

By the Committee on Education; and Senators Hutson and Perry

581-03241-19

2019770c1

1 A bill to be entitled
2 An act relating to education; amending s. 446.011,
3 F.S.; updating terminology; amending s. 446.032, F.S.;
4 requiring the Department of Education to provide
5 assistance to certain entities in notifying specified
6 persons of apprenticeship and preapprenticeship
7 opportunities; amending s. 446.052, F.S.; updating
8 terminology; amending s. 1001.43, F.S.; requiring
9 district school boards to declare an annual "College
10 and Career Decision Day" for specified purposes;
11 amending s. 1003.4156, F.S.; requiring students to
12 take a career and education planning course for
13 promotion to high school; providing requirements for
14 such course; requiring each student who takes the
15 course to receive an academic and career plan;
16 providing requirements for such plan; amending s.
17 1003.4282, F.S.; authorizing a credit in computer
18 science to meet specified graduation requirements
19 under certain circumstances; requiring a student who
20 earns a credit through a career education course to
21 pass specified assessments; providing that, as of a
22 specified school year, certain students are eligible
23 for an alternative pathway to a standard high school
24 diploma through the Career and Technical Education
25 (CTE) pathway option; providing requirements for the
26 CTE pathway option; requiring that each principal or
27 his or her designee, who must be designated as an
28 academic advisor, inform parents and students of the
29 CTE pathway option and establish certain processes

581-03241-19

2019770c1

30 relating to the pathway; requiring district school
31 boards to incorporate certain information in the
32 student progression plan; providing that charter
33 schools that exclusively offer the CTE pathway option
34 are exempt from specified application requirements;
35 authorizing adjunct educators to administer courses in
36 the CTE pathway option; amending s. 1008.34, F.S.;
37 revising school grade components to specify that dual
38 enrollment courses include career clock-hour dual
39 enrollment courses; amending s. 1008.44, F.S.;
40 increasing the number of CAPE Digital Tool
41 certificates relating to specified subjects which may
42 be included on the CAPE Industry Certification Funding
43 List; creating s. 1009.551, F.S.; creating the Florida
44 Pathways to Career Opportunities Grant Program within
45 the department; providing the purpose of the program;
46 providing legislative intent; providing requirements
47 for the program; providing requirements for grant
48 applications for the program; requiring the
49 Commissioner of Education to establish an application
50 process for the program; providing that proposals for
51 grants be funded competitively; authorizing school
52 districts, charter schools, and Florida College System
53 institutions to apply for grants under the program;
54 providing for eligibility requirements; providing that
55 priority for grants be given to proposals that meet
56 specified criteria; requiring the commissioner to
57 annually report certain information to the Governor
58 and the Legislature by a specified date; requiring the

581-03241-19

2019770c1

59 State Board of Education to adopt rules; amending s.
60 1012.57, F.S.; deleting a requirement that the adjunct
61 teaching certificate be used only for part-time
62 teaching positions; authorizing school districts to
63 issue adjunct teaching certificates for part-time and
64 full-time teaching positions; providing limitations on
65 adjunct teaching certificates for full-time positions;
66 requiring school districts to post certification
67 criteria on their websites; requiring school districts
68 to annually report issued certificates to the
69 Department of Education; providing an effective date.
70

71 Be It Enacted by the Legislature of the State of Florida:
72

73 Section 1. Subsection (2) of section 446.011, Florida
74 Statutes, is amended to read:

75 446.011 Legislative intent regarding apprenticeship
76 training.—

77 (2) It is the intent of the Legislature that the Department
78 of Education have responsibility for the development of the
79 apprenticeship and preapprenticeship uniform minimum standards
80 for the apprenticeable trades and that the department have
81 responsibility for assisting district school boards and Florida
82 College System institution ~~community college district~~ boards of
83 trustees in developing preapprenticeship programs.

84 Section 2. Subsection (3) is added to section 446.032,
85 Florida Statutes, to read:

86 446.032 General duties of the department for apprenticeship
87 training.—The department shall:

581-03241-19

2019770c1

88 (3) Provide assistance to district school boards, Florida
89 College System institution boards of trustees, program sponsors,
90 and local workforce development boards in notifying students,
91 parents, and members of the community of the availability of
92 apprenticeship and preapprenticeship opportunities, including
93 data provided in the economic security report pursuant to s.
94 445.07.

