

- Specifies that if a student has earned more than 30 credit hours toward an AA degree from an FCS institution, the student must be awarded an AA degree by the FCS institution upon completion of the degree requirements at the state university.
- Requires state universities to:
 - Identify the transfer students from FCS institutions who have completed the requirements for an AA degree and transfer credits earned at the state university back to the FCS institution so that the AA degree may be awarded by that FCS institution.
 - Upon student consent, transfer credits earned at the state university to the FCS institution so that the AA degree may be awarded by the FCS institution.
 - Notify students of the criteria and process for requesting an AA certificate during orientation and provide additional notification to students upon completion of the AA degree requirements by the students. Beginning with students enrolled at the university in the 2018-2019 academic year and thereafter, a state university must also notify any student who has not graduated from the university about the reverse transfer option and process to request an AA degree 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.

The awarding of AA degrees to students who fulfill the AA degree requirements may assist with meeting the statewide attainment goal of 60 percent of working-age adults who hold a high-value postsecondary certificate, degree, or training experience by the year 2030.

⁶⁴ Section 1007.25(11), F.S.

Regional Career Pathways Agreement

The bill also requires each career center and FCS institution with overlapping service areas to 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 the service area. Such agreements must guarantee college credit toward an aligned associate degree program for students who graduate with a career or technical certificate from a career center and meet specified requirements. Regional agreements may not award less credit than the amount guaranteed through the existing statewide articulation agreement.

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 by May 1.

Career and Education Planning Course (Section 14)

Present Situation

Florida law specifies the general requirements for middle grades promotion.⁶⁵ Accordingly, students must successfully complete the specified courses to be promoted to high school.⁶⁶ In 2006, the Legislature created the requirements for middle grades promotion, which included one course in career and education planning.⁶⁷ In 2017, the requirement for students to complete the career and education planning course was eliminated.⁶⁸

Effect of Proposed Changes

The bill restores successful completion of the career education and planning course, with some modifications, as a requirement for students to be promoted to high school. The bill reinstates the career education and planning course requirements that were eliminated in 2017, except that the bill:

- Clarifies that the required academic and career plan must include information about the requirements for each scholarship⁶⁹ in the of Florida Bright Futures Scholarship program.
- Requires the course to emphasize employability skills.
- Requires that upon completion of the career and education planning course, a student's personalized academic and career plan must be sent to the student's academic advisor who must inform the student about the CTE graduation pathway option.
- Does not require the course to emphasize technology or the application of technology in career fields.
- Does not specify the requirements for:

⁶⁵ Section 1003.4156(1), F.S.

⁶⁶ *Id.*

⁶⁷ Section 21, ch. 2006-74, L.O.F.

⁶⁸ Section 60, ch. 2017-116, L.O.F.

⁶⁹ The Florida Bright Futures Scholarship Program consists of the following awards: Florida Academic Scholarship, Florida Medallion Scholarship, Florida Gold Seal Vocational Scholarship, and Florida Gold Seal CAPE Scholarship. Section 1009.53(2) and 1009.536, F.S.

- Schools to inform parents about the course curriculum and activities;
- Each student to complete a personal education plan that must be signed by the student and the student’s parent;
- The DOE to develop course frameworks and professional development materials for the course; and
- The commissioner to collect longitudinal high school course enrollment data by student ethnicity to analyze course-taking patterns.

Recognition of Academic and Workforce Achievement

Present Situation

District school boards are authorized to exercise powers and duties in accordance with the law or SBE rule.⁷⁰ For instance, a district school board is encouraged to adopt policies and procedures to provide for a student “Academic Scholarship Signing Day” by declaring the third Tuesday in April each year as “Academic Scholarship Signing Day.” The “Academic Scholarship Signing Day” must recognize the outstanding academic achievement of high school seniors who sign a letter of intent to accept an academic scholarship offered to the student by a postsecondary educational institution.⁷¹

District school board policies and procedures may include events in which students offered academic scholarships assemble and sign actual or ceremonial documents accepting those scholarships.⁷²

Effect of Proposed Changes

The bill maintains district school boards’ authority to recognize students’ academic achievement, but specifies that a district school board must adopt policies and procedures to declare a “College and Career Decision Day” to recognize high school seniors for their postsecondary education plans and to encourage:

- Early preparation for college, and
- Students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.

