

CHAPTER 97-246

House Bill No. 1545

An act relating to postsecondary education; requiring the Division of Community Colleges and the Department of Education to conduct a study; amending s. 229.551, F.S.; authorizing certain courses to be designated as upper-division and lower-division; amending s. 229.595, F.S.; requiring the inclusion of student postsecondary preparedness information in manuals and handbooks; amending s. 229.601, F.S.; providing for recommended high school coursework information; creating s. 232.2466, F.S.; providing requirements for a college-ready diploma program; requiring a task force to recommend incentives for pursuit of a college-ready diploma; amending s. 239.301, F.S.; deleting conflicting provisions; amending s. 240.1161, F.S.; requiring implementation strategies for reducing the incidence of postsecondary remediation; requiring an assessment of activities and the presentation of outcomes; providing for the promotion of “tech prep” activities; amending s. 240.107, F.S.; revising provisions relating to the college-level communication and computation skills examination; providing exemptions from a required test; amending s. 240.605, F.S.; revising language with respect to Florida resident access grants; revising dates; amending s. 240.117, F.S.; requiring the administration of the common placement test or an equivalent test during the tenth grade; requiring the administration of an institutionally developed test in lieu of the common placement test as an exit exam from remedial instruction; clarifying language regarding the offering of college-preparatory instruction; amending s. 240.319, F.S.; authorizing community colleges to adopt rules; amending s. 240.321, F.S.; applying entrance requirements to all degree programs; permitting a demonstration of competency as an alternative degree program admission requirement; providing an exemption from the testing requirement under certain circumstances; requiring the establishment of institutional policies regarding alternatives to traditional college-preparatory instructional methods; amending s. 240.404, F.S.; deleting a requirement for participation in a testing program; requiring achievement of certain academic requirements as a condition for receiving state student financial aid; deleting a requirement; amending s. 240.412, F.S.; amending s. 240.437, F.S.; deleting a CLAST requirement; amending s. 231.17, F.S.; authorizing rulemaking; amending s. 240.235, F.S.; amending s. 240.36, F.S.; revising provisions relating to the Florida Academic Improvement Trust Fund for Community Colleges; amending ss. 228.041, 231.1725, 232.246, 233.067 and 236.081, F.S.; renaming home economics courses as family and consumer sciences courses; amending s. 239.105, F.S.; revising definitions of the terms “adult secondary education,” “basic literacy,” and “functional literacy”; defining the terms “beginning literacy” and “family literacy”; amending s. 239.205, F.S.; deleting a rulemaking requirement regarding career education programs; amending s. 239.213, F.S.; revising provisions relating to standards of basic skills mastery; providing for the use

of adult basic education to meet certain needs; amending s. 239.229, F.S.; requiring the identification of vocational standards related to work experience; requiring the development of additional program standards and benchmarks; amending s. 239.305, F.S., relating to adult literacy; conforming provisions to revised definitions; removing a State Board of Education rule requirement; removing specific annual reporting requirements; providing for status reports in lieu of annual reports; deleting a requirement for the submission of a plan to the Commissioner of Education; repealing ss. 240.3575(5), 240.3815(1), 240.382(5), F.S., relating to annual reports of economic development centers, annual reports of community college campus crime statistics, and rules for the operation of child development training centers; amending s. 240.6045, F.S.; amending requirements for qualifying; amending s. 240.116, F.S.; authorizing exceptions to grades required for participation in articulated acceleration; creating s. 240.4041, F.S.; permitting part-time attendance for students with a disability who receive financial assistance; amending ss. 239.117, 240.235, 240.35, F.S.; exempting children adopted from the Department of Children and Family Services from certain post-secondary student fees; amending s. 236.081, F.S.; establishing full-time equivalent student membership in the program; amending s. 240.116, F.S.; directing the Department of Education to create a pilot of the Advanced International Certificate of Education Program; requiring a report and recommendations; amending s. 239.117, F.S.; authorizing payment for costs incurred in certain instances; amending s. 239.301, F.S.; authorizing a contract for certain adult education services; amending s. 240.313, F.S.; providing for an odd number of members on the Florida Community College at Jacksonville Board of Trustees; amending s. 240.35, F.S.; authorizing payment for costs incurred in certain instances; amending s. 414.065, F.S.; adding activities related to education and training to certain requirements for WAGES participants; amending s. 414.055, F.S.; replacing jobs and benefits offices with one-stop career centers to provide services for the WAGES program, employment services, and workforce development; providing legislative intent; requiring local WAGES coalitions and regional workforce boards to coordinate efforts to avoid unnecessary duplication of services and facilities; providing restrictions and requirements for the centers; providing duties of the Department of Children and Family Services and the Department of Labor and Employment Security; amending ss. 239.117, 239.301, and 240.117, F.S.; requiring the payment of fees for the continuous enrollment of students in college-preparatory instruction; providing an exception; creating s. 240.124, F.S.; providing for an increase in fees for undergraduate students who continually enroll in the same college credit courses; providing for exceptions; providing appropriations to Florida A & M University for specified purposes; providing an effective date.

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

Section 1. The Legislature intends to authorize an alternative to the College Level Academic Skills Test only for students who demonstrate mas-

tery of those skills through an equally reliable method. To investigate whether or not the alternatives currently authorized are demonstrations of such mastery, the Division of Community Colleges and each community college shall collaborate to conduct a study of the relationship between student grade point averages, scores on the Scholastic Assessment Test or the American College Test, and passing rates on the College Level Academic Skills Test prior to January 1996. The purpose of the study is to discover the student test scores and grade point averages in courses identified by the Postsecondary Education Planning Commission which correlate with earning a passing score on the College Level Academic Skills Test. Specifically, the study must identify the proportion of students who failed the College Level Academic Skills Test on the initial attempt to pass it and who achieved a grade point average of 2.5 or above in courses identified by the Postsecondary Education Planning Commission as necessary for a student to become eligible for an alternative to the College Level Academic Skills Test. The results of the study must be presented to the Legislature by January 1, 1998.

Section 2. The Department of Education shall conduct a study of the success of students who enroll in college preparatory instruction. For purposes of the study, success is defined as completing all required remediation within 4 years after enrolling in a community college associate-in-science degree program or associate-in-arts degree program, and continuing enrollment in the college-credit program. The purpose of the study is to identify test scores and other information, such as courses taken and grades earned in high school, which identify a student who is unlikely to succeed in college work, including college-preparatory work, without prior remediation. In addition, the study should be designed to identify instructional procedures used by colleges in which a significant number of students are successful in remediation even though they fit the profile of a student who is unlikely to succeed. The department shall use historical data provided by the automated student data base, individual high schools, the State Board of Community Colleges, and individual community colleges to develop this profile. The study shall recommend an incentive program that will encourage students and colleges to persevere in their efforts to remediate skills of students whose preparation for college is very inadequate, rather than continuing in an accountability program that discourages student perseverance. The results of the study must be presented to the Legislature by January 1, 1998.

Section 3. Subsection (1) of section 229.551, Florida Statutes, 1996 Supplement, is amended to read:

229.551 Educational management.—

(1) The department is directed to identify all functions which under the provisions of this act contribute to, or comprise a part of, the state system of educational accountability and to establish within the department the necessary organizational structure, policies, and procedures for effectively coordinating such functions. Such policies and procedures shall clearly fix and delineate responsibilities for various aspects of the system and for overall coordination of the total system. The commissioner shall perform the following duties and functions:

(a) Coordination of department plans for meeting educational needs and for improving the quality of education provided by the state system of public education;

(b) Coordination of management information system development for all levels of education and for all divisions of the department, to include the development and utilization of cooperative education computing networks for the state system of public education;

(c) Development of database definitions and all other items necessary for full implementation of a comprehensive management information system as required by s. 229.555;

(d) Coordination of all planning functions for all levels and divisions within the department;

(e) Coordination of all cost accounting and cost reporting activities for all levels of education, including public schools, vocational programs, community colleges, and institutions in the State University System;

(f) Development and coordination of a common course designation and numbering system for community colleges and the State University System which will improve program planning, increase communication among community colleges and universities, and facilitate the transfer of students. The system shall not encourage or require course content prescription or standardization or uniform course testing, and the continuing maintenance of the system shall be accomplished by appropriate faculty committees. Also, the system shall be applied to all postsecondary and certificate career education programs and courses offered in school districts and community colleges. The Articulation Coordinating Committee shall:

1. Identify the highest demand degree programs within the State University System.

2. Conduct a study of courses offered by universities and accepted for credit toward a degree. The study shall identify courses designated as either general education or required as a prerequisite for a degree. The study shall also identify these courses as upper-division level or lower-division level.

3. Appoint faculty committees representing both community college and university faculties to recommend a single level for each course included in the common course numbering and designation system. Any course designated as an upper-division level course must be characterized by a need for advanced academic preparation and skills that a student would be unlikely to achieve without significant prior coursework. A course that is offered as part of an associate-in-science degree program and as an upper-division course for a baccalaureate degree shall be designated for both the lower and upper division. Of the courses required for each baccalaureate degree, at least half of the credit hours required for the degree shall be achievable through courses designated as lower-division courses, except in degree programs approved by the Board of Regents pursuant to s. 240.209(5)(e). A course designated as lower-division may be offered by any community college. By January 1, 1996, the Articulation Coordinating Committee shall

recommend to the State Board of Education the levels for the courses. By January 1, 1996, the common course numbering and designation system shall include the courses at the recommended levels, and by fall semester of 1996, the registration process at each state university and community college shall include the courses at their designated levels and common course numbers.

