

CHAPTER 2019-119

Committee Substitute for House Bill No. 7071

An act relating to workforce education; amending s. 446.011, F.S.; revising terminology; amending s. 446.021, F.S.; revising definitions; amending s. 446.032, F.S.; requiring the Department of Education to annually publish a specified report; providing requirements for the report; requiring the department to provide assistance to certain entities in notifying specified persons of apprenticeship and preapprenticeship opportunities; amending s. 446.045, F.S.; revising the membership criteria for certain appointments to the State Apprenticeship Advisory Council; amending s. 446.052, F.S.; revising terminology; amending s. 446.081, F.S.; limiting the applicability of state apprenticeship and job-training program requirements to provisions for veterans, minority persons, and women; amending s. 446.091, F.S.; conforming a provision to changes made by the act; amending s. 446.092, F.S.; revising the criteria for apprenticeship occupations; amending s. 1001.02, F.S.; conforming provisions to changes made by the act; amending s. 1001.43, F.S.; encouraging district school boards to declare an “Academic Scholarship Signing Day” and “College and Career Decision Day” for specified purposes; amending s. 1001.706, F.S.; conforming provisions to changes made by the act; amending s. 1003.41, F.S.; revising Next Generation Sunshine State Standards for financial literacy; removing financial literacy standards as a component of economics; amending s. 1003.4156, F.S.; requiring students to take a career and education planning course for promotion to high school; providing requirements for such course; requiring each student that takes the course to receive an academic and career plan; providing requirements for such plan; amending s. 1003.4282, F.S.; authorizing a student to earn two mathematics credits under certain circumstances; authorizing a credit in computer science to meet specified graduation requirements under certain circumstances; requiring school districts to offer one-half credit in financial literacy as an elective; correcting a cross-reference relating to the federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA); requiring an biennial review of certain courses; revising the requirements for the instructional methodology of certain courses; establishing a career and technical education pathway option to a standard high school diploma; providing requirements for the pathway option; requiring the option to be included in a school district’s student progression plan; authorizing adjunct educators to teach courses in the pathway option; amending s. 1003.4285, F.S.; revising the requirements to earn the scholar designation on a standard high school diploma; amending s. 1003.491, F.S.; requiring school districts to provide opportunities for certain students to enroll in specified courses or academies; requiring school districts to provide academic advising to students under certain circumstances; providing requirements for such academic advising; requiring the Commissioner of Education to annually review career and technical offerings in

consultation with certain entities for specified purposes; requiring the commissioner to phase out certain career and technical education offerings and encourage specified entities to offer certain programs; creating s. 1004.013, F.S.; establishing the SAIL to 60 Initiative for specified purposes; providing State Board of Education and the Board of Governors responsibilities relating to the initiative; providing Chancellor of the State University System and the Chancellor of the Florida College System responsibilities; amending s. 1004.015, F.S.; renaming the Higher Education Coordinating Council as the Florida Talent Development Council; revising the membership of the council; revising the duties and responsibilities of the council; requiring the council to submit a strategic plan to the Governor and Legislature by a specified date; providing requirements for the strategic plan; requiring the Department of Economic Opportunity to provide administrative support for the council; amending s. 1004.335, F.S.; clarifying that the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee are branch campuses; revising the date the Board of Governors will use specified data to determine funding under certain circumstances; requiring the Board of Governors to monitor the implementation of a specified plan; providing requirements for specified campuses to be considered branch campuses; amending s. 1004.6495, F.S.; conforming provisions to changes made by the act; amending s. 1004.935, F.S.; conforming a cross-reference; amending s. 1006.22, F.S.; expanding the circumstances in which motor vehicles may be used for public school transportation; amending s. 1007.23, F.S.; requiring the statewide articulation agreement to provide for a reverse transfer agreement; providing for an associate degree to be awarded to certain students by Florida College System institutions; providing requirements for state universities; creating s. 1007.233, F.S.; requiring certain career centers and Florida College System institutions to submit a career pathways agreement to the Department of Education by a specified date; providing requirements for such agreements; amending s. 1007.25, F.S.; requiring state universities to notify students of the criteria and process for requesting an associate in arts certificate at specified times; amending s. 1007.2616, F.S.; revising types of training for which a school district or a consortium of school districts may apply to the department for funding; conforming provisions to changes made by the act; amending s. 1007.271, F.S.; requiring a career center to enter into an agreement with specified high schools to offer certain courses to high school students; providing requirements for such agreement; amending s. 1008.37, F.S.; revising the date on a required report by the commissioner; amending s. 1008.44, F.S.; increasing the number of CAPE Digital Tool certificates relating to specified subjects that may be included on the CAPE Industry Certification Funding List; amending s. 1009.21, F.S.; conforming provisions to changes made by the act; creating s. 1009.75, F.S.; establishing the Last Mile College Completion Program within the department beginning with a specified academic year; providing the purpose of the program; providing student eligibility requirements relating to the program; requiring the department to create a certain web-based application; providing program

requirements; providing for disbursement of award funds; providing that funding for the program is contingent upon legislative appropriation; requiring the State Board of Education and the Board of Governors to adopt rules and regulations, respectively; amending s. 1011.80, F.S.; requiring certain school districts and Florida College System institutions to maintain certain records; requiring such records be submitted to the department; revising the calculation for fund and fees for certain workforce education programs; creating s. 1011.802, F.S.; creating the Florida Pathways to Career Opportunities Grant Program; providing for funding; providing purpose, requirements, and administration of the program; requiring certain career centers and institutions to provide quarterly reports; authorizing rulemaking; amending s. 1012.57, F.S.; deleting a requirement that the adjunct teaching certificate be used only for part-time teaching positions; authorizing school districts to issue adjunct teaching certificates for part-time and full-time teaching positions; providing limitations on adjunct teaching certificates for full-time positions; providing school district requirements; requiring the Board of Governors to use its 2019 Accountability Plan for specified purposes; providing effective dates.