Accordingly, the bill provides a mechanism for acknowledging workforce education and readiness of students.

Workforce Education Funding

Present Situation

Funds provided for career and charter technical centers are appropriated separately from other K-12 programs in the General Appropriations Act (GAA). 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

⁷⁰ Section 1001.43, F.S.

⁷¹ Section 1001.43(14)(b), F.S.

⁷² *Id.*

during scheduled audits of these institutions.⁷³ 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 management information systems; 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, the DOE's financial data system does not separate secondary expenditures from postsecondary expenditures. 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 rules of the SBE.

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

Apprenticeship and Preapprenticeship Programs

The Florida Legislature has established educational opportunities for young people in the state to be trained for trades, occupations, and professions suited to their abilities.⁷⁴

Present Situation

The National Apprenticeship Act (Act) of 1937 authorized the Department of Labor to formulate and promote the furtherance of labor standards necessary to safeguard the welfare of apprentices, to extend the application of such standards by encouraging their inclusion in contracts of apprenticeship, to bring together employers and labor for the formulation of programs of

⁷³ Ch. 2015-232, Laws of Fla., *see* Specific Appropriation 118 proviso referencing Specific Appropriations 10, 116, and 118.

⁷⁴ Chapter 446, F.S.

apprenticeship, and to cooperate with state agencies engaged in the formulation and promotion of standards of apprenticeship.⁷⁵

Nationally, registered apprenticeship programs increased by 56 percent between 2013 and 2018.⁷⁶ There are over 585,000 apprentices currently obtaining the skills they need to succeed while earning the wages they need to build financial security.⁷⁷ Over 71,000 participants graduated from apprenticeship programs in fiscal year 2018, and over 47,000 veterans nationwide are participating in an apprenticeship program.⁷⁸

Apprenticeship Programs

An apprenticeship program is an organized course of instruction, registered and approved by the DOE,⁷⁹ which contains all terms and conditions for the qualifications, recruitment, selection, employment, and training of apprentices⁸⁰ including such matters as the requirements for a written apprenticeship agreement.⁸¹ The DOE is responsible for administering, facilitating, and supervising registered apprenticeship programs.⁸² Florida law specifies general duties of the DOE for apprenticeship training.⁸³ Presently, there are 223 registered apprenticeship programs and 11,879 active registered apprentices located statewide.⁸⁴

Preapprenticeship Programs

A preapprenticeship program is an organized course of instruction in the public school system or elsewhere, which is designed to prepare a person 16 years of age or older to become an apprentice⁸⁵ and is approved by and registered with the DOE and sponsored by a registered

⁷⁵ United States Department of Labor, *Apprenticeship Programs, Labor Standards for Registration, Amendment of Regulations*, Federal Register, Vol. 73, No. 210, amending 29 CFR Part 29, available at <https://doleta.gov/OA/pdf/FinalRule29CFRPart29.pdf> (Last visited Mar. 27, 2019). See also 29 U.S.C. s. 50 (1937), as amended.

⁷⁶ United States Department of Labor, *Apprenticeship: Data and Statistics*, https://www.doleta.gov/oa/data_statistics.cfm (last visited March 27, 2019).

⁷⁷ *Id.*

⁷⁸ *Id.*

⁷⁹ Registration of an apprenticeship program means acceptance and recording of such program by the Department as meeting the basic standards and requirements of the Department for approval of such program. Approval is evidenced by a certificate or other written indicia. Fla. Admin. Code R. 6A-23.002(18) (2019) Eligibility and requirements for registration are established in State Board of Education rule. Fla. Admin. Code R. 6A-23.003 (2019).