4. Appoint faculty committees representing both community college and university faculties to recommend those courses identified to meet general education requirements within the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. By January 1, 1996, the Articulation Coordinating Committee shall recommend to the State Board of Education those courses identified to meet these general education requirements by their common course code number. By fall semester, 1996, all community colleges and state universities shall accept these general education courses.

5. Appoint faculty committees representing both community colleges and universities to recommend common prerequisite courses and identify course substitutions when common prerequisites cannot be established for degree programs across all institutions. Faculty work groups shall adopt a strategy for addressing significant differences in prerequisites, including course substitutions. The Board of Regents shall be notified by the Articulation Coordinating Committee when significant differences remain. By fall semester, 1996, common degree program prerequisites shall be offered and accepted by all state universities and community colleges, except in cases approved by the Board of Regents pursuant to s. 240.209(5)(f). The Board of Regents shall work with the State Board of Community Colleges on the development of a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program; and

(g) Development of common definitions necessary for managing a uniform coordinated system of career education for all levels of the state system of public education.

Section 4. Subsection (2) of section 229.595, Florida Statutes, is amended to read:

229.595 Implementation of state system of education accountability for school-to-work transition.—

(2) School accountability efforts shall include information regarding the provision of accurate, timely career and curricular counseling to students. Such accountability shall include a delineation of the information available to students regarding career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Such accountability shall also delineate school procedures for identifying individual student interests and aptitudes which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education

and enter the workforce. Information shall include recommended high school coursework that prepares students for success in college-level work. Such information shall be made known to parents and students annually through inclusion in the institution's handbook, manual, or other similar documents regularly provided to parents and students. Schools are encouraged to implement innovative methods for the communication of information to parents and students.

Section 5. Paragraph (b) of subsection (2) of section 229.601, Florida Statutes, is amended to read:

229.601 Career education program.—

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

(b) Assemble, develop, and distribute instructional materials for use in career education. Such materials shall include information regarding recommended high school coursework that prepares students for success in college-level coursework.

Section 6. Section 232.2466, Florida Statutes, is created to read:

232.2466 College-ready diploma program.—

(1) Beginning with the 1997-1998 school year, each school district shall award a differentiated college-ready diploma to each student who:

(a) Successfully completes the requirements for a standard high school diploma as prescribed by s. 232.246. Among courses taken to fulfill the 24-academic-credit requirement, a student must take:

1. Two credits in algebra and one credit in geometry, or their equivalents, as determined by the state board.

2. One credit in biology, one credit in chemistry, and one credit in physics, or their equivalents, as determined by the state board.

3. Two credits in the same foreign language, taken for elective credit. A student whose native language is not English is exempt from this requirement if the student demonstrates proficiency in the native language. American sign language constitutes a foreign language.

(b) Takes the postsecondary education common placement test prescribed in s. 240.117, or an equivalent test identified by the State Board of Education, before graduation and scores at or above the established state-wide passing score in each test area.

(2) A college-ready diploma entitles a student to admission without placement testing to a public postsecondary education program that terminates in a technical certificate, an associate in science degree, or an associate in arts degree, if the student enters postsecondary education within 2 years after earning the college-ready diploma.

(3) The Department of Education shall convene a task force of educators and employers to recommend additional incentives for students to pursue a college-ready diploma. The incentives may include awards and recognition, preference for positions in firms, and early registration privileges in postsecondary education institutions.

Section 7. Subsection (4) of section 239.301, Florida Statutes, 1996 Supplement, is amended to read:

239.301 Adult general education.—

~~(4) Both community colleges and school districts may conduct adult basic and secondary and vocational-preparatory courses within the same service area. Any state university in which the percentage of incoming students who require college-preparatory instruction equals or exceeds 25 percent may conduct college-preparatory instruction. Area technical centers and community colleges may contract with each other for the provision of vocational-preparatory instruction.~~

Section 8. Subsections (7) and (9) of section 240.107, Florida Statutes, are amended to read:

240.107 College-level communication and computation skills examination.—

(7) The State Board of Education, by rule, shall establish fees for the administration of the examination to private postsecondary students. The examination may be administered to students other than those receiving financial aid ~~as required in s. 240.404(1)(a)2,~~ provided that the appropriate fees are paid.

~~(9) Beginning January 1, 1996, Any student fulfilling one or both more of the following requirements before completion of associate in arts degree requirements or baccalaureate degree requirements is exempt from the testing requirements of this section:~~

(a) Achieves a score that meets or exceeds a minimum score on a nationally standardized examination ~~listed in the articulation agreement,~~ as established by the Articulation Coordinating Committee; or

~~(b) Achieves a passing score on the college placement test, required pursuant to s. 240.117, and, as certified on the high school transcript, a cumulative grade point average of 3.0 or above, on a 4.0 scale, in college-preparatory high school coursework identified by the Articulation Coordinating Committee; or~~

(b)(c) Demonstrates successful remediation of any academic deficiencies identified by the college placement test and achieves a passing score on the

~~college placement test, required pursuant to s. 240.117, and a cumulative grade point average of 2.5 or above, on a 4.0 scale, in postsecondary-level coursework identified by the Postsecondary Education Planning Commission. The Department of Education shall specify the means by which a student may demonstrate successful remediation.~~

Any student denied a degree prior to January 1, 1996, based on the failure of at least one subtest of the CLAST may use either ~~any~~ of the alternatives specified in this subsection for receipt of a degree if such student meets all degree program requirements at the time of application for the degree under the exemption provisions of this subsection. This section does not require a student to take the CLAST before being given the opportunity to use any of the alternatives specified in this subsection. The exemptions provided herein do not apply to requirements for certification as provided in s. 231.17.

Section 9. Subsections (1) and (2) of section 240.1161, Florida Statutes, are amended to read:

240.1161 District interinstitutional articulation agreements.—

(1) Each superintendent of schools and community college president shall be responsible for the development and implementation of a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, the superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The superintendent and president ~~shall be encouraged to~~ establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

(2) The district interinstitutional articulation agreement for any school year shall be completed prior to high school registration for the fall term of the following school year. ~~The initial agreement drafted pursuant to this section shall be completed no later than April 1, 1988. The initial agreement and each subsequent agreement shall include, but not be limited to, the following components:~~

(a) A ratification or modification of all existing articulation agreements.

(b)1. A delineation of courses and programs composed of dual enrollment students.

2.(c) An identification of eligibility criteria for student participation in dual enrollment courses and programs.

3.(d) A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.

4.(e) An identification of the criteria by which the quality of dual enrollment courses and programs are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality.

5.(f) A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs that includes such responsibilities for student instructional materials.

6.(g) An identification of responsibility for providing student transportation if the dual enrollment instruction is conducted at a facility other than the high school campus.

(c) Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates, based upon the findings in the postsecondary readiness for college report produced pursuant to s. 240.118. Each articulation committee shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall be annually presented to participating district school boards and community college boards of trustees and shall include, but not be limited to:

1. Mechanisms currently being initiated.
2. An analysis of problems and corrective actions.
3. Anticipated outcomes.
4. Strategies for the better preparation of students upon graduation from high school.
5. An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.
6. The identification of strategies for reducing costs of the delivery of postsecondary remediation for recent high school graduates, including the consideration and assessment of alternative instructional methods and services such as those produced by private providers.

Wherever possible, public schools and community colleges are encouraged to share resources, form partnerships with private industries, and implement innovative strategies and mechanisms such as distance learning, summer student and faculty workshops, parental involvement activities, and the distribution of information over the Internet.

(d) Mechanisms and strategies for promoting “tech prep” programs of study. Such mechanisms should raise awareness about the programs, promote enrollment in the programs, and articulate students from a secondary portion into a planned, related postsecondary portion of a sequential program of study that leads to a terminal postsecondary vocational or technical education degree or certificate.

Section 10. Paragraph (c) of subsection (5) of section 240.605, Florida Statutes, 1996 Supplement, is amended to read:

240.605 Florida resident access grants.—

(5)

(c) For the 1997-1998 ~~1996-1997~~ fiscal year only, funding for the Florida resident access grant shall be the amount set forth in the General Appropriations Act. This paragraph is repealed on July 1, 1998 ~~1997~~.

Section 11. Subsections (3), (4), and (5) of section 240.117, Florida Statutes, as amended by section 15 of Committee Substitute for Senate Bill 458, which was enacted in the 1997 Regular Session of the Legislature, are amended to read:

240.117 Common placement testing for public postsecondary education.—

(3) ~~By January 15, 1996,~~ The Articulation Coordinating Committee shall recommend and the State Board of Education shall adopt rules that ~~which~~ would require high schools to give ~~offer~~ students the opportunity to take the common placement test prescribed in this section, or an equivalent test identified by the State Board of Education, at the beginning of the tenth grade year before enrollment in the eleventh grade year in public high school for the purpose of obtaining remedial instruction prior to entering public postsecondary education.

(4)(a) Community college or state university students who have been identified as requiring additional preparation pursuant to subsection (1) shall enroll in college-preparatory or other adult education pursuant to s. 239.301 in community colleges to develop needed college-entry skills. These students shall be permitted to take courses within their degree program concurrently in other curriculum areas for which they are qualified while enrolled in college-preparatory instruction courses. A student enrolled in a college-preparatory course may concurrently enroll only in college credit courses that do not require the skills addressed in the college-preparatory course. The State Board of Community Colleges shall specify the college credit courses that are acceptable for students enrolled in each college-preparatory skill area, pursuant to s. 240.311(3)(q). A student who wishes to earn an associate in arts or a baccalaureate degree, but who is required to complete a college-preparatory course, must successfully complete the required college-preparatory studies by the time the student has accumulated 12 hours of lower-division college credit degree coursework; however, a student may continue enrollment in degree-earning coursework provided the student maintains enrollment in college-preparatory coursework for each subsequent semester until college-preparatory coursework requirements are completed, and the student demonstrates satisfactory performance in degree-earning coursework. A passing score on a standardized, institutionally developed ~~all subtests of the common placement test~~ must be achieved before a student is considered to have met basic computation and communication skills requirements; however, no student shall be required to retake any test or subtest ~~that~~ ~~which~~ was previously passed by said student. A student shall be funded to enroll in the same college-preparatory skill area only twice, after which time no state funds shall be used to support continuous enrollment of that student in the same class; however, each

community college shall have the authority to review and reduce fees paid by students on an individual basis contingent upon the student's financial hardship, pursuant to definitions and fee levels established by the State Board of Community Colleges. Credit awarded for college-preparatory instruction may not be counted towards fulfilling the number of credits required for a degree.