95 Section 3. Subsections (2) and (3) of section 446.052,
96 Florida Statutes, are amended to read:

97 446.052 Preapprenticeship program.—

98 (2) The department, under regulations established by the
99 State Board of Education, may administer the provisions of ss.
100 446.011-446.092 which relate to preapprenticeship programs in
101 cooperation with district school boards and Florida College
102 System institution ~~community college district~~ boards of
103 trustees. District school boards, Florida College System
104 institution ~~community college district~~ boards of trustees, and
105 registered program sponsors shall cooperate in developing and
106 establishing programs that include career instruction and
107 general education courses required to obtain a high school
108 diploma.

109 (3) The department, the district school boards, and the
110 Florida College System institution ~~community college district~~
111 boards of trustees shall work together with existing registered
112 apprenticeship programs in order that individuals completing the
113 preapprenticeship programs may be able to receive credit toward
114 ~~towards~~ completing a registered apprenticeship program.

115 Section 4. Paragraph (b) of subsection (14) of section
116 1001.43, Florida Statutes, is amended to read:

581-03241-19

2019770c1

117 1001.43 Supplemental powers and duties of district school
118 board.—The district school board may exercise the following
119 supplemental powers and duties as authorized by this code or
120 State Board of Education rule.

121 (14) RECOGNITION OF ACADEMIC ACHIEVEMENT.—

122 (b) The district school board is encouraged to adopt
123 policies and procedures to provide for a student "Academic
124 Scholarship Signing Day" by declaring the third Tuesday in April
125 each year as "Academic Scholarship Signing Day." The "Academic
126 Scholarship Signing Day" shall recognize the outstanding
127 academic achievement of high school seniors who sign a letter of
128 intent to accept an academic scholarship offered to the student
129 by a postsecondary educational institution. The district school
130 board shall adopt policies and procedures to declare an annual
131 "College and Career Decision Day" to recognize high school
132 seniors for their postsecondary education plans, to encourage
133 early preparation for college, and to encourage students to
134 pursue advanced career pathways through the attainment of
135 industry certifications for which there are statewide college
136 credit articulation agreements.

137
138 District school board policies and procedures may include, but
139 need not be limited to, conducting assemblies or other
140 appropriate public events in which students offered academic
141 scholarships assemble and sign actual or ceremonial documents
142 accepting those scholarships. The district school board may
143 encourage holding such events in an assembly or gathering of the
144 entire student body as a means of making academic success and
145 recognition visible to all students.

581-03241-19

2019770c1

146 Section 5. Paragraph (e) is added to subsection (1) of
147 section 1003.4156, Florida Statutes, to read:

148 1003.4156 General requirements for middle grades
149 promotion.—

150 (1) In order for a student to be promoted to high school
151 from a school that includes middle grades 6, 7, and 8, the
152 student must successfully complete the following courses:

153 (e) One course in career and education planning to be
154 completed in grades 6, 7, or 8 and which may be taught by any
155 member of the instructional staff. The course must be Internet-
156 based, customizable to each student, and include research-based
157 assessments to assist students in determining educational and
158 career options and goals. In addition, the course must result in
159 a completed personalized academic and career plan for the
160 student which may be revised as the student progresses through
161 middle school and high school; must emphasize the importance of
162 entrepreneurship and employability skills; and must include
163 information from the Department of Economic Opportunity's
164 economic security report under s. 445.07. Upon completion of the
165 course, a student's resulting personalized academic and career
166 plan must be sent to his or her academic advisor pursuant to s.
167 1003.4282(11)(c). The required personalized academic and career
168 plan must inform students of high school graduation
169 requirements, including a detailed explanation of the
170 requirements for earning a high school diploma designation under
171 s. 1003.4285; requirements for each scholarship in the Florida
172 Bright Futures Scholarship Program; state university and Florida
173 College System institution admission requirements; available
174 opportunities to earn college credit in high school, including

581-03241-19

2019770c1

175 Advanced Placement courses; the International Baccalaureate
176 Program; the Advanced International Certificate of Education
177 Program; dual enrollment, including career dual enrollment; and
178 career education courses, including career-themed courses,
179 preapprenticeship and apprenticeship programs, and course
180 sequences that lead to industry certification pursuant to s.
181 1003.492 or s. 1008.44. The course may be implemented as a
182 stand-alone course or integrated into another course or courses.