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

Section 1. Subsections (1) and (2) of section 446.011, Florida Statutes, are amended to read:

446.011 Legislative intent regarding apprenticeship training.—

(1) It is the intent of the State of Florida to provide educational opportunities for its residents ~~young people~~ so that they can be trained for trades, occupations, and professions suited to their abilities. It is the intent of this act to promote the mode of training known as apprenticeship in occupations throughout industry in the state that require physical manipulative skills. By broadening job training opportunities and providing for increased coordination between public school academic programs, career programs, and registered apprenticeship programs, the residents of this ~~young people of the state~~ will benefit from the valuable training opportunities developed when on-the-job training is combined with academic-related classroom experiences. This act is intended to develop the apparent potentials in apprenticeship training by assisting in the establishment of preapprenticeship programs in the public school system and elsewhere and by expanding presently registered programs as well as promoting new registered programs in jobs that lend themselves to apprenticeship training.

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

Section 2. Subsections (2) and (4) of section 446.021, Florida Statutes, are amended to read:

446.021 Definitions of terms used in ss. 446.011-446.092.—As used in ss. 446.011-446.092, the term:

(2) “Apprentice” means a person at least 16 years of age who is engaged in learning a recognized skilled trade through actual work experience under the supervision of ~~journeyworkers~~ journeymen craftsmen, which training should be combined with properly coordinated studies of related technical and supplementary subjects, and who has entered into a written agreement, which may be cited as an apprentice agreement, with a registered apprenticeship sponsor who may be either an employer, an association of employers, or a local joint apprenticeship committee.

(4) “Journeyworker ~~Journeyman~~” means a person working in an apprenticeship occupation who has successfully completed a registered apprenticeship program or who has worked the number of years required by established industry practices for the particular trade or occupation.

Section 3. Section 446.032, Florida Statutes, is amended to read:

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

(1) Establish uniform minimum standards and policies governing apprentice programs and agreements. The standards and policies shall govern the terms and conditions of the apprentice’s employment and training, including the quality training of the apprentice for, but not limited to, such matters as ratios of apprentices to ~~journeyworkers~~ journeymen, safety, related instruction, and on-the-job training; but these standards and policies may not include rules, standards, or guidelines that require the use of apprentices and job trainees on state, county, or municipal contracts. The department may adopt rules necessary to administer the standards and policies.

(2) By September 1 of each year, publish an annual report on apprenticeship and preapprenticeship programs. The report must be published on the department’s website and, at a minimum, include all of the following:

(a) A list of registered apprenticeship and preapprenticeship programs, sorted by local educational agency, as defined in s. 1004.02(18), and apprenticeship sponsor, under s. 446.071.

(b) A detailed summary of each local educational agency’s expenditure of funds for apprenticeship and preapprenticeship programs, including:

1. The total amount of funds received for apprenticeship and preapprenticeship programs;

2. The total amount of funds allocated to each trade or occupation;

3. The total amount of funds expended for administrative costs per trade or occupation; and

4. The total amount of funds expended for instructional costs per trade and occupation.

(c) The number of apprentices and preapprentices per trade and occupation.

(d) The percentage of apprentices and preapprentices who complete their respective programs in the appropriate timeframe.

(e) Information and resources related to applications for new apprenticeship programs and technical assistance and requirements for potential applicants.

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

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

(4)(2) Establish procedures to be used by the State Apprenticeship Advisory Council.

Section 4. Paragraph (b) of subsection (2) of section 446.045, Florida Statutes, is amended to read:

446.045 State Apprenticeship Advisory Council.—

(2)

(b) The Commissioner of Education or the commissioner’s designee shall serve ex officio as chair of the State Apprenticeship Advisory Council, but may not vote. The state director of the Office of Apprenticeship of the United States Department of Labor shall serve ex officio as a nonvoting member of the council. The Governor shall appoint to the council four members representing employee organizations and four members representing employer organizations. Each of these eight members shall represent industries that have registered apprenticeship programs. The Governor shall also appoint two public members who are knowledgeable about registered apprenticeship and apprenticeable occupations and who are independent of any joint or nonjoint organization, one of whom shall be recommended by joint organizations, and one of whom shall be recommended by nonjoint organizations. Members shall be appointed for 4-year

staggered terms. A vacancy shall be filled for the remainder of the unexpired term.

Section 5. Subsections (2) and (3) of section 446.052, Florida Statutes, are amended to read:

446.052 Preapprenticeship program.—

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

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

Section 6. Subsection (1) of section 446.081, Florida Statutes, is amended to read:

446.081 Limitation.—

(1) Nothing in ss. 446.011-446.092 or in any apprentice agreement approved under those sections may ~~shall operate to~~ invalidate:

(a) Any apprenticeship provision in any collective agreement between employers and employees setting up higher apprenticeship standards.

(b) Any special provision for veterans, minority persons, or women in the standards, apprenticeship qualifications, or operation of the program that is not otherwise prohibited by law, executive order, or authorized regulation.

Section 7. Section 446.091, Florida Statutes, is amended to read:

446.091 On-the-job training program.—All provisions of ss. 446.011-446.092 relating to apprenticeship and preapprenticeship, including, but not limited to, programs, agreements, standards, administration, procedures, definitions, expenditures, local committees, powers and duties, limitations, grievances, and ratios of apprentices and job trainees to journeyworkers ~~journeymen~~ on state, county, and municipal contracts, shall be appropriately adapted and made applicable to a program of on-the-job training authorized under those provisions for persons other than apprentices.

Section 8. Section 446.092, Florida Statutes, is amended to read:

446.092 Criteria for apprenticeship occupations.—An apprenticeable occupation is a skilled trade which possesses all of the following characteristics:

(1) It is customarily learned in a practical way through a structured, systematic program of on-the-job, supervised training.