(b) The administrators of a state university may contract with a community college board of trustees for the community college to provide such instruction on the state university campus. Any state university in which the percentage of incoming students requiring college-preparatory instruction equals or exceeds the average percentage of such students for the community college system may offer college-preparatory instruction without contracting with a community college; however, any state university offering college-preparatory instruction as of January 1, 1996, may continue to provide such services.

(5) A student may not be enrolled in a college credit mathematics or English course on a dual enrollment basis unless the student has demonstrated adequate precollegiate preparation on the section of the basic computation and communication skills assessment required pursuant to subsection subsections (1) and (2) that is appropriate for successful student participation in the course.

Section 12. Present subsection (3) of section 240.319, Florida Statutes, is redesignated as subsection (4), and a new subsection (3) is added to that section, to read:

240.319 Community college district boards of trustees; duties and powers.—

(3) Each community college district board of trustees is specifically authorized to adopt rules, procedures, and policies, consistent with law and rules of the State Board of Education and State Board of Community Colleges, related to mission and responsibilities as set forth in s. 240.301, governance, personnel, budget and finance, administration, programs, curriculum and instruction, buildings and grounds, travel and purchasing, technology, students, contracts and grants, or college property.

Section 13. Section 240.321, Florida Statutes, is amended to read:

240.321 Community college district board of trustees; rules for admissions of students.—

(4) The board of trustees shall make rules governing admissions of students. These rules shall include the following:

(1)(a) Admissions counseling shall be provided to all students entering college credit programs, which counseling shall utilize tests to measure achievement of college-level communication and computation competencies by all students entering college credit programs.

(2)(b) Admission to ~~the associate in arts degree programs program~~ is subject to minimum standards adopted by the State Board of Education and shall require:

(a)1. A high school diploma, a high school equivalency diploma as prescribed in s. 229.814, previously demonstrated competency in college-credit postsecondary coursework, or, in the case of a student who is home educated, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of s. 232.02(4) or its equivalent. Students who are enrolled in a dual enrollment or early admission program pursuant to s. 240.116 and secondary students enrolled in college-level instruction creditable toward the associate degree, but not toward the high school diploma, shall be exempt from this requirement.

(b)2. A demonstrated level of achievement of college-level communication and computation skills. Students entering a postsecondary education program within 2 years of graduation from high school with an earned college-ready diploma issued pursuant to s. 232.2466 shall be exempt from this testing requirement.

(c)3. Any other requirements established by the board of trustees.

(3)(e) Admission to other programs within the community college shall include education requirements as established by the board of trustees.

Each board of trustees shall establish policies that notify students about, and place students into, adult basic education, adult secondary education, or other instructional programs that provide students with alternatives to traditional college-preparatory instruction, including private provider instruction.

~~(d) Nonresident students may be admitted to the community college upon such terms as the board may establish.~~

~~(2) For students who are awarded a high school diploma after August 1, 1987:~~

~~(a) No Florida high school graduate shall be admitted to the associate in arts degree program if he or she has not successfully completed the requirements set forth in s. 232.246 or unless he or she has been awarded a general education development diploma, provided the examination completed for such diploma was in the English language.~~

~~(b) Nonresident students may be admitted to the community college upon such terms as the college may establish. However, effective August 1, 1987, such terms for nonresidents admitted to the associate in arts degree program shall include, but shall not be limited to:~~

~~1. Completion of a secondary school curriculum which includes 4 years of English and 3 years each of mathematics, science, and social studies; however, in lieu of the English requirement, a foreign student may use 4 years of instruction in his or her native language or another language which was the language of instruction in the secondary school attended, or~~

~~2. Achievement of the minimum scores on the test required in s. 240.117(1).~~

Section 14. Paragraph (a) of subsection (1) of section 240.404, Florida Statutes, is amended to read:

240.404 General requirements for student eligibility for state financial aid.—

(1)(a) The general requirements for eligibility of students for state financial aid awards consist of the following:

1. Achievement of the academic requirements of and acceptance at a state university or community college; a nursing diploma school approved by the Florida Board of Nursing; a Florida college, university, or community college which is accredited by a member of the Commission on Recognition of Postsecondary Accreditation; any Florida institution the credits of which are acceptable for transfer to state universities; any area technical center; or any private vocational-technical institution accredited by a member of the Commission on Recognition of Postsecondary Accreditation.

~~2. Participation in the college-level communication and computation skills testing program. This requirement is limited to students seeking associate's or bachelor's degrees.~~

~~2.3-~~ Residency in this state for no less than 1 year preceding the award of aid for a program established pursuant to s. 240.402, s. 240.4021, s. 240.4085, s. 240.409, s. 240.4093, s. 240.4095, s. 240.4097, s. 240.412, s. 240.4125, s. 240.413, s. 240.4987, s. 240.605, or s. 240.606. Residency in this state must be for purposes other than to obtain an education. Resident status for purposes of receiving state financial aid awards shall be determined in the same manner as resident status for tuition purposes pursuant to s. 240.1201 and rules of the State Board of Education.

~~4. Compliance with Selective Service System registration requirements pursuant to s. 240.4045.~~

~~3.5-~~ Submission of certification attesting to the accuracy, completeness, and correctness of information provided to demonstrate a student's eligibility to receive state financial aid awards. Falsification of such information shall result in the denial of any pending application and revocation of any award currently held to the extent that no further payments shall be made. Additionally, students who knowingly make false statements in order to receive state financial aid awards shall be guilty of a misdemeanor of the second degree subject to the provisions of s. 837.06 and shall be required to return all state financial aid awards wrongfully obtained.

Section 15. Paragraph (b) of subsection (5) of section 240.412, Florida Statutes, as amended by section 21 of chapter 95-376, Laws of Florida, is amended to read:

240.412 Jose Marti Scholarship Challenge Grant Program.—

(5)

(b) In order to renew a scholarship awarded pursuant to this section, a student must shall:

1. Earn a grade point average of at least 3.0 on a 4.0 scale for the previous term, maintain at least a 3.0 average for college work, or have an average below 3.0 only for the previous term and be eligible for continued enrollment at the institution.

2. Maintain full-time enrollment.

~~3. Participate in the college-level communication and computation skills testing program. Graduate recipients shall be exempt from this requirement.~~

Section 16. Subsection (2) of section 240.437, Florida Statutes, is amended to read:

240.437 Student financial aid planning and development.—

(2) The objective of a state program is the maintenance of a state student financial aid program to supplement a basic national program which will provide equal access to postsecondary education to citizens of this state who have the ability and motivation to benefit from a postsecondary education. In the development of a state program to achieve this objective, it shall be the policy that:

(a) State student financial aid be provided primarily on the basis of financial need;

(b) Students receiving need-based financial aid be expected to contribute toward their cost of education through self-help resources such as savings, work, and loans;

(c) Student financial aid be available to state residents for attendance at accredited public or private institutions of higher education in this state;

(d) Student financial aid be provided for all levels of postsecondary education; and

(e) State student financial aid be administered by a central state agency.

~~(f) Effective August 1, 1985, students enrolled in associate in arts degree programs and bachelor's degree programs in independent institutions in this state who receive state aid pursuant to s. 240.402, s. 240.4063, s. 240.4085, s. 240.4095, s. 240.4097, s. 240.412, s. 240.605, or s. 240.606 participate in the college-level communication and computation skills testing program provided in s. 229.551. The department and the eligible institutions shall negotiate an agreement that will assure that the test is available to students either directly through the independent institutions or on a contractual basis with a state community college or university. Before August 1, 1985, all independent institutions subject to this provision shall have an opportunity to participate in preliminary testing activities similar to those afforded the public institutions before the initiation of formal testing; and the independent sector shall be afforded appropriate representation on all committees and commissions charged with responsibilities for developing, administering, and evaluating the tests.~~

Planning and development must shall be in accordance with the foregoing objective and policies.

Section 17. Subsection (6) of section 231.17, Florida Statutes, 1996 Supplement, is amended to read:

(6) STATE BOARD RULES.—~~By January 1, 1991, The State Board of Education shall adopt promulgate rules as necessary to implement this section for initial certification specifically covering ages birth through 4 years and grade spans prekindergarten or age 3 through grade 3, grades 5 through 9, and others as designated by the State Board of Education.~~

Section 18. Section 240.36, Florida Statutes, is amended to read:

240.36 Dr. Philip Benjamin Florida Academic Improvement Trust Fund for Community Colleges.—

(1) There is created the Dr. Philip Benjamin Florida Academic Improvement Trust Fund for Community Colleges to be administered according to rules of the State Board of Community Colleges. This trust fund shall be used to encourage private support in enhancing public community colleges by providing the community college system colleges with the opportunity to receive and match challenge grants.