183 Section 6. Present subsection (11) of section 1003.4282,
184 Florida Statutes, is redesignated as subsection (12), a new
185 subsection (11) is added to that section, and paragraphs (b) and
186 (c) of subsection (3) and paragraph (a) of subsection (8) of
187 that section are amended, to read:

188 1003.4282 Requirements for a standard high school diploma.—

189 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT
190 REQUIREMENTS.—

191 (b) *Four credits in mathematics.*—

192 1. A student must earn one credit in Algebra I and one
193 credit in Geometry. A student's performance on the statewide,
194 standardized Algebra I end-of-course (EOC) assessment
195 constitutes 30 percent of the student's final course grade. A
196 student must pass the statewide, standardized Algebra I EOC
197 assessment, or earn a comparative score, in order to earn a
198 standard high school diploma. A student's performance on the
199 statewide, standardized Geometry EOC assessment constitutes 30
200 percent of the student's final course grade.

201 2. A student who earns an industry certification for which
202 there is a statewide college credit articulation agreement
203 approved by the State Board of Education may substitute the

581-03241-19

2019770c1

204 certification for one mathematics credit. Substitution may occur
205 for up to two mathematics credits, except for Algebra I and
206 Geometry.

207 3. A student who earns a computer science credit may
208 substitute the credit for up to one credit of the mathematics
209 requirement, with the exception of Algebra I and Geometry, if
210 the commissioner identifies the computer science credit as being
211 equivalent in rigor to the mathematics credit. An identified
212 computer science credit may not be used to substitute for both a
213 mathematics and a science credit. A student who earns an
214 industry certification in 3D rapid prototype printing may
215 satisfy up to two credits of the mathematics requirement, with
216 the exception of Algebra I, if the commissioner identifies the
217 certification as being equivalent in rigor to the mathematics
218 credit or credits.

219 (c) *Three credits in science.*—

220 1. Two of the three required credits must have a laboratory
221 component. A student must earn one credit in Biology I and two
222 credits in equally rigorous courses. The statewide, standardized
223 Biology I EOC assessment constitutes 30 percent of the student's
224 final course grade.

225 2. A student who earns an industry certification for which
226 there is a statewide college credit articulation agreement
227 approved by the State Board of Education may substitute the
228 certification for one science credit, except for Biology I.

229 3. A student who earns a computer science credit may
230 substitute the credit for up to one credit of the science
231 requirement, with the exception of Biology I, if the
232 commissioner identifies the computer science credit as being

581-03241-19

2019770c1

233 equivalent in rigor to the science credit. An identified
234 computer science credit may not be used to substitute for both a
235 mathematics and a science credit.

236 (8) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
237 CREDIT REQUIREMENTS.—

238 (a) Participation in career education courses engages
239 students in their high school education, increases academic
240 achievement, enhances employability, and increases postsecondary
241 success. ~~By July 1, 2014,~~ The department shall develop, for
242 approval by the State Board of Education, multiple, additional
243 career education courses or a series of courses that meet the
244 requirements set forth in s. 1003.493(2), (4), and (5) and this
245 subsection and allow students to earn credit in both the career
246 education course and courses required for high school graduation
247 under this section and s. 1003.4281.

248 1. The state board must determine at least biennially if
249 sufficient academic standards are covered to warrant the award
250 of academic credit, including credit for Algebra I. A student
251 who earns a credit for a course identified pursuant to this
252 subparagraph must still take the statewide, standardized EOC
253 assessment or grade-level assessment associated with the
254 required course and pass the statewide, standardized Algebra I
255 EOC assessment and statewide, standardized grade 10 ELA
256 assessment in accordance with subsection (3).