(2) It is clearly identified and commonly recognized throughout an the industry ~~or recognized with a positive view towards changing technology.~~

(3) It involves manual, mechanical, or technical skills and knowledge which, in accordance with the industry standards for the occupation, would require a minimum of 2,000 hours of on-the-job work and training, which hours are excluded from the time spent at related instruction.

(4) It requires related instruction to supplement on-the-job training. Such instruction may be given in a classroom, through occupational or industrial courses or ~~through~~ correspondence courses of equivalent value, through electronic media, or through other forms of self-study approved by the department.

~~(5) It involves the development of skill sufficiently broad to be applicable in like occupations throughout an industry, rather than of restricted application to the products or services of any one company.~~

~~(6) It does not fall into any of the following categories:~~

~~(a) Selling, retailing, or similar occupations in the distributive field.~~

~~(b) Managerial occupations.~~

~~(c) Professional and scientific vocations for which entrance requirements customarily require an academic degree.~~

Section 9. Paragraph (a) of subsection (3) of section 1001.02, Florida Statutes, is amended to read:

1001.02 General powers of State Board of Education.—

(3)(a) The State Board of Education shall adopt a strategic plan that specifies goals and objectives for the state’s public schools and Florida College System institutions. The plan shall be formulated in conjunction with plans of the Board of Governors in order to provide for the roles of the universities and Florida College System institutions to be coordinated to best meet state needs and reflect cost-effective use of state resources. The strategic plan must clarify the mission statements of each Florida College System institution and the system as a whole and identify degree programs, including baccalaureate degree programs, to be offered at each Florida College System institution in accordance with the objectives provided in this subsection and the coordinated 5-year plan pursuant to paragraph (2)(v). The strategic plan must cover a period of 5 years, with modification of the

program lists after 2 years. Development of each 5-year plan must be coordinated with and initiated after completion of the master plan. The strategic plans must specifically include programs and procedures for responding to the educational needs of teachers and students in the public schools of this state and consider reports and recommendations of the Florida Talent Development Council ~~Higher Education Coordinating Council~~ pursuant to s. 1004.015 and the Articulation Coordinating Committee pursuant to s. 1007.01. The state board shall submit a report to the President of the Senate and the Speaker of the House of Representatives upon modification of the plan and as part of its legislative budget request.

Section 10. Paragraph (b) of subsection (14) of section 1001.43, Florida Statutes, is amended to read:

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

(14) RECOGNITION OF ACADEMIC ACHIEVEMENT.—

(b) The district school board is encouraged to adopt policies and procedures to celebrate the academic and workforce achievement of students ~~by: provide for a student~~

1. Declaring an “Academic Scholarship Signing Day” by declaring the third Tuesday in April each year as “Academic Scholarship Signing Day.” ~~The “Academic Scholarship Signing Day” to shall recognize the outstanding academic achievement of high school seniors who sign a letter of intent to accept an academic scholarship offered to the student by a postsecondary educational institution.~~

2. Declaring a “College and Career Decision Day” to recognize high school seniors for their postsecondary education plans, to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.

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

Section 11. Paragraph (b) of subsection (5) and subsection (9) of section 1001.706, Florida Statutes, are amended to read:

1001.706 Powers and duties of the Board of Governors.—

(5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

(b) The Board of Governors shall develop a strategic plan specifying goals and objectives for the State University System and each constituent university, including each university's contribution to overall system goals and objectives. The strategic plan must:

1. Include performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to, student admission requirements, retention, graduation, percentage of graduates who have attained employment, percentage of graduates enrolled in continued education, licensure passage, average wages of employed graduates, average cost per graduate, excess hours, student loan burden and default rates, faculty awards, total annual research expenditures, patents, licenses and royalties, intellectual property, startup companies, annual giving, endowments, and well-known, highly respected national rankings for institutional and program achievements.

2. Consider reports and recommendations of the Florida Talent Development Council ~~Higher Education Coordinating Council~~ pursuant to s. 1004.015 and the Articulation Coordinating Committee pursuant to s. 1007.01.

3. Include student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.

4. Include criteria for designating baccalaureate degree and master's degree programs at specified universities as high-demand programs of emphasis. Fifty percent of the criteria for designation as high-demand programs of emphasis must be based on achievement of performance outcome thresholds determined by the Board of Governors, and 50 percent of the criteria must be based on achievement of performance outcome thresholds specifically linked to:

a. Job placement in employment of 36 hours or more per week and average full-time wages of graduates of the degree programs 1 year and 5 years after graduation, based in part on data provided in the economic security report of employment and earning outcomes produced annually pursuant to s. 445.07.

b. Data-driven gap analyses, conducted by the Board of Governors, of the state's job market demands and the outlook for jobs that require a baccalaureate or higher degree. Each state university must use the gap analyses to identify internship opportunities for students to benefit from mentorship by industry experts, earn industry certifications, and become employed in high-demand fields.

(9) COOPERATION WITH OTHER BOARDS.—The Board of Governors shall implement a plan for working on a regular basis with the State Board of Education, the Commission for Independent Education, the Florida

~~Talent Development Council the Higher Education Coordinating Council, the Articulation Coordinating Committee, the university boards of trustees, representatives of the Florida College System institution boards of trustees, representatives of the private colleges and universities, and representatives of the district school boards to achieve a seamless education system.~~

Section 12. Paragraph (d) of subsection (2) of section 1003.41, Florida Statutes, is amended to read:

1003.41 Next Generation Sunshine State Standards.—

(2) Next Generation Sunshine State Standards must meet the following requirements:

~~(d) Social Studies standards must establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, humanities, and economics, and including financial literacy. Financial literacy includes the knowledge, understanding, skills, behaviors, attitudes, and values that will enable a student to make responsible and effective financial decisions on a daily basis. Financial literacy instruction shall be an integral part of instruction throughout the entire economics course and include information regarding earning income; buying goods and services; saving and financial investing; taxes; the use of credit and credit cards; budgeting and debt management, including student loans and secured loans; banking and financial services; planning for one's financial future, including higher education and career planning; credit reports and scores; and fraud and identity theft prevention.~~

Section 13. Paragraph (e) is added to subsection (1) of section 1003.4156, Florida Statutes, to read:

1003.4156 General requirements for middle grades promotion.—

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

(e) One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s.