(2) Funds appropriated shall be deposited in the trust fund and shall be invested pursuant to s. 18.125. Notwithstanding the provisions of s. 216.301 and pursuant to s. 216.351, any undisbursed balance remaining in the trust fund and interest income accruing to that portion of the trust fund not matched shall remain in the trust fund and shall increase the total funds available for challenge grants. At the end of a fiscal year, any unexpended balance of an appropriation in the trust fund will not revert to the fund from which appropriated, but will remain in the trust fund until used for the purposes specified in this section.

(3) For every year in which there is a legislative appropriation to the trust fund, no less than \$25,000 must be reserved to permit each community college and the State Board of Community Colleges, which shall be an eligible community college entity for the purposes of this section, an opportunity to match challenge grants. The balance of the funds shall be available for matching by any eligible community college entity. Trust funds which remain unmatched by contribution on March 1 of any year shall also be available for matching by any community college entity. The State Board of Community Colleges shall adopt rules providing all community college entities colleges with an opportunity to apply for excess trust funds prior to the awarding of such funds. However, no community college may receive more than its percentage of the total full-time equivalent enrollment or 15 percent, whichever is greater, of the funds appropriated to the trust fund for that fiscal year and, likewise, the State Board of Community Colleges may not receive more than 15 percent of the funds appropriated to the trust fund for that fiscal year. A community college entity shall place all funds it receives in excess of the first challenge grant and its matching funds in its endowment fund and only the earnings on that amount may be spent for approved projects. A community college entity may spend the first challenge

grant and its matching funds as cash for any approved project, except scholarships. If a community college entity proposes to use any amount of the grant or the matching funds for scholarships, it must deposit that amount in its endowment in its academic improvement trust fund and use the earnings of the endowment to provide scholarships.

(4) Challenge grants shall be proportionately allocated from the trust fund on the basis of matching each \$4 of state funds with \$6 of local or private funds. The matching funds shall come from contributions made after July 1, 1983, for the purposes of matching this grant. To be eligible, a minimum of \$4,500 must be raised from private sources, and such contributions must be in excess of the total average annual cash contributions made to the foundation at each community college in the 3 fiscal years before July 1, 1983.

(5) Funds sufficient to provide the match shall be transferred from the state trust fund to the local community college foundation or the statewide community college foundation in increments of \$3,000 upon notification that a proportionate amount has been received and deposited by the community college entity in its own trust fund.

(6) Each community college entity shall establish its own academic improvement trust fund as a depository for the private contributions and matching state fund established herein. The foundations of the foundation at each community college entities are is responsible for the maintenance, investment, and administration of their its academic improvement trust funds fund.

(7)(a) The board of trustees of the community college and the State Board of Community Colleges are is responsible for determining the uses for the proceeds of their respective trust funds ~~the trust fund~~. Such uses of the proceeds shall be limited to expenditure of the funds for may include:

1. Scientific and technical equipment.
2. Other activities that will benefit future students as well as students currently enrolled at the community college and that will improve the quality of education at the community college or in the community college system.
3. Scholarships, which are the lowest priority for use of these funds.

(b) If a community college includes scholarships in its proposal, it shall create an endowment in its academic improvement trust fund and use the earnings of the endowment to provide scholarships. Such scholarships must be program specific and require high academic achievement for students to qualify for or retain the scholarship. A scholarship program may be used for minority recruitment but may not be used for athletic participants. The board of trustees may award scholarships to students in associate in arts programs and vocational programs. However, for vocational programs, the board of trustees must have designated the program as a program of emphasis for quality improvement, a designation that should be restricted to a limited number of programs at the community college. In addition, the board

of trustees must have adopted a specific plan that details how the community college will improve the quality of the program designated for emphasis and that includes quality measures and outcome measures. Over a period of time, the community college operating budget should show additional financial commitment to the program of emphasis above and beyond the average increases to other programs offered by the community college. Fundraising activities must be specifically identified as being for the program of emphasis or scholarship money. The community college must fully levy the amount for financial aid purposes provided by s. 240.35(10) in addition to the tuition and matriculation fee before any scholarship funds are awarded to the community college as part of its approved request.

(c) Proposals for use of the trust fund shall be submitted to the State Board of Community Colleges for approval. Any proposal not acted upon in 60 days shall be considered not approved.

(8) The State Board of Community Colleges shall establish rules to provide for the administration of this fund. Such rules shall establish the minimum challenge grant reserved for each community college entity and the maximum amount which a community college entity may receive from a legislative appropriation in any fiscal year in accordance with the provisions of the General Appropriations Act.

Section 19. Paragraph (a) of subsection (22) of section 228.041, Florida Statutes, 1996 supplement, is amended to read:

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

(22) CAREER EDUCATION.—

(a) “Career education” is defined as meaning that instruction not necessarily leading to a baccalaureate degree, either graded or ungraded, listed below:

1. Job-preparatory instruction in the minimum competencies necessary for effective entry into an occupation, including diversified cooperative education, work experience, and job entry programs which coordinate directed study and on-the-job training;

2. Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;

3. Supplemental programs designed to enable persons who are or have been employed in an occupation to upgrade their competencies in order to reenter or maintain employment or advance within their current occupation;

4. Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to

prepare students for entry into a specific occupation. Such courses may include, but may not be limited to, typing, industrial arts, and family and consumer sciences ~~home economics~~; or

5. Instruction which integrates the basic academic skills and vocational skills.

Section 20. Paragraph (c) of subsection (1) of section 231.1725, Florida Statutes, is amended to read:

231.1725 Employment of substitute teachers, teachers of adult education, nondegreed teachers of career education, and noncertificated teachers in critical teacher shortage areas.—

(1) Notwithstanding the provisions of ss. 231.02, 231.15, 231.17, and 231.172 or any other provision of law or rule to the contrary, each school board shall establish the minimal qualifications for:

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

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

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

a. A high school diploma or the equivalent.

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

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

d. For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from a standard institution or an approved district teacher education program.

e. Demonstration of successful teaching performance.

Section 21. Paragraph (c) of subsection (7) of section 232.246, Florida Statutes, is amended to read:

232.246 General requirements for high school graduation.—

(7) No student may be granted credit toward high school graduation for enrollment in the following courses or programs:

(c) More than three credits in practical arts family and consumer sciences ~~home economics~~ classes as defined in s. 228.041(22)(a)4.

Section 22. Paragraph (c) of subsection (4) of section 233.067, Florida Statutes, 1996 Supplement, is amended to read:

233.067 Comprehensive health education and substance abuse prevention.—

(4) ADMINISTRATION OF THE COMPREHENSIVE HEALTH EDUCATION AND SUBSTANCE ABUSE PREVENTION PROGRAM.—

(c) The comprehensive health education and substance abuse prevention program shall include the following in all public and laboratory schools:

1. Implementation of inservice education programs for teachers, counselors, and other persons, which programs deal with comprehensive health education, substance abuse prevention, prevention of sexually transmissible diseases, especially human immunodeficiency virus infection and acquired immune deficiency syndrome, and the benefits of sexual abstinence and consequences of teenage pregnancy. Such inservice education programs shall be consistent with the master plan, as specified in s. 236.0811, and shall include training in substance abuse identification and prevention. The training plan may provide for the option of using teachers as trainers and shall include, but not be limited to: information on current theory, knowledge, and practice regarding substance abuse; identification and referral procedures; legal issues; peer counseling; and methods of teaching decision-making skills and building self-concept. Inservice teacher education materials and student materials which are based upon individual performance and designed for use with a minimum of supervision shall be developed and made available to all school districts and laboratory schools.

2. Implementation of management training programs consistent with the provisions of s. 231.087 for principals and other school leaders on the identification, prevention, and treatment of substance abuse and the availability of local and regional referral resources.

3. Instruction in nutrition education as a specific area of health education instruction. Nutrition education shall include, but not be limited to, sound nutritional practices, wise food selection, analysis of advertising claims about food, proper food preparation, and food storage procedures. The purpose of such nutrition education programs shall be to educate students in the overall area of nutrition education and significantly reduce health problems associated with poor or improper nutrition practices.

4. Instruction in substance abuse prevention in kindergarten through grade 12. Such instruction shall be designed to meet local needs and priorities and shall articulate clear instructional objectives aimed at the prevention of alcohol and substance abuse. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge,

and practice regarding prevention of substance abuse and may contain instruction in such components as health, personal, and economic consequences of substance abuse and instruction in decisionmaking, resisting peer pressure, self-concept building skills, and identifying and dealing with situations that pose a risk to one's health and may lead to substance abuse.

5. Instruction in the causes, transmission, and prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases for students. Such instruction shall be included in appropriate middle school or junior high school health and science courses and in life management skills and other high school courses. Any student whose parent makes written request to the school principal shall be exempt from reproductive health or AIDS instructional activities, as requested. Curriculum frameworks for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

6. Upon approval by the district school board, an opportunity for 9th-12th grade students to receive instruction in cardiopulmonary resuscitation in order to become certified in that technique. A school district may enter a cooperative arrangement with a local government or nonprofit association to provide training in cardiopulmonary resuscitation through instructors certified in that technique.

7. Design and development of programs for the selection and training of health education instructors from existing teaching staff and the orientation to teaching roles for persons employed in appropriate health fields and community volunteers.

8. Development of training programs to allow the use of school food service personnel as resource persons.

9. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior in Florida's children for all students in kindergarten through grade 12, beginning with the 1991-1992 school year. In order that children make informed and constructive decisions about their lives, complete and accurate comprehensive health education shall be made available to all young people. Curriculum shall be developed to reduce destructive behavior in children, including early sexual involvement, substance abuse, suicide, and activities which result in sexually transmitted diseases, acquired immune deficiency syndrome, and early teenage pregnancy, with subject materials appropriate to the grade level and values consistent with those of the community. Instruction shall also include an understanding of the body and its systems and identification and prevention of child abuse in the lower grades and decision-making in the middle and higher grades. Instruction in human sexuality shall take into account the whole person, shall present ethical and moral dimensions, shall not be an expression of any one sectarian or secular philosophy, and shall respect the conscience and rights of students and parents. School districts and laboratory schools are encouraged to provide written materials on reproductive health to parents, as well as opportunities for parents to become informed about the instruction their children are receiving and to receive instruction themselves. All course materials and oral or

visual instruction shall conform to the requisites and intent of all Florida law and the State Constitution. All instructional materials, including teachers' manuals, films, tapes, or other supplementary instructional material shall be available for inspection by parents or guardians of the children engaged in such classes.