⁸⁰ An “apprentice” means “a person at least 16 years of age who is engaged in learning a recognized skilled trade through actual work experience under the supervision of journeyman craftsmen, which training should be combined with properly coordinated studies of technical and supplementary subjects, and who has entered into a written agreement, which may be cited as an apprentice agreement, with a registered apprenticeship sponsor who may be either an employer, an association of employers, or a local joint apprenticeship committee.” Section 446.021(2), F.S. A “journeyman means” “a person working in an apprenticeable occupation who has successfully completed a registered apprenticeship program or who has worked the number of years required by established industry practices for the particular trade or occupation.” Section 446.021(4), F.S.

⁸¹ Section 446.021(6), F.S. An apprenticeship agreement may not operate to invalidate any apprenticeship provision in a collective agreement between employers and employees that establishes higher apprenticeship standards. Section 446.081(1), F.S.

⁸² Section 446.041, F.S.

⁸³ Section 446.032, F.S.

⁸⁴ Email, Florida Department of Education (March 15, 2019).

⁸⁵ A “preapprentice” means any person 16 years of age or over engaged in any course of instruction in the public school system or elsewhere, which course is registered as a preapprenticeship program with the department. Section 446.021(1), F.S.

apprenticeship program.⁸⁶ The DOE, under regulations established by the state board, may administer the provisions in law⁸⁷ that relate to preapprenticeship programs in cooperation with district school boards and community college district boards of trustees.⁸⁸ Additionally, Florida law requires cooperation between district school boards, community college district boards of trustees, and registered program sponsors, and specifies responsibilities for such entities regarding apprenticeship and preapprenticeship programs.⁸⁹ Presently, there are 29 preapprenticeship programs and 647 preapprentices located statewide.⁹⁰

State Apprenticeship Advisory Council

The State Apprenticeship Advisory Council advises 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 appointed by the Governor and two ex officio nonvoting members.⁹¹

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 is required to 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 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 promotes apprenticeship and preapprenticeship programs through notification about such programs to students, parents, and members of the community. Specifically, the bill:

- Adds to the DOE's general duties regarding apprenticeship training to require the department to:
 - Publish on the department's website, by September 1 of each year, an annual report on apprenticeship and preapprenticeship programs. The bill specifies the information that must be included in such report.
 - Provide assistance to district school boards, FCS institution boards of trustees, program sponsors, and local workforce development boards in notifying students, parents, and members of the community of the availability of apprenticeship and preapprenticeship opportunities, including data provided in the economic security report.⁹²

⁸⁶ Section 446.021(5), F.S.

⁸⁷ Sections 446.011-446.092, F.S.

⁸⁸ Section 446.052(2), F.S.

⁸⁹ Section 446.052, F.S.

⁹⁰ Email, Florida Department of Education (March 19, 2019).

⁹¹ Section 446.045(2)(a)-(b), F.S.

⁹² Beginning December 31, 2013, and annually thereafter, the Department of Economic Opportunity, in consultation with the Department of Education, is required to prepare, or contract with an entity to prepare, an economic security report of employment and earning outcomes for degrees or certificates earned at public postsecondary educational institutions. Section 445.07, F.S.

- Revises legislative intent regarding apprenticeship training to specify the intent of the State of Florida to provide educational opportunities for its residents, instead of young people; and makes a conforming change to the benefit to the state’s residents from such opportunities.
- Updates terms to replace community colleges’ responsibilities regarding apprenticeship and preapprenticeship programs with FCS institutions’ responsibilities. Updates the term “journeyman” to “journeyworker.”
- Modifies the requirements for the two public members appointed to the State Apprenticeship Advisory Council by the Governor to require that such members must be independent of any joint or non-joint organization.

The bill requires the Department of Business and Professional Regulation (DBPR), in consultation with the applicable board and the DOE, to outline potential apprenticeship programs or conduct a review of existing registered apprenticeship programs to determine which, if completed by an applicant, could substitute for the required educational and experience training otherwise required for licensure. The DBPR must submit its findings and recommendations to the Governor, President of the Senate, and Speaker of the House of Representatives by December 31, 2019.