1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

Section 14. Present subsection (11) of section 1003.4282, Florida Statutes, is redesignated as subsection (12), paragraphs (b), (c), (d), and (g) of subsection (3), subsection (7), and paragraph (a) of subsection (8) are amended, and a new subsection (11) is added to that section, to read:

1003.4282 Requirements for a standard high school diploma.—

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

(b) *Four credits in mathematics.*—

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

2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. A certified school counselor or the principal's designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra I.

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

credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.

(c) *Three credits in science.*—

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

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

3. A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, with the exception of Biology I, if the commissioner identifies the computer science credit as being equivalent in rigor to the science credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

(d) *Three credits in social studies.*—A student must earn one credit in United States History; one credit in World History; one-half credit in economics, which must include financial literacy; and one-half credit in United States Government. The United States History EOC assessment constitutes 30 percent of the student's final course grade.

(g) *Eight credits in electives.*—School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. Beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least one-half credit as an elective.

(7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds

Act (ESSA), 20 U.S.C. ss. 6301 et seq ~~20 U.S.C. s. 6301~~. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

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

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

1. The state board must determine at least biennially if sufficient academic standards are covered to warrant the award of academic credit, including satisfaction of assessment requirements under this section.

2. Career education courses must:

a. Include workforce and digital literacy skills, ~~and the integration of~~

b. Integrate required course content with practical applications and designated rigorous coursework that results in one or more industry certifications or clearly articulated credit or advanced standing in a 2-year or 4-year certificate or degree program, which may include high school junior and senior year work-related internships or apprenticeships. The department shall negotiate state licenses for material and testing for industry certifications.

The instructional methodology used in these courses must comprise ~~be comprised of~~ authentic projects, problems, and activities for contextual academic learning and emphasize workplace skills identified under s. 445.06 ~~contextually learning the academics.~~

3. A student who earns credit upon completion of an apprenticeship or preapprenticeship program registered with the Department of Education under chapter 446 may use such credit to satisfy the high school graduation credit requirements in paragraph (3)(e) or paragraph (3)(g). The state board shall approve and identify in the Course Code Directory the apprenticeship

and preapprenticeship programs from which earned credit may be used pursuant to this subparagraph.

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

(a) In order for a student to satisfy the requirements of the CTE pathway option, he or she must meet the GPA requirement and:

1. Meet the requirements in paragraphs (3)(a) through (d);
2. Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and
3. Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

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

(c) Adjunct educators certified pursuant to s. 1012.57 may teach courses in the CTE pathway option.

Section 15. Effective upon this act becoming a law, paragraph (a) of subsection (1) of section 1003.4285, Florida Statutes, is amended to read:

1003.4285 Standard high school diploma designations.—

(1) Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:

(a) *Scholar designation.*—In addition to the requirements of s. 1003.4282, in order to earn the Scholar designation, a student must satisfy the following requirements:

1. Mathematics.—Earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-2015 school year, pass the Geometry statewide, standardized assessment.

2. Science.—Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally

rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.

3. Social studies.—Pass the statewide, standardized United States History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.

4. Foreign language.—Earn two credits in the same foreign language.

5. Electives.—Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

Section 16. Subsection (3) of section 1003.491, Florida Statutes, is amended, and subsection (5) is added to that section, to read:

1003.491 Florida Career and Professional Education Act.—The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

(3) The strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions shall be constructed and based on:

(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections of the United States Department of Labor and the Department of Economic Opportunity;

(b) Strategies to develop and implement career academies or career-themed courses based on those careers determined to be high-wage, high-skill, and high-demand;

(c) Strategies to provide shared, maximum use of private sector facilities and personnel;

(d) Strategies that ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;

(e) Strategies to provide personalized student advisement, including a parent-participation component, and coordination with middle grades to promote and support career-themed courses and education planning;

(f) Alignment of requirements for middle school career planning, middle and high school career and professional academies or career-themed courses leading to industry certification or postsecondary credit, and high school graduation requirements;

(g) Provisions to ensure that career-themed courses and courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;

(h) Plans to sustain and improve career-themed courses and career and professional academies;

(i) Strategies to improve the passage rate for industry certification examinations if the rate falls below 50 percent;

(j) Strategies to recruit students into career-themed courses and career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy. School boards shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below a 2.0;

(k) Strategies to provide sufficient space within academies to meet workforce needs and to provide access to all interested and qualified students;

(l) Strategies to implement career-themed courses or career and professional academy training that lead to industry certification in juvenile justice education programs;

(m) Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses;

(n) Promotion of the benefits of the Gold Seal Bright Futures Scholarship;

(o) Strategies to ensure the review of district pupil-progression plans and to amend such plans to include career-themed courses and career and professional academy courses and to include courses that may qualify as

substitute courses for core graduation requirements and those that may be counted as elective courses;

(p) Strategies to provide professional development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification; and

(q) Strategies to redirect appropriated career funding in secondary and postsecondary institutions to support career academies and career-themed courses that lead to industry certification.

(5)(a) The Commissioner of Education shall conduct an annual review of K-12 and postsecondary career and technical education offerings, in consultation with the Department of Economic Opportunity, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors, the Florida College System, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review shall identify career and technical education offerings that are linked to occupations that are in high demand by employers, require high-level skills, and provide middle-level and high-level wages.