10. Instruction in the benefits of sexual abstinence and consequences of teenage pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome in appropriate middle school or junior high school health, science, and family and consumer sciences ~~home economics~~ courses and in life management skills and other appropriate high school courses. Curriculum frameworks shall be created or modified as necessary to help ensure such instruction.

Section 23. Paragraph (l) of subsection (1) of section 236.081, Florida Statutes, 1996 Supplement, is amended to read:

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

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(l) Instruction in family and consumer sciences ~~home economics~~.—Students in grades K through 12 who are enrolled for more than six semesters in practical arts family and consumer sciences ~~home economics~~ courses as defined in s. 228.041(22)(a)4. may not be counted as full-time equivalent students for this instruction.

Section 24. Subsections (3) through (10) of section 239.105, Florida Statutes, are amended to read:

239.105 Definitions.—As used in this chapter, the term:

(3) “Adult secondary education” means courses through which a person receives high school credit that leads to the award of a high school diploma or programs of instruction through which a student prepares to take the general educational development test. This includes grade levels 9.0 through 12.9.

(4) “Basic literacy” which is also referred to as “beginning adult basic education” means the demonstration of academic competence from 2.0 through 5.9 ~~at a fifth grade educational grade levels level~~ as measured by means approved for this purpose by the State Board of Education.

(5) “Beginning literacy” means the demonstration of academic competence from 0 through 1.9 educational grade levels as measured by means approved for this purpose by the State Board of Education.

(6)(5) “College-preparatory instruction” means courses through which a high school graduate who applies for a degree program may attain the communication and computation skills necessary to enroll in college credit instruction.

(7)(6) “Commissioner” means the Commissioner of Education.

(8)(7) “Community education” means the use of a school or other public facility as a community center operated in conjunction with other public, private, and governmental organizations for the purpose of providing educational, recreational, social, cultural, health, and community services for persons in the community in accordance with the needs, interests, and concerns of that community.

(9)(8) “Department” means the Department of Education.

(10)(9) “Document literacy” means the demonstration of competence in identifying and using information located in materials such as charts, forms, tables, and indexes.

(11) “Family literacy” means a program for adults with a literacy component for parents and children or other intergenerational literacy components.

(12)(10) “Functional literacy” which is also referred to as “intermediate adult basic education” means the demonstration of academic competence from 6.0 through 8.9 at an eighth-grade educational grade levels level as measured by means approved for this purpose by the State Board of Education.

Section 25. Section 239.205, Florida Statutes, is amended to read:

239.205 State Board of Education rules regarding career education programs; common definitions; criteria for determining program level; ~~basic skills standards.~~—

(1) The State Board of Education shall adopt, by rule, common definitions for associate in science degrees and for certificates.

(2) The State Board of Education shall develop guidelines to determine the criteria by which the level of degree or certificate is assigned to a vocational program. The guidelines must ensure that assignments are made at the lowest level possible commensurate with sound professional practice; however, the guidelines must also ensure that assignments are updated for programs that increase in technical complexity or general education requirements beyond the parameters of a certificate program. Institutions may continue to offer existing programs that are assigned to a lower level; however, such programs shall be funded at the assigned level. The State Board of Education shall adopt rules regarding reporting requirements for vocational programs.

~~(3) The State Board of Education shall adopt, by rule, basic skills standards to be met by each vocational student prior to completion of a certificate career education program.~~

Section 26. Subsections (1) and (2) of section 239.213, Florida Statutes, are amended to read:

239.213 Vocational-preparatory instruction.—

(1) The State Board for Career Education shall adopt, by rule, standards of basic skill mastery for certificate career education programs of ~~less than 1,800 hours~~. Each school district and community college that conducts certificate career education programs shall provide vocational-preparatory instruction through which students receive the basic skills instruction required pursuant to this section.

(2) Students who enroll in a certificate career education program of 450 hours or more shall complete an entry-level examination within the first 6 weeks of admission into the program. The state board shall designate examinations that are currently in existence, the results of which are comparable across institutions, to assess student mastery of basic skills. Any student deemed to lack a minimal level of basic skills for such program shall be referred to vocational-preparatory instruction or adult basic education for a structured program of basic skills instruction. Such instruction may include English for speakers of other languages. A student may not receive a certificate of vocational program completion prior to demonstrating the basic skills required in the state curriculum frameworks for the vocational program.

Section 27. Subsection (2) of s. 240.313, Florida Statutes, is amended to read:

(2) Community college district boards of trustees shall be comprised of five members when a community college district is confined to one school board district; seven members when a community college district is confined to one school board district and the board of trustees so elects; and not more than nine members when the district contains two or more school board districts, as provided by regulations of the state board. However, Florida Community College at Jacksonville shall have an odd number of trustees.

Section 28. Paragraphs (b) and (d) of subsection (2) of section 239.229, Florida Statutes, are amended to read:

239.229 Vocational standards.—

(2)

(b) School board, superintendent, and area technical center, and community college board of trustees and president, accountability for certificate career education programs includes, but is not limited to:

1. Student demonstration of the academic skills necessary to enter an occupation.

2. Student preparation to enter an occupation in an entry-level position or continue postsecondary study.

3. Vocational program articulation with other corresponding postsecondary programs and job training experiences.

4. Employer satisfaction with the performance of vocational program completers.

5. Student completion and placement rates as defined in s. 239.233.

(d) Department of Education accountability for career education includes, but is not limited to:

1. The provision of timely, accurate technical assistance to school districts and community colleges.

2. The provision of timely, accurate information to the State Board for Career Education, the Legislature, and the public.

3. The development of policies, rules, and procedures that facilitate institutional attainment of the accountability standards and coordinate the efforts of all divisions within the department.

4. The development of program standards and industry-driven benchmarks for vocational, adult, and community education programs.

~~5.4.~~ Overseeing school district and community college compliance with the provisions of this chapter.

Section 29. Section 239.305, Florida Statutes, is amended to read:

239.305 Adult literacy.—

(1)(a) An adult, individualized literacy instruction program is created for adults who ~~do not~~ possess ~~basic~~ literacy skills below the ninth grade level. The purpose of the program is to provide self-paced, competency-based, individualized tutorial instruction. The commissioner shall administer this section in coordination with the State Board of Community Colleges, local school boards, and the Division of Library and Information Services of the Department of State ~~pursuant to State Board of Education rule~~.

(b) Local adult, individualized literacy instruction programs may be coordinated with local public library systems and with public or private nonprofit agencies, organizations, or institutions. A local public library system and a public or private nonprofit agency, organization, or institution may use funds appropriated for the purposes of this section to hire program coordinators. Such coordinators shall offer training activities to volunteer tutors and oversee the operation of local literacy programs. A local public library system and a public or private nonprofit agency, organization, or institution may also purchase student instructional materials and modules that instruct tutors in the teaching of basic and functional literacy and English for speakers of other languages. To the extent funds are appropriated, cooperating local library systems shall purchase, and make available for loan, reading materials of high interest and with a vocabulary appropriate for use by students who possess literacy skills below the ninth grade

level in basic and functional literacy instruction and students of English for speakers of other languages.

(2)(a) The adult literacy program is intended to ~~increase~~ reduce adult literacy illiteracy as prescribed in the agency functional plan of the Department of Education. The commissioner shall establish guidelines for the purpose of determining achievement of this goal.

(b) Each participating local sponsor shall submit an annual report to the commissioner which must contain, ~~but need not be limited to, the following information to demonstrate the extent to which there has been:~~

1. ~~The number of clients served.~~

2. ~~The progress toward increasing the percentage of adults within the service area who possess literacy skills. As evidence of such progress, the report must include information regarding the number of students enrolled in adult basic education programs and the number of students who completed, separated from, or continued in the programs.~~

(c) ~~Based on the information provided from the local reports, the commissioner shall develop an annual status report on literacy and adult education. The commissioner shall review the annual reports of local sponsors and submit to the State Board of Education a county-by-county summary of the information.~~

(3) Funds appropriated for the purposes of this section shall be allocated as grants for implementing adult literacy programs. Such funds may not be used to supplant funds used for activities that would otherwise be conducted in the absence of literacy funding. A grant awarded pursuant to this section may not exceed \$50,000. Priority for the use of such funds shall be given to paying expenses related to the instruction of volunteer tutors, including materials and the salary of the program coordinator. Local sponsors may also accept funds from private sources for the purposes of this section.

(4)(a) The commissioner shall submit a state adult literacy plan to the State Board of Education to serve as a reference for school boards and community colleges to increase ~~reduce~~ adult literacy illiteracy in their service areas as prescribed in the agency functional plan of the Department of Education. The plan must include, at a minimum:

1. Policies and objectives for adult literacy programs, including evaluation criteria.

2. Strategies for coordinating adult literacy activities with programs and services provided by other state and local nonprofit agencies, as well as strategies for maximizing other funding, resources, and expertise.

3. Procedures for identifying, recruiting, and retaining adults who possess lack basic and functional literacy skills below the ninth grade level.

4. Sources of relevant demographic information and methods of projecting the number of adults who ~~do not possess basic or functional literacy skills below the ninth grade level~~.