Subject to appropriation, the bill creates the Florida Apprenticeship Grant (FLAG) 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 on a competitive basis to expand existing programs and establish new apprenticeship or preapprenticeship programs. The bill requires the DOE to administer the program and:

- Specifies that the applications must contain projected enrollment and projected costs for the new or expanded apprenticeship program.
- Requires the DOE to give priority to apprenticeship programs with demonstrated regional demand.
- Specifies that grant funds:
 - May be used for instructional equipment, supplies, personnel, student services, and other expenses associated with the creation or expansion of an apprenticeship program.
 - May not be used for recurring instructional costs or indirect costs.
- Requires grant recipients to submit quarterly reports in a format prescribed by the DOE.
- Authorizes the state board to adopt rules to administer the FLAG Program.

Adjunct Educator Certification

Present Situation

It is the intent of the Legislature to allow school districts to tap the wealth of talent and expertise represented in Florida’s citizens who may wish to teach part-time in a Florida public school by permitting school districts to issue adjunct certificates to qualified applicants.⁹³

⁹³ Section 1012.57(2), F.S.

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 law⁹⁴ and who has expertise in the subject area to be taught.⁹⁵ An applicant must be 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.⁹⁶ The adjunct teaching certificate must be used for part-time teaching positions.⁹⁷

Effect of Proposed Changes

The bill provides flexibilities to district school boards by expanding the boards' authority regarding the issuance of adjunct educator certificates to permit the issuance of such certificates for full-time teaching positions. However, consistent with the terms of the temporary educator certificate,⁹⁸ the bill specifies that an adjunct teaching certificate issued for a full-time teaching position is valid for no more than three 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.
- Annually report to the DOE the number of adjunct teaching certificates issued for full-time and part-time teaching positions.

Higher Education Coordinating Council

Present Situation

The Higher Education Coordinating Council (HECC) was created in 2010 for the purpose of identifying unmet needs; facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers; and facilitating solutions to data issues identified by the Articulation Coordinating Committee.⁹⁹ 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.

⁹⁴ 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.

Section 1012.57(1), F.S.

⁹⁵ Section 1012.57(1), F.S.

⁹⁶ *Id.*

⁹⁷ *Id.*

⁹⁸ Section 1012.56(7), F.S.

⁹⁹ Section 1004.015, F.S.

- 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.¹⁰⁰

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.¹⁰¹

Effect of Proposed Changes

The bill reconstitutes the HECC as the Florida Talent Development Council (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. Accordingly, the bill eliminates duties assigned to the HECC and requires the Department of Economic Opportunity to provide administrative 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 Executive Director of the Department of Economic Opportunity.
- 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.

The membership of the Council must also include the following members serving 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.

The bill requires the Council to develop a strategic plan for talent development 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 of Representatives, the BOG, and the SBE by December 31, 2019.

The bill specifies that the strategic plan must, at a minimum:

¹⁰⁰ *Id.*

¹⁰¹ *Id.*

- Identify Florida’s fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.
- Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida’s postsecondary institutions align with high demand employment needs and job replacement rates.
- Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs.
- Establish 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.
- Assess the role of apprenticeship programs in meeting targeted workforce needs and identification of any barriers to program expansion.
- Identify 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.
- Recommend 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.
- Establish a timeline for regularly updating the strategic plan and the established goals.

Postsecondary Feedback of Information to High Schools

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 education¹⁰² or for applied academics¹⁰³ for adult education.¹⁰⁴

¹⁰² 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 Apr. 10, 2019).

¹⁰³ 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.

¹⁰⁴ Section 1008.37(2), F.S.

Effect of Proposed Changes

The bill revises the deadline from November 30 to April 30 for the annual reporting of postsecondary feedback information by the commissioner to specified entities. The change in the reporting deadline for the postsecondary feedback information will allow the DOE to use the data that are provided by the postsecondary education institutions by March of each year.

Additionally, the bill amends s. 1003.4282(7), F.S., relating to uniform transfer of high school credits, to update an outdated reference to the Elementary and Secondary Education Act (ESEA) to reflect the current federal law as amended by the Every Student Succeeds Act of 2015 (ESSA).