257 2. Career education courses must include workforce and
258 digital literacy skills and the integration of required course
259 content with practical applications and designated rigorous
260 coursework that results in one or more industry certifications
261 or clearly articulated credit or advanced standing in a 2-year

581-03241-19

2019770c1

262 or 4-year certificate or degree program, which may include high
263 school junior and senior year work-related internships or
264 apprenticeships. The department shall negotiate state licenses
265 for material and testing for industry certifications. The
266 instructional methodology used in these courses must be
267 comprised of authentic projects, problems, and activities for
268 contextually learning the academics.

269 3. A student who earns credit upon completion of an
270 apprenticeship or preapprenticeship program registered with the
271 Department of Education under chapter 446 may use such credit to
272 satisfy the high school graduation credit requirements in
273 paragraph (3)(e) or paragraph (3)(g). The state board shall
274 approve and identify in the Course Code Directory the
275 apprenticeship and preapprenticeship programs from which earned
276 credit may be used pursuant to this subparagraph.

277 (11) CAREER AND TECHNICAL EDUCATION GRADUATION PATHWAY
278 OPTION.—Beginning with the 2019-2020 school year, a student is
279 eligible to complete an alternative pathway to earning a
280 standard high school diploma through the Career and Technical
281 Education (CTE) pathway option. Receipt of a standard high
282 school diploma awarded through the CTE pathway option requires
283 the student's successful completion of at least 18 credits. A
284 student completing the CTE pathway option must earn at least a
285 cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

286 (a) In order for a student to satisfy the requirements of
287 the CTE pathway option, he or she must:

288 1. Complete four credits in English Language Arts. The four
289 credits must be in ELA I, II, III, and IV; however, a student
290 may substitute up to four credits in ELA honors, AP, AICE, IB,

581-03241-19

2019770c1

291 or dual enrollment courses for the required ELA credits. A
292 student may complete ELA courses online and may complete two or
293 more ELA credits in a single year. A student also must pass the
294 statewide, standardized grade 10 Reading assessment or, when
295 implemented, the grade 10 ELA assessment, or earn a concordant
296 score, in order to earn a standard high school diploma;

297 2. Complete four credits in mathematics. A student must
298 earn one credit in Algebra I and one credit in Geometry. A
299 student's performance on the statewide, standardized Algebra I
300 EOC assessment constitutes 30 percent of the student's final
301 course grade. A student also must pass the statewide,
302 standardized Algebra I EOC assessment, or earn a comparative
303 score, in order to earn a standard high school diploma. A
304 student's performance on the statewide, standardized Geometry
305 EOC assessment constitutes 30 percent of the student's final
306 course grade. A student who earns an industry certification for
307 which there is a statewide college credit articulation agreement
308 approved by the State Board of Education may substitute the
309 certification for one mathematics credit. Substitution may occur
310 for up to two mathematics credits, except for Algebra I and
311 Geometry;

312 3. Complete three credits in science. Two of the three
313 required credits must have a laboratory component. A student
314 must earn one credit in Biology I and two credits in equally
315 rigorous courses. The statewide, standardized Biology I EOC
316 assessment constitutes 30 percent of the student's final course
317 grade. A student who earns an industry certification for which
318 there is a statewide college credit articulation agreement
319 approved by the State Board of Education may substitute the

581-03241-19

2019770c1

320 certification for two science credits, except for Biology I;

321 4. Complete three credits in social studies. A student must
322 earn one credit in United States History; one credit in World
323 History; one-half credit in United States Government; and one-
324 half credit in economics. The United States History EOC
325 assessment constitutes 30 percent of the student's final course
326 grade;

327 5. Complete two credits in career and technical education.
328 The courses must result in a program completion and an industry
329 certification;

330 6. Complete one and one-half credits in work-based learning
331 programs. A student must earn one and one-half credits through
332 work-based learning program courses. A student may substitute up
333 to one and one-half credits of electives for work-based learning
334 program courses to fulfill this requirement;

335 7. Complete one-half credit in financial literacy; and

336 8. Sit for the statewide, standardized Geometry EOC
337 assessment, Biology I EOC assessment, and United States History
338 EOC assessment.