5. Acceptable methods of demonstrating compliance with the provisions of this section.

6. Guidelines for the development and implementation of local adult literacy plans. At a minimum, such guidelines must address:

- a. The recruitment and preparation of volunteer tutors.
- b. Interagency and intraagency cooperation and coordination, especially with public libraries and other sponsors of literacy programs.
- c. Desirable learning environments, including class size.
- d. Program evaluation standards.
- e. Methods for identifying, recruiting, and retaining adults in literacy programs.

f. Prevention of Adult literacy illiteracy through family literacy and workforce literacy parenting education programs.

(b) Every 3 years, the school board or community college board of trustees shall develop and maintain ~~submit~~ a local adult literacy plan to the commissioner for review and subsequent approval or disapproval. The commissioner shall notify the superintendent of schools or the president of the community college, as applicable, of the approval or disapproval of the plan. ~~If the plan is not brought into compliance by the school district or community college within 60 days after receiving notice of disapproval by the commissioner, the school district or community college may not receive any funds from appropriations for the purposes of this section for the subsequent fiscal year.~~

Section 30. Subsection (5) of section 240.3575 and subsection (1) of section 240.3815, Florida Statutes, and subsection (5) of section 240.382, Florida Statutes, as created by chapter 94-220, Laws of Florida, are repealed.

Section 31. Section 240.6045, Florida Statutes, is amended to read:

240.6045 Limited access competitive grant program.—

(1) There is established a limited access competitive grant program which shall be administered by the Department of Education. The purpose of the program ~~is shall be~~ to provide enrollment opportunities for qualified applicants ~~in unable to obtain admission to selected state university limited access programs or equivalent academic tracks.~~

(2) The Postsecondary Education Planning Commission shall annually identify for the State Board of Education selected high priority employment fields ~~that are designated, commonly referred to as~~ limited access programs, ~~that which~~ require a baccalaureate degree, and for which one or more state universities have insufficient capacity to serve all qualified applicants.

(3) Program applicants must ~~shall~~ be Florida residents, either community college graduates or state university students, who are qualified for

~~admission to a selected independent college or university because of lack of space are denied admission to a state university~~ program directly related to a high priority employment field identified by the State Board of Education.

(4) A limited access competitive grant may be awarded ~~in a competitive grant~~ which equals 50 percent of the cost to the state per academic year of funding an undergraduate student in public postsecondary education if the recipient chooses to enroll in a comparable program provided by an eligible independent college or university in Florida. Eligible independent institutions shall be designated by the Department of Education and shall be selected from among institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Priority shall be given to state residents who graduate from a Florida high school or community college.

(5) The admissions and graduation requirements of the receiving independent college or university shall apply to the grant recipient.

(6) The State Board of Education shall adopt any rules necessary for the implementation of this grant program.

(7) The Postsecondary Education Planning Commission, in consultation with the Board of Regents, the State Board of Community Colleges, the Independent Colleges and Universities of Florida, and the State Board of Education, shall recommend to the Legislature an accountability process for the limited access competitive grant program. The process shall make use of existing information submitted by the respective system in conjunction with the establishment of the program. The process shall demonstrate an emphasis on assessment of the benefits and cost-effectiveness of the limited access competitive grant program in providing state residents with uninterrupted access to their major field of study leading to the successful completion of a baccalaureate degree in the shortest time possible. The Legislature shall provide oversight of this accountability process.

Section 32. Paragraph (a) of subsection (2) of section 240.116, Florida Statutes, 1996 Supplement, as amended by Committee Substitute for Senate Bill 458, 1997 Regular Session, is amended to read:

240.116 Articulated acceleration.—

(2)(a)1. The dual enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. For the purpose of this subparagraph, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida nonpublic secondary school which is in compliance with s. 229.808 and conducts a secondary curriculum pursuant to s. 232.246. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall ~~may~~ not be classified as dual enrollments. Students who are permitted to enroll in dual enrollment courses may take courses conducted during school hours, after school hours, and during the summer term. Any student so enrolled is exempt from the payment of registration, matriculation, and laboratory fees. With the

exception of vocational-preparatory instruction, college-preparatory instruction and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

2. The Department of Education shall adopt guidelines designed to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Student qualifications must demonstrate readiness for vocational-level coursework if the student is to be enrolled in vocational courses. In addition to the common placement examination, student qualifications for college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for vocational certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement.

Section 33. Section 240.4041, Florida Statutes, is created to read:

240.4041 State financial aid; students with a disability.—Notwithstanding the provisions of s. 240.404(1)(b)1.b. regarding the number of credits earned per term, or other financial aid eligibility requirements related to the number of required credits earned per term, a student with a documented disability, as defined by the Americans with Disabilities Act, shall be eligible to be considered for state financial aid while attending an eligible postsecondary institution on a part-time basis. The State Board of Education shall establish the necessary criteria for documentation of the student's disability and the postsecondary institution shall make the determination as to whether or not the disability is such that part-time status is a necessary accommodation. For the purposes of this section, financial aid funds may be pro-rated based on the number of credit hours taken.

Section 34. Paragraph (e) of subsection (2) of section 239.117, Florida Statutes, 1996 Supplement, is amended to read:

239.117 Postsecondary student fees.—

(2) The following students are exempt from any requirement for the payment of registration, matriculation, and laboratory fees for instruction:

(e) A student for whom the state is paying a foster care board payment pursuant to s. 409.145(3) or pursuant to parts III and V of chapter 39, for whom the permanency planning goal pursuant to part V of chapter 39 is long-term foster care or independent living, or who is adopted from the Department of Children and Family Services after December 31, 1997. Such exemption includes fees associated with enrollment in college-preparatory

instruction and completion of the college-level communication and computation skills testing program. Such exemption shall be available to any student adopted from the Department of Children and Family Services after December 31, 1997; however, the exemption shall be valid for no more than 4 years after the date of graduation from high school.

Section 35. Paragraph (a) of subsection (5) of section 240.235, Florida Statutes, is amended to read:

240.235 Fees.—

(5)(a) Any student for whom the state is paying a foster care board payment pursuant to s. 409.145(3) or parts III and V of chapter 39, for whom the permanency planning goal pursuant to part V of chapter 39 is long-term foster care or independent living, or who is adopted from the Department of Children and Family Services after December 31, 1997, shall be exempt from the payment of all undergraduate fees, including fees associated with enrollment in college-preparatory instruction or completion of college-level communication and computation skills testing programs. Before a fee exemption can be given, the student shall have applied for and been denied financial aid, pursuant to s. 240.404, which would have provided, at a minimum, payment of all undergraduate fees. Such exemption shall be available to any student adopted from the Department of Children and Family Services after December 31, 1997; however, the exemption shall be valid for no more than 4 years after the date of graduation from high school.

Section 36. Paragraph (a) of subsection (2) of section 240.35, Florida Statutes, 1996 Supplement, is amended to read:

240.35 Student fees.—Unless otherwise provided, the provisions of this section apply only to fees charged for college credit instruction.

(2)(a) Any student for whom the state is paying a foster care board payment pursuant to s. 409.145(3) or parts III and V of chapter 39, for whom the permanency planning goal pursuant to part V of chapter 39 is long-term foster care or independent living, or who is adopted from the Department of Children and Family Services after December 31, 1997, shall be ~~is~~ exempt from the payment of all undergraduate fees, including fees associated with enrollment in college-preparatory instruction or completion of the college-level communication and computation skills testing program. Before a fee exemption can be given, the student shall have applied for and been denied financial aid, pursuant to s. 240.404, which would have provided, at a minimum, payment of all student fees. Such exemption shall be available to any student adopted from the Department of Children and Family Services after December 31, 1997; however, the exemption shall be valid for no more than 4 years after the date of graduation from high school.

Section 37. Paragraph (n) of subsection (1) of section 236.081, Florida Statutes, 1996 Supplement, is amended to read:

236.081 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of

schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(n) Calculation of additional full-time equivalent membership based on international baccalaureate examination scores of students.—A value of 0.24 full-time equivalent student membership shall be calculated for each student enrolled in an international baccalaureate course who receives a score of 4 or higher on a subject examination. A value of 0.3 full-time equivalent student membership shall be calculated for each student who receives an international baccalaureate diploma. Such value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. During the 1997-1998, 1998-1999, and 1999-2000 school years of the pilot program authorized in s. 240.116, students enrolled in the Advanced International Certificate of Education Program shall generate full-time equivalent student membership in a manner that is equitable to the manner in which students enrolled in the International Baccalaureate Program generate full-time equivalent student membership. During 1997-1998, a maximum of 40 students in each participating school district are authorized to generate full-time equivalent student membership in the pilot program, and in 1998-1999 and 1999-2000 a maximum of 80 students per year in each participating school district are authorized to generate full-time equivalent student membership in the pilot program.

Section 38. Subsection (6) of section 240.16, Florida Statutes, 1996 Supplement, is amended to read:

240.116 Articulated acceleration.—

(6) The International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. The State Board of Education shall establish rules which specify the cutoff scores and International Baccalaureate Examinations which will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or of changing the International Baccalaureate Examinations which will be used to grant postsecondary credit, shall only apply to students taking International Baccalaureate Examinations after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations. During the 1997-1998, 1998-1999, and 1999-2000 school years, the Department of Education shall assist up to three school districts in conducting a pilot of the

Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. The department shall produce an evaluation report and recommendations regarding the comparability of the Advanced International Certificate of Education Program to the International Baccalaureate Program and submit the report to the President of the Senate and the Speaker of the House of Representatives on or before October 1, 2000.