(b) Using the findings from the annual review required in paragraph (a), the commissioner shall phase out career and technical education offerings that are not aligned with the needs of employers or do not provide program completers with a middle-wage or high-wage occupation and encourage school districts and Florida College System institutions to offer programs that are not offered currently.

Section 17. Section 1004.013, Florida Statutes, is created to read:

1004.013 SAIL to 60 Initiative.—

(1) The Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative is created to increase to 60 percent the percentage of working-age adults in this state with a high-value postsecondary certificate, degree, or training experience by 2030.

(2) The State Board of Education and the Board of Governors shall work collaboratively to, at a minimum:

(a) Increase the awareness and use of:

1. The student advising system established under s. 1006.735(4)(b).

2. The Complete Florida Degree Initiative established under s. 1006.735(2) that facilitates degree completion for the state’s adult learners. The Chancellor of the State University System and the Chancellor of the Florida College System shall consult with the Complete Florida Degree Initiative to identify barriers to program expansion and develop

recommendations to increase the number of participating institutions and students served by the program. The recommendations must consider, at a minimum, methods for increasing outreach efforts to help students complete the “last mile” by providing financial assistance to students who are within 12 credit hours of completing their first associate or baccalaureate degree, but have separated from their institution of enrollment for more than one semester. Recommendations must be submitted to the Board of Governors, the State Board of Education, and the Governor no later than October 1, 2019.

3. Summer bridge programs at state universities and Florida College System institutions that help students transition to postsecondary education.

(b) Support and publicize the efforts of the Florida College Access Network in developing public and private partnerships to:

1. Increase the number of high school seniors who submit at least one completed postsecondary education application.

2. Increase the number of high school seniors who submit a completed Free Application for Federal Student Aid to receive financial aid to help pay for their postsecondary education expenses.

3. Recognize and celebrate high school seniors for their postsecondary education and career plans and encourage early preparation for college in accordance with s. 1001.43(14).

4. Conduct regional meetings with postsecondary educational institutions, business leaders, and community organizations to solve community-specific issues related to attainment of postsecondary certificates, associate degrees, and baccalaureate degrees.

(c) Facilitate a reverse transfer agreement between the State Board of Education and the Board of Governors to award postsecondary education credentials to students who have earned them.

(d) Facilitate the establishment of career pathways agreements between career centers and Florida College System institutions pursuant to s. 1007.233.

(e) Develop a systematic, cross-sector approach to awarding credit for prior learning.

Section 18. Section 1004.015, Florida Statutes, is amended to read:

1004.015 Florida Talent Development Council Higher Education Coordinating Council.—

(1) The Florida Talent Development Council Higher Education Coordinating Council is created for the purpose purposes of developing a

~~coordinated, data-driven, statewide approach to meeting Florida’s needs for a 21st century workforce that employers and educators use as part of Florida’s talent supply system identifying unmet needs; facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers; and facilitating solutions to data issues identified by the Articulation Coordinating Committee pursuant to s. 1007.01 to improve the K-20 education performance accountability system.~~

(2) Members of the council shall include:

~~(a) One member, appointed by the Governor, to serve as chair.~~

~~(b) One member of the Florida Senate, appointed by the President of the Senate.~~

~~(c) One member of the Florida House of Representatives, appointed by the Speaker of the House.~~

~~(d) The president of CareerSource Florida, Inc.~~

~~(e) The president of Enterprise Florida, Inc.~~

~~(f) The executive director of the Department of Economic Opportunity.~~

~~(g) The Commissioner of Education.~~

~~(h) The president of the Florida Council of 100.~~

~~(i) The president of the Florida Chamber of Commerce.~~

~~(j)(a) One member of the Board of Governors, appointed by the chair of the Board of Governors.~~

~~(b) The Chancellor of the State University System.~~

~~(c) The Chancellor of the Florida College System.~~

~~(k)(d) One member of the State Board of Education, appointed by the chair of the State Board of Education.~~

~~(l) The following members, who shall serve as ex officio nonvoting members:~~

~~1. The Chancellor of the State University System.~~

~~2. The Chancellor of the Florida College System.~~

~~3. The Chancellor of Career and Adult Education.~~

~~4. The president of the Independent Colleges and Universities of Florida.~~

5. The president of the Florida Association of Postsecondary Schools and Colleges.

~~(e) The Executive Director of the Florida Association of Postsecondary Schools and Colleges.~~

~~(f) The president of the Independent Colleges and Universities of Florida.~~

~~(g) The president of CareerSource Florida, Inc., or his or her designee.~~

~~(h) The president of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president.~~

~~(i) Three representatives of the business community, one appointed by the President of the Senate, one appointed by the Speaker of the House of Representatives, and one appointed by the Governor, who are committed to developing and enhancing world-class workforce infrastructure necessary for Florida's citizens to compete and prosper in the ever-changing economy of the 21st century.~~

(3) Appointed members shall serve 2-year terms, and a single chair shall be elected annually by a majority of the members.

(4) ~~The council shall serve as an advisory board to the Legislature, the State Board of Education, and the Board of Governors. Recommendations of the council shall be consistent with the following guiding principles:~~

~~(a) To achieve within existing resources a seamless academic educational system that fosters an integrated continuum of kindergarten through graduate school education for Florida's students.~~

~~(b) To promote consistent education policy across all educational delivery systems, focusing on students.~~

~~(c) To promote substantially improved articulation across all educational delivery systems.~~

~~(d) To promote a system that maximizes educational access and allows the opportunity for a high-quality education for all Floridians.~~

~~(e) To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.~~

(4)(5) The council shall annually By December 31, 2019, the council shall submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Board of Governors, and the State Board of Education a strategic plan for talent development to accomplish the goal established in s. 1004.013 to have 60 percent of working-age Floridians hold

a high-value postsecondary credential by 2030. The strategic plan must, at a minimum report outlining its recommendations relating to:

(a) Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.