Effective Date

The bill takes effect July 1, 2019, except for the scholar designation provision which is effective upon the bill becoming law.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

Districts may incur costs in offering the career education and planning course to all middle school students, as completing the course will be required prior to being promoted to high school.

The funding for the Florida Apprenticeship Grant (FLAG) Program is subject to a legislative appropriation. In addition, institutions may incur some costs as they track students about meeting the requirements of AA degree.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 446.011, 446.021, 446.032, 446.045, 446.052, 446.081, 446.091, 446.092, 455.213, 1001.02, 1001.43, 1001.706, 1003.41, 1003.4156, 1003.4156, 1003.4282, 1003.4285, 1003.491, 1004.015, 1004.6495, 1004.935, 1006.22, 1007.23, 1007.25, 1007.2616, 1007.271, 1008.37, 1009.21, 1011.80, and 1012.57.

The bill creates the following sections of the Florida Statutes: 1004.013, 1007.233, and 1011.802.

IX. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS/CS/CS by Appropriations on April 18, 2019:

The committee substitute maintains the substance of the bill with the following modifications:

- Makes the following revisions to the 24-credit graduation pathway requirements:
 - Requires a student to be advised by an academic advisor designated by the school principal about needing to earn an additional mathematics credit to fulfill the requirements for state university admission if the student completes Algebra I through 2 full-year courses.
 - Eliminates current law regarding the financial literacy credit requirement as part of economics under the social studies credit requirement.
 - Requires all school districts to offer a financial literacy course consisting of at least 0.5 credit as an elective, beginning with the 2019-2020 school year.
- Makes the following revisions to the Career and Technical Education (CTE) graduation pathway requirements:

- Clarifies that to meet the requirements of CTE graduation pathway option, students must meet the GPA requirement in addition to the specified credit requirements.
- Deletes the provision that required a standard high school diploma to be awarded to a student who completes the CTE graduation pathway credit requirements.
- Changes from 3.5 to 3 credits for social studies by eliminating 0.5 credit in financial literacy.
- Changes from 1.5 to 2.0 credits for work-based learning, and authorizes students to substitute up to 2 credits of electives, including 0.5 credit in financial literacy, for work-based learning program courses.
- Clarifies that the students must take, instead of sit for, the statewide, standardized end-of-course assessments to fulfill the CTE graduation pathway option requirements.
- Modifies the social studies standards by requiring that such standards establish specific curricular content for economics and financial literacy, instead of economics including financial literacy; and deletes the standards specified in law which must be included in the curricular content for financial literacy.
- Modifies the reverse transfer provision to specify that:
 - Upon student consent, state universities must transfer credits earned at the state university to the Florida College System (FCS) institution so that the associate in arts (AA) degree may be awarded by the FCS institution.
 - Beginning with students enrolled at the university in the 2018-2019 academic year and thereafter, a state university must also notify any student who has not graduated from the university about the reverse transfer option and process to request an AA degree 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.

CS/CS by Innovation, Industry, and Technology on April 10, 2019:

The committee substitute:

- Changes the title of the bill from “education” to “workforce education.”
- Revises terminology, including the terms community college district (to “Florida College System institution”) and “journeyman” (to “journeyworker”).
- Requires the DOE to provide assistance to certain entities relating to notify specified persons of apprenticeship and preapprenticeship opportunities.
- Revises the membership criteria for certain appointments to the State Apprenticeship Advisory Council.
- Limits the applicability of state apprenticeship and job-training program requirements to provisions for veterans, minority persons, and women.
- Requires the DBPR to consult with the DOE to evaluate certain apprenticeship programs to determine potential substitutions for certain licensure requirements.
- Specifies that certain career education credits may be used to satisfy elective credit requirements for the accelerated high school graduation option.
- Revises the credit requirements for students who earn an industry certification.
- Corrects a cross-reference to the Every Student Succeeds Act.
- Revises the financial literacy requirement for the CTE graduation pathway.