Section 39. Paragraph (f) of subsection (2) of section 239.117, Florida Statutes, 1996 Supplement, is amended to read:

239.117 Postsecondary student fees.—

(2)

(f) A student enrolled in an employment and training program under the WAGES Program. Such a student may receive a fee exemption only if the student applies for and does not receive student financial aid, including Job Training Partnership Act or Family Support Act funds. Schools and community colleges shall help such students apply for financial aid, but may not deny such students program participation during the financial aid application process. Such a student may not be required to incur debt within the financial aid package. The local WAGES coalition shall pay the community college or school district for costs incurred for WAGES clients. Other fee-exempt instruction provided at community colleges pursuant to this subsection generates an additional one-fourth of a full-time equivalent enrollment.

Section 40. Paragraph (e) is added to subsection (5) of section 239.301, Florida Statutes, 1996 Supplement, to read:

239.301 Adult general education.—

(5)

(e) A district school board or a community college board of trustees may negotiate a contract with the local WAGES coalition for specialized services for WAGES clients, beyond what is routinely provided for the general public, to be funded by the WAGES coalition pursuant to s. 414.065.

Section 41. Subsection (3) of section 240.35, Florida Statutes, 1996 Supplement, is amended to read:

240.35 Student fees.—Unless otherwise provided, the provisions of this section apply only to fees charged for college credit instruction.

(3) Students enrolled in dual enrollment and early admission programs ~~under pursuant to s. 240.116~~ and students enrolled in employment and training programs under the WAGES Program are exempt from the payment of registration, matriculation, and laboratory fees; however, such students may not be included within calculations of fee-waived enrollments. The community college shall assist a student under the WAGES program in obtaining financial aid as it would any other student. A student under the WAGES program may not be denied participation in programs during the

~~application process for financial aid. If financial aid is denied, the local WAGES coalition shall pay the community college for costs incurred by that WAGES participant related to that person's classes or program. Students enrolled in programs under the WAGES Program shall be granted a fee exemption only if they have applied for student financial aid including Job Training Partnership Act or Family Support Act funds and did not receive financial assistance. Colleges shall assist these students in applying for financial aid, and these students may not be denied participation in programs during the application process for financial aid. These students may not be required to obtain loans as a part of their financial aid package. Other fee-exempt instruction provided under pursuant to this subsection generates shall generate an additional one-fourth full-time equivalent enrollment.~~

Section 42. Subsections (1) and (2) of section 414.065, Florida Statutes, 1996 Supplement, are amended to read:

414.065 Work requirements.—

(1) WORK ACTIVITIES.—The following activities may be used individually or in combination to satisfy the work requirements for a participant in the WAGES Program:

(a) Unsubsidized employment.—Unsubsidized employment is full-time employment or part-time employment that is not directly supplemented by federal or state funds. Paid apprenticeship and cooperative education activities are included in this activity.

(b) Subsidized private sector employment.—Subsidized private sector employment is employment in a private for-profit enterprise or a private not-for-profit enterprise which is directly supplemented by federal or state funds. A subsidy may be provided in one or more of the forms listed in this paragraph.

1. Work supplementation.—A work supplementation subsidy diverts a participant's assistance under the program to the employer. The employer must pay the participant wages that equal or exceed the applicable federal minimum wage. Work supplementation may not exceed 6 months. At the end of the supplementation period, the employer is expected to retain the participant as a regular employee without receiving a subsidy for at least 12 months. The work supplementation agreement must provide that if the employee is dismissed at any time within 12 months after termination of the supplementation period due in any part to loss of the supplement, the employer shall repay some or all of the supplement previously paid as a subsidy to the employer under the WAGES Program.

2. On-the-job training.—On-the-job training is full-time, paid employment in which the employer or an educational institution in cooperation with the employer provides training needed for the participant to perform the skills required for the position. The employer or the educational institution on behalf of the employer receives a subsidy to offset the cost of the training provided to the participant. Upon satisfactory completion of the training, the employer is expected to retain the participant as a regular

employee without receiving a subsidy. The on-the-job training agreement must provide that in the case of dismissal of a participant due to loss of the subsidy, the employer shall repay some or all of the subsidy previously provided by the department.

3. Incentive payments.—The department may provide additional incentive payments to encourage employers to employ program participants. Incentive payments may include payments to encourage the employment of hard-to-place participants, in which case the amount of the payment shall be weighted proportionally to the extent to which the participant has limitations associated with the long-term receipt of welfare and difficulty in sustaining employment. In establishing incentive payments, the department shall consider the extent of prior receipt of welfare, lack of employment experience, lack of education, lack of job skills, and other appropriate factors. A participant who has complied with program requirements and who is approaching the time limit for receiving temporary assistance may be defined as “hard-to-place.” Incentive payments may include payments in which an initial payment is made to the employer upon the employment of a participant, and the majority of the incentive payment is made after the employer retains the participant as a full-time employee for at least 12 months. The incentive agreement must provide that if the employee is dismissed at any time within 12 months after termination of the incentive payment period due in any part to loss of the incentive, the employer shall repay some or all of the payment previously paid as an incentive to the employer under the WAGES Program.

4. Tax credits.—An employer who employs a program participant may qualify for enterprise zone property tax credits under s. 220.182, the tax refund program for qualified target industry businesses under s. 288.106, or other federal or state tax benefits. The department shall provide information and assistance, as appropriate, to use such credits to accomplish program goals.

(c) Subsidized public sector employment.—Subsidized public sector employment is employment by an agency of the federal, state, or local government which is directly supplemented by federal or state funds. The applicable subsidies provided under paragraph (b) may be used to subsidize employment in the public sector, except that priority for subsidized employment shall be employment in the private sector. Public sector employment is distinguished from work experience in that the participant is paid wages and receives the same benefits as a nonsubsidized employee who performs similar work. Work-study activities administered by educational institutions are included in this activity.

(d) Community service work experience.—Community service work experience is job training experience at a supervised public or private not-for-profit agency. A participant shall receive temporary assistance in the form of wages that are proportional to the amount of time worked. A participant assigned to community service work experience shall be deemed an employee of the state for purposes of workers’ compensation coverage and is subject to the requirements of the drug-free workplace program. Community service work experience may be selected as an activity for a participant who

needs to increase employability by improving his or her interpersonal skills, job-retention skills, stress management, and job problem solving, and by learning to attain a balance between job and personal responsibilities. Community service is intended to:

1. Assess WAGES program compliance before referral of the participant to costly services such as career education;
2. Maintain work activity status while the participant awaits placement into paid employment or training;
3. Fulfill a clinical practicum or internship requirement related to employment; or
4. Provide work-based mentoring.

As used in this paragraph, the terms “community service experience,” “community work,” and “workfare” are synonymous.

(e) Work experience.—Work experience is an appropriate work activity for participants who lack preparation for or experience in the workforce. It must combine a job training activity in a public or private not-for-profit agency with education and training related to an employment goal. To qualify as a work activity, work experience must include education and training in addition to the time required by the work activity, and the work activity must be intensively supervised and structured. The WAGES program shall contract for any services provided for clients who are assigned to this activity and shall require performance benchmarks, goals, outcomes, and time limits designed to assure that the participant moves toward full-time paid employment. A participant shall receive temporary cash assistance proportional to the time worked. A participant assigned to work experience is an employee of the state for purposes of worker’s compensation coverage and is subject to the requirements of the drug-free workplace program.

(f)(e) Job search and job readiness assistance.—Job search assistance may include supervised or unsupervised job-seeking activities. Job readiness assistance provides support for job-seeking activities, which may include:

1. Orientation to the world of work and basic job-seeking and job retention skills.
2. Instruction in completing an application for employment and writing a resume.
3. Instruction in conducting oneself during a job interview, including appropriate dress.
4. Instruction in how to retain a job, plan a career, and perform successfully in the workplace.

Job readiness assistance may also include providing a participant with access to an employment resource center that contains job listings, telephones,

facsimile machines, typewriters, and word processors. Job search and job readiness activities may be used in conjunction with other program activities, such as work experience, but may not be the primary work activity, may not be used in conjunction with other program activities such as work experience, and may not continue longer than the length of time permitted under federal law.

(g)(f) Vocational education or training.—Vocational education or training is education or training designed to provide participants with the skills and certification necessary for employment in an occupational area. Vocational education or training may be used as a primary program activity for participants when it has been determined that the individual has demonstrated compliance with other phases of program participation and successful completion of the vocational education or training is likely to result in employment entry at a higher wage than the participant would have been likely to attain without completion of the vocational education or training. Vocational education or training may be combined with other program activities and also may be used to upgrade skills or prepare for a higher paying occupational area for a participant who is employed.

1. Vocational education shall not be used as the primary program activity for a period which exceeds 12 months. The 12-month restriction applies to instruction in a career education program and does not include remediation of basic skills through adult general education if remediation is necessary to enable a WAGES participant to benefit from a career education program. Any necessary remediation must be completed before a participant is referred to vocational education as the primary work activity. In addition, use of vocational education or training shall be restricted to not more than 20 percent of adult participants in the WAGES region, or subject to other limitation as established in federal law. Vocational education included in a program leading to a high school diploma shall not be considered vocational education for purposes of this section.