339 (b) Upon completion of the requirements specified in
340 paragraph (a), a student shall be awarded a standard high school
341 diploma in a form prescribed by the State Board of Education.

342 (c) Each principal or his or her faculty designee, who must
343 be designated as an academic advisor, shall:

344 1. Inform parents and students of the CTE pathway option
345 available at the school and the graduation requirements for the
346 CTE pathway option established pursuant to paragraph (a);

347 2. Establish a process by which a parent may request
348 student participation in the CTE pathway option. The student

581-03241-19

2019770c1

349 must be provided the opportunity to participate in the CTE
350 pathway option;

351 3. Establish a process to verify a student's progress and
352 completion of the CTE pathway option; and

353 4. Meet with any student who has a cumulative grade point
354 average that falls below 2.0 during the first semester in which
355 his or her grade point average falls below 2.0, and any
356 subsequent semester in which his or her grade point average
357 remains below 2.0, to discuss CTE pathway options.

358 (d) Each district school board shall incorporate the CTE
359 pathway option to graduation in the student progression plan
360 required under s. 1008.25.

361 (e) A charter school that exclusively offers the CTE
362 pathway option is exempt from application requirements relating
363 to district school boards pursuant to s. 1002.33, but the
364 charter school must comply with application requirements
365 relating to the department.

366 (f) Adjunct educators certified pursuant to s. 1012.57 may
367 administer courses in the CTE pathway option.

368 Section 7. Paragraph (b) of subsection (3) of section
369 1008.34, Florida Statutes, is amended to read:

370 1008.34 School grading system; school report cards;
371 district grade.—

372 (3) DESIGNATION OF SCHOOL GRADES.—

373 (b)1. Beginning with the 2019-2020 ~~2014-2015~~ school year, a
374 school's grade shall be based on the following components, each
375 worth 100 points:

376 a. The percentage of eligible students passing statewide,
377 standardized assessments in English Language Arts under s.

581-03241-19

2019770c1

378 1008.22(3).

379 b. The percentage of eligible students passing statewide,
380 standardized assessments in mathematics under s. 1008.22(3).

381 c. The percentage of eligible students passing statewide,
382 standardized assessments in science under s. 1008.22(3).

383 d. The percentage of eligible students passing statewide,
384 standardized assessments in social studies under s. 1008.22(3).

385 e. The percentage of eligible students who make Learning
386 Gains in English Language Arts as measured by statewide,
387 standardized assessments administered under s. 1008.22(3).

388 f. The percentage of eligible students who make Learning
389 Gains in mathematics as measured by statewide, standardized
390 assessments administered under s. 1008.22(3).

391 g. The percentage of eligible students in the lowest 25
392 percent in English Language Arts, as identified by prior year
393 performance on statewide, standardized assessments, who make
394 Learning Gains as measured by statewide, standardized English
395 Language Arts assessments administered under s. 1008.22(3).

396 h. The percentage of eligible students in the lowest 25
397 percent in mathematics, as identified by prior year performance
398 on statewide, standardized assessments, who make Learning Gains
399 as measured by statewide, standardized Mathematics assessments
400 administered under s. 1008.22(3).

401 i. For schools comprised of middle grades 6 through 8 or
402 grades 7 and 8, the percentage of eligible students passing high
403 school level statewide, standardized end-of-course assessments
404 or attaining national industry certifications identified in the
405 CAPE Industry Certification Funding List pursuant to rules
406 adopted by the State Board of Education.

581-03241-19

2019770c1

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408 In calculating Learning Gains for the components listed in sub-
409 subparagraphs e.-h., the State Board of Education shall require
410 that learning growth toward achievement levels 3, 4, and 5 is
411 demonstrated by students who scored below each of those levels
412 in the prior year. In calculating the components in sub-
413 subparagraphs a.-d., the state board shall include the
414 performance of English language learners only if they have been
415 enrolled in a school in the United States for more than 2 years.

416 2. For a school comprised of grades 9, 10, 11, and 12, or
417 grades 10, 11, and 12, the school's grade shall also be based on
418 the following components, each worth 100 points:

419 a. The 4-year high school graduation rate of the school as
420 defined by state board rule.