(b) Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high-demand employment needs and job placement rates.

(c) Identify strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs.

(d) Establish targeted strategies to increase certifications and degrees for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills.

(e) Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion.

(f) Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative under s. 1004.013 can provide coordinated cross-sector support for the strategic plan.

(g) Recommend improvements to the consistency of workforce education data collected and reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.

(h) Establish a timeline for regularly updating the strategic plan and the established goals.

~~(a) The primary core mission of public and nonpublic postsecondary education institutions in the context of state access demands and economic development goals.~~

~~(b) Performance outputs and outcomes designed to meet annual and long-term state goals, including, but not limited to, increased student access, preparedness, retention, transfer, and completion. Performance measures must be consistent across sectors and allow for a comparison of the state's performance to that of other states.~~

~~(c) The state's articulation policies and practices to ensure that cost benefits to the state are maximized without jeopardizing quality. The recommendations shall consider return on investment for both the state and students and propose systems to facilitate and ensure institutional compliance with state articulation policies.~~

~~(d) Workforce development education, specifically recommending improvements to the consistency of workforce education data collected and~~

~~reported by Florida College System institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.~~

~~(5)(6) The Department of Economic Opportunity Office of K-20 Articulation, in collaboration with the Board of Governors and the Division of Florida Colleges, shall provide administrative support for the council.~~

Section 19. Present subsection (7) of section 1004.335, Florida Statutes, is redesignated as subsection (8), a new subsection (7) is added to that section, and subsection (1), subsection (4), subsection (5), and paragraph (a) of subsection (6) of that section are amended, to read:

1004.335 Accreditation consolidation of University of South Florida branch campuses.—

(1) The University of South Florida Consolidation Planning Study and Implementation Task Force is established to develop recommendations to improve service to students by phasing out the separate accreditation of the University of South Florida St. Petersburg branch campus and the University of South Florida Sarasota/Manatee branch campus, which were conferred by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) pursuant to ss. 1004.33 and 1004.34, respectively.

(4) No later than February 15, 2019, the task force must submit a report to the University of South Florida Board of Trustees which includes, at a minimum, recommendations on the following:

(a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg branch campus and the University of South Florida Sarasota/Manatee branch campus and the timeline for the development and delivery of programs on each campus;

(b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

(c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;

(d) Developing the research capacity at each campus;

(e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid;

(f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health; and

(g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University of South Florida College of Marine Science, the University of South Florida Sarasota/Manatee branch campus, and the University of South Florida St. Petersburg branch campus.

(5) No later than March 15, 2019, the Board of Trustees of the University of South Florida, after considering the recommendations of the task force, must adopt and submit to the Board of Governors an implementation plan that:

(a) Establishes a timeline for each step that is necessary to terminate the separate accreditation for each campus no later than June 30, 2020, while maintaining branch campus status for both campuses, so that there is no lapse in institutional accreditation for any campus during the phasing-out process.

(b) Minimizes disruption to students attending ~~the any~~ University of South Florida or any of its branch campuses campus so that the consolidation of SACSCOC accreditation does not impede a student's ability to graduate within 4 years after initial first-time-in-college enrollment.

(c) Requires that, on or before July 1, 2020, the entirety of the University of South Florida, including all branch campuses and other component units of the university, operate under a single institutional accreditation from the SACSCOC.

(d) Requires that, on each regularly scheduled submission date subsequent to July 1, 2020, the University of South Florida report consolidated data for all of the university's campuses and students to the Integrated Postsecondary Education Data System and to the Board of Governors. The Board of Governors shall use the consolidated data for purposes of determining eligibility for funding pursuant to ss. 1001.7065 and 1001.92. However, if the University of South Florida meets the deadline outlined in paragraph (c) and the University of South Florida Sarasota/Manatee and the University of South Florida St. Petersburg maintain branch campus status as defined in subsection (7), the Board of Governors may not use the consolidated data for purposes of determining eligibility for funding pursuant to s. 1001.7065 until July 1, 2022.

The Board of Governors shall monitor the fidelity of the implementation of the plan.

(6) Notwithstanding ss. 1001.7065 and 1001.92 or any Board of Governors regulation to the contrary relating to the calculation of graduation rates and retention rates, a student who meets all of the following criteria may not be counted by the Board of Governors when calculating or confirming the graduation rate or the retention rate of the University of South Florida under those sections:

(a) The student was admitted to and initially enrolled before the spring 2020 semester as a first-time-in-college student at the University of South Florida St. Petersburg branch campus or the University of South Florida Sarasota/Manatee branch campus.

(7) For purposes of this section, a branch campus is an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location:

(a) Is permanent in nature;

(b) Offers courses in educational programs leading to a degree, diploma, certificate, or other recognized educational credential;

(c) Has its own faculty and administrative or supervisory organization;
and

(d) Has its own budgetary and hiring authority.

Section 20. Paragraph (b) of subsection (5) and paragraph (c) of subsection (8) of section 1004.6495, Florida Statutes, are amended to read:

1004.6495 Florida Postsecondary Comprehensive Transition Program and Florida Center for Students with Unique Abilities.—

(5) CENTER RESPONSIBILITIES.—The Florida Center for Students with Unique Abilities is established within the University of Central Florida. At a minimum, the center shall:

(b) Coordinate, facilitate, and oversee the statewide implementation of this section. At a minimum, the director shall:

1. Consult and collaborate with the National Center and the Coordinating Center, as identified in 20 U.S.C. s. 1140q, regarding guidelines established by the center for the effective implementation of the programs for students with disabilities and for students with intellectual disabilities which align with the federal requirements and with standards, quality indicators, and benchmarks identified by the National Center and the Coordinating Center.