2. ~~When To the maximum extent possible, a provider of vocational education or training shall use funds provided by funding sources other than the department. The department may provide additional funds to a vocational education or training provider only if payment is made pursuant to a performance-based contract. Under a performance-based contract, the provider may be partially paid when a participant completes education or training, but the majority of payment shall be made following the participant's employment at a specific wage or job retention for a specific duration. Performance-based payments made under this subparagraph are limited to education or training for targeted occupations identified by the Occupational Forecasting Conference under s. 216.136, or other programs identified by the Enterprise Florida Jobs and Education Partnership as beneficial to meet the needs of designated groups, such as WAGES participants, who are hard to place. If the contract pays the full cost of training, the community college or school district may not report the participants for other state funding, except that the college or school district may report WAGES clients for performance incentives or bonuses authorized for student enrollment, completion, and placement. A contract with a community college or school district must conform to the provisions of ss. 239.249 and 240.40685.~~

(h)(g) Job skills training directly related to employment.—Job skills training directly related to employment provides job skills training in a specific occupation for which there is a written commitment by the employer to offer employment to a participant who successfully completes the training. Job skills training includes customized training designed to meet the needs of a specific employer or a specific industry. A participant may be required to complete an entrance assessment or test before entering into job skills training if assessments or tests are required for employment upon completion of the training. Job skills training includes literacy instruction in the workplace if necessary to enable a participant to perform in a specific job or job training program.

(i)(h) Education services related to employment for participants 19 years of age or younger.—Education services provided under this paragraph are designed to prepare a participant for employment in an occupation. The Department of Labor and Employment Security shall coordinate education services with the school-to-work activities provided under s. 229.595. Activities provided under this paragraph are restricted to participants 19 years of age or younger who have not completed high school or obtained a high school equivalency diploma.

(j)(i) School attendance.—Attendance at a high school or attendance at a program designed to prepare the participant to receive a high school equivalency diploma is a required program activity for each participant 19 years of age or younger who:

1. Has not completed high school or obtained a high school equivalency diploma;
2. Is a dependent child or a head of household; and
3. For whom it has not been determined that another program activity is more appropriate.

(k)(j) Teen parent services.—Participation in medical, educational, counseling, and other services that are part of a comprehensive program is a required activity for each teen parent who participates in the WAGES Program.

(2) WORK ACTIVITY REQUIREMENTS.—Each adult participant who is not otherwise exempt must participate in a work activity for the maximum number of hours allowable under federal law provided that no participant be required to work more than 40 hours per week or less than the minimum number of hours required by federal law. An applicant shall be referred for employment at the time of application if the applicant is eligible to participate in the WAGES Program.

(a) A participant in a work activity may also be required to enroll in and attend a course of instruction designed to increase literacy skills to a level necessary for obtaining or retaining employment, provided that the instruction plus the work activity does not require more than 40 hours per week.

(b) WAGES program funds may be used, as available, to support the efforts of a participant who meets the work activity requirements and who

wishes to enroll in or continue enrollment in an adult general education program or a career education program.

Section 43. Section 414.055, Florida Statutes, 1996 Supplement, is amended to read:

414.055 One-stop career centers ~~Jobs and benefits offices.~~—

(1) It is the intent of the Legislature that one-stop career centers developed by community coalitions or public/private partnerships that involve the business community, educational institutions, governmental entities, and community-based organizations should be the principal service-delivery mechanism for services associated with the WAGES program, employment services, and workforce development.

(2) Local WAGES coalitions and regional workforce boards must coordinate the planning and implementation of one-stop career centers and services so as to avoid unnecessary duplication of services and facilities.

(3) If a one-stop career center as described in subsection (1) has been established, neither the Department of Children and Family Services nor the Department of Labor and Employment Security may establish a one-stop career center to serve the same population or geographic area. The Department of Children and Family Services and the Department of Labor and Employment Security must assign to the established one-stop career center the number and classification of staff which is appropriate and necessary for effective operation of the one-stop career center.

(4)(4) Staff of the Division of Jobs and Benefits of the Department of Labor and Employment Security, staff of the Department of Children and Family Services, and staff of other public and private agencies and institutions shall establish jobs and benefits offices in this state, which shall function as one-stop centers to provide a central location at which the staff of the Department of Labor and Employment Security and the staff of the department shall deliver services to applicants for and participants in the WAGES Program at one-stop career centers.

(5)(2) At the one-stop career centers, staff of the Department of Children and Family Services shall:

(a) Accept applications and determine or redetermine the eligibility of a family to participate in the WAGES Program.

(b) Accept applications and determine or redetermine the eligibility of an individual or family to receive subsidized child care or emergency assistance, including housing assistance.

(c) Assess need and arrange for providing diversion assistance or emergency assistance.

(6)(3) At the one-stop career centers center, staff of the Department of Labor and Employment Security shall assign a participant in the WAGES Program to an approved a work activity.

~~(4) A public employment office established by the Division of Jobs and Benefits of the Department of Labor and Employment Security under s. 443.181, or a one-stop career center approved by the jobs and education regional board, may function as a jobs and benefits office established under this section.~~

Section 44. Paragraph (b) of subsection (5) of section 239.117, Florida Statutes, 1996 Supplement, is amended to read:

239.117 Postsecondary student fees.—

(5)

(b) Students enrolled in college-preparatory instruction shall pay fees equal to the fees charged for college credit courses. Students enrolled in the same college-preparatory class within a skill area more than one time ~~two times~~ shall pay fees at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes direct instructional cost; however, students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class, provided approval is granted according to policy established by the board of trustees. Each community college shall have the authority to review and reduce such payment for increased fees due to continued enrollment in a college-preparatory class on an individual basis, contingent upon a student's financial hardship, pursuant to definitions and fee levels established by the State Board of Community Colleges. Fee-nonexempt students enrolled in vocational preparatory instruction shall be charged fees equal to the fees charged for certificate career education instruction. Each community college that conducts college-preparatory and vocational-preparatory instruction in the same class section may charge a single fee for both types of instruction.

Section 45. Paragraph (d) of subsection (5) of section 239.301, Florida Statutes, 1996 Supplement, is amended to read:

239.301 Adult general education.—

(5)

(d) Expenditures for college-preparatory and lifelong learning students shall be reported separately. Allocations for college-preparatory courses shall be based on proportional full-time equivalent enrollment. Program review results shall be included in the determination of subsequent allocations. A student shall be funded to enroll in the same college-preparatory class within a skill area only once ~~twice~~, after which time the student shall pay 100 percent of the full cost of instruction ~~no state funds shall be used~~ to support the continuous enrollment of that student in the same class; however, students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class, provided approval is granted according to policy established by the board of trustees. Each community college shall have the authority to review and reduce such payment for increased fees due to continued enrollment in a college-preparatory class on an individual basis contingent upon the student's fi-

nancial hardship, pursuant to definitions and fee levels established by the State Board of Community Colleges. College-preparatory and lifelong learning courses do not generate credit toward an associate or baccalaureate degree.

Section 46. Paragraph (a) of Subsection (4) of section 240.117, Florida Statutes, is amended to read:

240.117 Common placement testing for public postsecondary education.—

(4)(a) Community college or state university students who have been identified as requiring additional preparation pursuant to subsection (1) shall enroll in college-preparatory adult education pursuant to s. 239.301 in community colleges to develop needed college-entry skills. These students shall be permitted to take courses within their degree program concurrently in other curriculum areas for which they are qualified while enrolled in college-preparatory instruction courses. A student enrolled in a college-preparatory course may concurrently enroll only in college credit courses that do not require the skills addressed in the college-preparatory course. The State Board of Community Colleges shall specify the college credit courses that are acceptable for students enrolled in each college-preparatory skill area, pursuant to s. 240.311(3)(q). A student who wishes to earn an associate in arts or a baccalaureate degree, but who is required to complete a college-preparatory course, must successfully complete the required college-preparatory studies by the time the student has accumulated 12 hours of lower-division college credit degree coursework; however, a student may continue enrollment in degree-earning coursework provided the student maintains enrollment in college-preparatory coursework for each subsequent semester until college-preparatory coursework requirements are completed, and the student demonstrates satisfactory performance in degree-earning coursework. A passing score on all subtests of the common placement test must be achieved before a student is considered to have met basic computation and communication skills requirements; however, no student shall be required to retake any subtest which was previously passed by said student. A student shall be funded to enroll in the same college-preparatory class within a skill area only once twice, after which time the student shall pay 100 percent of the full cost of instruction no state funds shall be used to support continuous enrollment of that student in the same class and such student shall not be included in calculations of full-time equivalent enrollments for state funding purposes; however, students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class, provided approval is granted according to policy established by the board of trustees. Each community college shall have the authority to review and reduce fees paid by students due to continued enrollment in a college-preparatory class on an individual basis contingent upon the student's financial hardship, pursuant to definitions and fee levels established by the State Board of Community Colleges. Credit awarded for college-preparatory instruction may not be counted towards fulfilling the number of credits required for a degree.

Section 47. Section 240.124, Florida Statutes, is created to read:

240.124 Funding for continuous enrollment in college credit courses.— Beginning fall semester, 1997, a student enrolled in the same undergraduate college credit course more than two times shall pay matriculation at 100 percent of the full cost of instruction and shall not be included in calculations of full-time equivalent enrollments for state funding purposes. For purposes of this section, first-time enrollment in a class shall mean enrollment in a class beginning fall semester 1997, and calculations of the full cost of instruction shall be based on the systemwide average of the prior year's cost of undergraduate programs for the Community College System and the State University System. The Board of Regents and the State Board of Community Colleges may make exceptions to this section for individualized study, elective coursework, courses that are repeated as a requirement of a major, and courses that are intended as continuing over multiple semesters, excluding the repeat of coursework more than two times to increase grade point average or meet minimum course grade requirements.

Section 48. For the 1997-1998 fiscal year, the sum of \$276,659 is appropriated from the General Revenue Fund and the sum of \$223,341 is appropriated from the Educational and General Student and Other Fees Trust Fund for implementing the master's in Public Health Program at Florida Agricultural and Mechanical University.

Section 49. This act shall take effect July 1, 1997.

Became a law without the Governor's approval May 30, 1997.

Filed in Office Secretary of State May 29, 1997.