421 b. The percentage of students who were eligible to earn
422 college and career credit through College Board Advanced
423 Placement examinations;; International Baccalaureate
424 examinations;; dual enrollment courses, including career clock-
425 hour dual enrollment courses; or Advanced International
426 Certificate of Education examinations; or who, at any time
427 during high school, earned national industry certification
428 identified in the CAPE Industry Certification Funding List,
429 pursuant to rules adopted by the state board.

430 Section 8. Paragraph (b) of subsection (1) of section
431 1008.44, Florida Statutes, is amended to read:

432 1008.44 CAPE Industry Certification Funding List and CAPE
433 Postsecondary Industry Certification Funding List.—

434 (1) Pursuant to ss. 1003.4203 and 1003.492, the Department
435 of Education shall, at least annually, identify, under rules

581-03241-19

2019770c1

436 adopted by the State Board of Education, and the Commissioner of
437 Education may at any time recommend adding the following
438 certificates, certifications, and courses:

439 (b) No more than 30 ~~45~~ CAPE Digital Tool certificates
440 limited to the areas of word processing; spreadsheets; sound,
441 motion, and color presentations; digital arts; cybersecurity;
442 and coding pursuant to s. 1003.4203(3) that do not articulate
443 for college credit. Such certificates shall be annually
444 identified on the CAPE Industry Certification Funding List and
445 updated solely by the Chancellor of Career and Adult Education.
446 The certificates shall be made available to students in
447 elementary school and middle school grades and, if earned by a
448 student, shall be eligible for additional full-time equivalent
449 membership pursuant to s. 1011.62(1)(o)1.

450 Section 9. Section 1009.551, Florida Statutes, is created
451 to read:

452 1009.551 The Florida Pathways to Career Opportunities Grant
453 Program.—

454 (1) The Florida Pathways to Career Opportunities Grant
455 Program is created within the Department of Education. The
456 purpose of the program is to enable high schools and Florida
457 College System institutions to offer applied learning
458 opportunities for students in high-demand career pathways linked
459 to occupations that will provide students with middle-level and
460 high-level wages.

461 (2) The Legislature intends that the program provide
462 individual grants statewide to serve students in grades 9-12 and
463 students within the first 60 hours of college coursework who
464 enter a career pathway that enables them to master the skills

581-03241-19

2019770c1

465 they need to graduate with a career certificate or a 2-year
466 technical degree to secure an entry-level position in an
467 industry.

468 (3) Selected institutions must provide students with an
469 opportunity to earn industry certifications, 60 hours of college
470 credit, or an associate of arts degree by the time they graduate
471 from high school, and the opportunity to gain valuable work
472 experience through internships, externships, apprenticeships, or
473 other job training programs. Grants issued under the program
474 must be used to enroll students in work-based education programs
475 that lead to career opportunities in high-demand fields.

476 (4) Each grant application must include the expertise of
477 public institutions and the participation of one secondary
478 partner and one or more postsecondary and industry partners.

479 (5) The commissioner shall establish an application process
480 for allocated grants under the program.

481 (a) Proposals for the grant must be funded competitively.

482 (b) School districts, charter schools, and Florida College
483 System institutions may apply for grant funding under this
484 section. As a condition of the grant, applicants must agree to
485 timely provide the information described in subsection (8) to
486 the commissioner.

487 (6) To be eligible for a grant under the program, proposals
488 must:

489 (a) Give students opportunities to earn the following:

490 1. Industry certifications, associate degrees,
491 postsecondary certificates, or college credit aligned to high-
492 demand workforce needs of the state, region, or local area and
493 linked to occupations that provide a middle wage or high wage

581-03241-19

2019770c1

494 within 6 years; and

495 2. Applied learning experiences through internships,
496 externships, apprenticeships, or other job training programs;

497 (b) Provide students with mentorship or career counseling
498 informed by labor market demand;

499 (c) Provide industry and employer partner memoranda of
500 understanding to ensure the program is aligned to in-demand
501 skills and which show the nature of the industry and employer
502 partnership;

503 (d) Identify how the proposal will address opportunities
504 for underrepresented students, such as minority, low-income, or
505 rural students, or for girls in computer science courses;

506 (e) Identify how the school district, charter school, or
507 Florida College System institution will use the grant funding
508 and leverage other available funds to provide continued support
509 for the program;

510 (f) Provide the training and academic preparation at no
511 cost to students; and

512 (g) Identify the postsecondary partners to ensure
513 appropriate articulation and dual enrollment opportunities and
514 provide memoranda of understanding which show the nature of the
515 postsecondary partnership.