2. Consult and collaborate with the Florida Talent Development Council ~~Higher Education Coordinating Council~~ to identify meaningful credentials for FPCTPs and to engage businesses and stakeholders to promote

experiential training and employment opportunities for students with intellectual disabilities.

- 3. Establish requirements and timelines for the:
 - a. Submission and review of an application.
 - b. Approval or disapproval of an initial or renewal application.
 - c. Implementation of an FPCTP, which must begin no later than the academic year immediately following the academic year during which the approval is granted.

4. Administer scholarship funds.

5. Administer FPCTP start-up and enhancement grants. From funds appropriated in the 2016-2017 fiscal year for the FPCTP, \$3 million shall be used for such grants. Thereafter, funds appropriated for the FPCTP may only be used for such grants if specifically authorized in the General Appropriations Act. The maximum annual start-up and enhancement grant award shall be \$300,000 per institution.

6. Report on the implementation and administration of this section by planning, advising, and evaluating approved degree, certificate, and non-degree programs and the performance of students and programs pursuant to subsection (8).

(8) ACCOUNTABILITY.—

~~(c) Beginning in the 2016-2017 fiscal year,~~ The center, in collaboration with the Board of Governors, State Board of Education, ~~Higher Education Coordinating Council,~~ and other stakeholders, by December 1 of each year, shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives statutory and budget recommendations for improving the implementation and delivery of FPCTPs and other education programs and services for students with disabilities.

Section 21. Subsection (7) of section 1004.935, Florida Statutes, is amended to read:

1004.935 Adults with Disabilities Workforce Education Program.—

(7) Funds for the scholarship shall be provided from the appropriation from the school district’s Workforce Development Fund in the General Appropriations Act for students who reside in the Hardee County School District, the DeSoto County School District, the Manatee County School District, or the Sarasota County School District. The scholarship amount granted for an eligible student with a disability shall be equal to the cost per unit of a full-time equivalent adult general education student, multiplied by the adult general education funding factor, and multiplied by the district

cost differential pursuant to the formula required by s. 1011.80(7)(a) ~~s. 1011.80(6)(a)~~ for the district in which the student resides.

Section 22. Paragraph (a) of subsection (1) of section 1006.22, Florida Statutes, is amended to read:

1006.22 Safety and health of students being transported.—Maximum regard for safety and adequate protection of health are primary requirements that must be observed by district school boards in routing buses, appointing drivers, and providing and operating equipment, in accordance with all requirements of law and rules of the State Board of Education in providing transportation pursuant to s. 1006.21:

(1)(a) District school boards shall use school buses, as defined in s. 1006.25, for all regular transportation. Regular transportation or regular use means transportation of students to and from school or school-related activities that are part of a scheduled series or sequence of events to the same location. “Students” means, for the purposes of this section, students enrolled in the public schools in prekindergarten disability programs and in kindergarten through grade 12. District school boards may regularly use motor vehicles other than school buses only under the following conditions:

1. When the transportation is for physically handicapped or isolated students and the district school board has elected to provide for the transportation of the student through written or oral contracts or agreements.

2. When the transportation is a part of a comprehensive contract for a specialized educational program between a district school board and a service provider who provides instruction, transportation, and other services.

3. When the transportation is provided through a public transit system.

4. When the transportation is for trips to and from school sites or agricultural education sites or for trips to and from agricultural education-related events or competitions, but is not for customary transportation between a student’s residence and such sites.

5. When the transportation is for trips to and from school sites to allow students to participate in a career education program that is not offered at the high school in which such students are enrolled but is not for customary transportation between a student’s residence and such sites.

Section 23. Subsection (7) is added to section 1007.23, Florida Statutes, to read:

1007.23 Statewide Articulation Agreement.—

(7) The articulation agreement must specifically provide for a reverse transfer agreement for Florida College System associate in arts degree-

seeking students who transfer to a state university before earning an associate in arts degree. Students must be awarded an associate in arts degree by the Florida College System institution upon completion of degree requirements at the state university if the student earned more than 30 credit hours toward the associate in arts degree from the Florida College System institution. State universities must identify each student who has completed requirements for the associate in arts degree and, upon consent of the student, transfer credits earned at the state university back to the Florida College System institution so that the associate in arts degree may be awarded by the Florida College System institution.

Section 24. Section 1007.233, Florida Statutes, is created to read:

1007.233 Career pathways agreements.-

(1) Each career center and Florida College System institution with overlapping service areas must annually submit to the Department of Education, on or before May 1, a regional career pathways agreement for each certificate program offered by the career center that is aligned with an associate degree offered by the Florida College System institution in the service area. Each career pathways agreement must guarantee college credit toward an aligned associate degree program for students who graduate from a career center with a career or technical certificate and meet specified requirements in accordance with the terms of the agreement. Regional agreements may not award less credit than the amount guaranteed through existing statewide articulation agreements.

(2) Each career pathways agreement must outline certificate program completion requirements and any licenses or industry certifications that must be earned before enrolling in an associate degree program. Articulated college credit must be awarded in accordance with the agreement upon initial enrollment in the associate degree program.