- Revises the requirements to earn the scholar designation on a standard high school diploma.
- Requires the Commissioner of Education to annually review career and technical offerings in consultation with certain entities, and to phase out certain career and technical education offerings.
- Creates the “SAIL to 60 Initiative” for specified purposes and the SBE responsibilities relating to the initiative.
- Renames the Higher Education Coordinating Council as the Florida Talent Development Council, revises the membership of the council, revises the duties and responsibilities of the council; and requires the council to submit a strategic plan to the Governor and Legislature by a specified date.
- Authorizes district school boards to use motor vehicles to transport students to and from career education programs.
- Provides requirements for the statewide articulation agreements.
- Requires career centers and FCS institutions to submit a career pathways agreement to the DOE by a specified date, and provides requirements for such agreements.
- Requires state universities to notify students of the criteria and process for requesting an associate in arts certificate at specified times.
- Requires career centers to enter into agreements with specified high schools to offer certain courses to high school students, and provides requirements for such agreements.
- Modifies the date by which the Commissioner of Education is annually required to report certain information to the SBE, the BOG, and the Legislature.
- Requires certain school districts and FCS institutions to maintain certain records, and revises the calculation method for funds and fees for certain workforce education programs.
- Creates the Florida Apprenticeship Grant (FLAG) and authorizes the DOE to adopt rules.
- Revises requirements relating to adjunct teaching certificates.

CS by Education on March 19, 2019:

The committee substitute:

- Modifies the bill provisions regarding the Career and Technical Education (CTE) graduation pathway option in the following ways:
 - Revises the number of English Language Arts (ELA) credits that a student must complete to earn a standard high school diploma from 3 to 4, consistent with the existing 24-credit and 18-credit ACCEL option requirements specified in law.
 - Authorizes a student to complete ELA courses online and complete 2 or more ELA credits in a single year.
 - Revises the number of mathematics credits that a student must complete to earn a standard high school diploma from 3 to 4, consistent with the existing 24-credit and 18-credit ACCEL option requirements specified in law.
 - Changes the credit requirement for social studies from 3.5 to 3, similar to the existing 24-credit and 18-credit ACCEL option requirements specified in law, with the exception of the financial literacy requirement.

- Specifies a 0.5 credit requirement each in economics and financial literacy under the CTE graduation pathway option to earn a standard high school diploma.
- Revises the number of CTE credits that a student must complete to earn a standard high school diploma from 3 to 2.
- Changes the credit requirements for work-based learning programs from 2.5 to 1.5.
- Adds provisions related to the CTE pathway option that:
 - Exempt a charter school that exclusively offers the CTE pathway option from application requirements related to district school boards but specify that such charter schools must comply with the application requirements relating to the department.
 - Specify that adjunct educators, who are certified in accordance with the law, may administer courses in the CTE pathway option.
- Adds provisions related to career education that:
 - Modify the 24-credit pathway for earning a standard high school diploma by revising computer science credit substitution for mathematics or science credits, and creates a mechanism for the review of the sufficiency of career education course standards to meet the Algebra I credit requirement.
 - Revise the acceleration mechanism component for the school grade calculation for high schools by specifying that dual enrollment courses include career clock-hour dual enrollment courses, and applies the revision to the 2019-2020 school year and thereafter.
 - Create the Florida Pathways to Career Opportunities Grant Program to enable high school and Florida College System (FCS) institutions to offer applied learning opportunities for students in high-demand career pathways linked to occupations that will provide students with middle-level and high-level wages.
 - Increase from 15 to 30, the limit on the number of CAPE Digital Tool Certificates that must be identified annually.
 - Restore middle grades career education and planning course requirements which were eliminated in 2017, with some modifications.
 - Require district school boards to also declare a “College and Career Decision Day” to recognize high school seniors for their postsecondary education plans and to encourage them to pursue college and career pathways.
 - Require the Department of Education to provide assistance to district school boards, FCS institution boards of trustees, program sponsors, and local workforce development boards in notifying students, parents, and members of the community about apprenticeship and preapprenticeship opportunities.
- Adds a provision regarding adjunct educator certification that extends the issuance of the adjunct teaching certificates to full-time teaching positions, and specifies that such certificates are valid for a period of three years and are not renewable. The committee substitute also specifies reporting requirements for school districts.

B. Amendments:

None.