516 (7) Priority for grants must be given to proposals that
517 increase opportunities for underrepresented students, such as
518 minority, low-income, or rural students, or for girls in
519 computer science courses.

520 (8) By December 1 of each year, the commissioner shall
521 report to the Governor, the President of the Senate, and the
522 Speaker of the House of Representatives all of the following:

581-03241-19

2019770c1

- 523 (a) The number of participating students and their
524 outcomes, including the following:
- 525 1. Academic achievement;
 - 526 2. Attainment of industry certifications, associate
527 degrees, or college credit;
 - 528 3. Applied learning experiences of the participating
529 students;
 - 530 4. Postsecondary enrollment, or continued enrollment at a
531 postsecondary institution, following completion of the program,
532 if applicable;
 - 533 5. Employment outcomes and wages, as applicable; and
 - 534 6. Noncompletion rate.
- 535 (b) The demographics of participating students and their
536 outcomes as described in paragraph (a).
- 537 (c) Identification of high-demand career pathways linked to
538 occupations that provide students with middle-level and high-
539 level wages as reflected by labor market demand.
- 540 (9) The State Board of Education shall adopt rules to
541 implement this section.
- 542 Section 10. Subsections (1) through (4) of section
543 1012.57, Florida Statutes, are amended, and subsection (6) is
544 added to that section, to read:
- 545 1012.57 Certification of adjunct educators.—
- 546 (1) Notwithstanding the provisions of ss. 1012.32, 1012.55,
547 and 1012.56, or any other provision of law or rule to the
548 contrary, district school boards shall adopt rules to allow for
549 the issuance of an adjunct teaching certificate to any applicant
550 who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10)
551 and who has expertise in the subject area to be taught. An

581-03241-19

2019770c1

552 applicant shall be considered to have expertise in the subject
553 area to be taught if the applicant demonstrates sufficient
554 subject area mastery through passage of a subject area test. ~~The~~
555 ~~adjunct teaching certificate shall be used for part-time~~
556 ~~teaching positions.~~

557 (2) The Legislature intends that this section allow school
558 districts to tap the wealth of talent and expertise represented
559 in Florida's citizens who may wish to teach ~~part-time~~ in a
560 Florida public school by permitting school districts to issue
561 adjunct certificates to qualified applicants.

562 (3) Adjunct certificateholders should be used primarily as
563 a strategy to enhance the diversity of course offerings offered
564 to all students. School districts may use the expertise of
565 individuals in the state who wish to provide online instruction
566 to students by issuing adjunct certificates to qualified
567 applicants.

568 (4) Each adjunct teaching certificate is valid through the
569 term of the annual contract between the educator and the school
570 district. An additional annual certification and an additional
571 annual contract may be awarded by the district at the district's
572 discretion but only if the applicant is rated effective or
573 highly effective under s. 1012.34 during each year of teaching
574 under adjunct teaching certification. A school district may
575 issue an adjunct teaching certificate for a part-time or full-
576 time teaching position; however, an adjunct teaching certificate
577 issued for a full-time teaching position is valid for no more
578 than 3 years and is nonrenewable.

579 (6) Each school district shall:

580 (a) Post requirements on its website for the issuance of an

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581 adjunct teaching certificate, which must specify the subject
582 area test through which an applicant demonstrates subject area
583 mastery.

584 (b) Annually report to the department the number of adjunct
585 teaching certificates issued for part-time teaching positions
586 and full-time teaching positions pursuant to this section.

587 Section 11. This act shall take effect July 1, 2019.