Section 25. Subsection (11) of section 1007.25, Florida Statutes, is amended to read:

1007.25 General education courses; common prerequisites; other degree requirements.—

(11) Students at state universities may request ~~an~~ ~~associate in arts certificate certificates~~ if they have successfully completed the minimum requirements for the degree of associate in arts (A.A.-). The university must grant the student an associate in arts degree if the student has successfully completed minimum requirements for the associate in arts degree, as determined by the state university. The university must notify students of the criteria and process for requesting an associate in arts certificate during orientation. Additional notification must be provided to each student enrolled at the university upon completion of the requirements for an associate in arts degree. Beginning with students enrolled at the university in the 2018-2019 academic year and thereafter, the university must also

~~notify any student who has not graduated from the university of the option and process to request an associate in arts certificate if that student has completed the requirements for an associate in arts degree but has not reenrolled at the university in the subsequent fall semester and thereafter college-level communication and computation skills adopted by the State Board of Education and 60 academic semester hours or the equivalent within a degree program area, including 36 semester hours in general education courses in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, consistent with the general education requirements specified in the articulation agreement pursuant to s. 1007.23.~~

Section 26. Paragraph (a) of subsection (4) and subsection (6) of section 1007.2616, Florida Statutes, are amended to read:

1007.2616 Computer science and technology instruction.—

(4)(a) Subject to legislative appropriation, a school district or a consortium of school districts may apply to the department, in a format prescribed by the department, for funding to deliver or facilitate training for classroom teachers to earn an educator certificate in computer science pursuant to s. 1012.56, or training that leads to an industry certification associated with a course identified in the Course Code Directory pursuant to paragraph (2)(b), or for professional development for classroom teachers to provide instruction in computer science courses and content. Such funding shall only be used to provide training for classroom teachers, or and to pay fees for examinations that lead to a credential, or to provide professional development, pursuant to this paragraph.

(6) High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements as provided in s. 1003.4282(3). Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory, including, but not limited to, the following:

(a)—~~High school computer science courses of sufficient rigor, as identified by the commissioner, such that one credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics, or up to one credit of the science requirement, with the exception of Biology I or higher-level science, for high school graduation. Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation shall be included in the Course Code Directory.~~

(b)—~~High school computer technology courses in 3D rapid prototype printing of sufficient rigor, as identified by the commissioner, such that one~~

~~or more credits in such courses and related industry certifications earned may satisfy up to two credits of mathematics required for high school graduation with the exception of Algebra I. Computer technology courses in 3D rapid prototype printing and related industry certifications that are identified as eligible for meeting mathematics requirements for high school graduation shall be included in the Course Code Directory.~~

Section 27. Subsection (7) of section 1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.—

(7) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center established under s. 1001.44 shall enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the Department of Education by August 1. The agreement must:

(a) Identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program.

(b) Delineate the high school credit earned for the completion of each career dual enrollment course.

(c) Identify any college credit articulation agreements associated with each clock hour program.

(d) Describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his or her high school, and the postsecondary career education expectations for participating students.

(e) Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.

(f) Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

Section 28. Subsection (2) of section 1008.37, Florida Statutes, is amended to read:

1008.37 Postsecondary feedback of information to high schools.—

(2) The Commissioner of Education shall report, by high school, to the State Board of Education, the Board of Governors, and the Legislature, no later than April 30 ~~November 30~~ of each year, on the number of prior year Florida high school graduates who enrolled for the first time in public postsecondary education in this state during the ~~previous~~ summer, fall, or spring term of the previous academic year, indicating the number of students whose scores on the common placement test indicated the need for developmental education under s. 1008.30 or for applied academics for adult education under s. 1004.91.

Section 29. Paragraph (b) of subsection (1) of section 1008.44, Florida Statutes, is amended to read:

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

(1) Pursuant to ss. 1003.4203 and 1003.492, the Department of Education shall, at least annually, identify, under rules adopted by the State Board of Education, and the Commissioner of Education may at any time recommend adding the following certificates, certifications, and courses:

(b) No more than 30 ~~15~~ CAPE Digital Tool certificates limited to the areas of word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding pursuant to s. 1003.4203(3) that do not articulate for college credit. Such certificates shall be annually identified on the CAPE Industry Certification Funding List and updated solely by the Chancellor of Career and Adult Education. The certificates shall be made available to students in elementary school and middle school grades and, if earned by a student, shall be eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.

Section 30. Subsection (11) of section 1009.21, Florida Statutes, is amended to read:

1009.21 Determination of resident status for tuition purposes.—Students shall be classified as residents or nonresidents for the purpose of assessing tuition in postsecondary educational programs offered by charter technical career centers or career centers operated by school districts, in Florida College System institutions, and in state universities.

(11) Once a student has been classified as a resident for tuition purposes, an institution of higher education to which the student transfers is not required to reevaluate the classification unless inconsistent information suggests that an erroneous classification was made or the student's situation has changed. However, the student must have attended the institution making the initial classification within the prior 12 months, and the residency classification must be noted on the student's transcript. ~~The Higher Education Coordinating Council shall consider issues related to residency determinations and make recommendations relating to efficiency and effectiveness of current law.~~

Section 31. Section 1009.75, Florida Statutes, is created to read:

1009.75 Last Mile College Completion Program.—

(1) Beginning with the 2019-2020 academic year, the Last Mile College Completion Program is established within the Department of Education to annually award the cost of in-state tuition and required fees to students classified as residents pursuant to s. 1009.21 who are in good standing at Florida College System institutions and state universities and who are within 12 or fewer credit hours of completing their first associate or baccalaureate degree. Any student who has earned college credit from a regionally accredited postsecondary institution within a period of 8 academic years before the year in which the student submits an application pursuant to subsection (2) is eligible to participate in the program. The award amount may not exceed the difference between the full cost of attendance and the total of the student's financial aid, excluding loans.

(2)(a) The department shall create a simple, web-based application for any student to identify his or her intent to enroll and complete his or her associate or baccalaureate degree within three academic terms at one or more Florida College System institutions or state universities or through an online competency-based program delivered by a regionally accredited, not-for-profit university.

(b) The department shall refer the student to the intended college or colleges for continued processing of eligibility, feasibility of reverse-transfer, award status, and enrollment. The participating Florida College System institution or state university must determine each referred student's eligibility and report that information to the department on behalf of the student in a format prescribed by the department.

(c) Once each student has successfully passed the course or courses for each term enrolled during the program period, the department shall disburse the funds to the participating institution or university.

(3) Funding for the program specified under this section is contingent upon legislative appropriation.

(4) The State Board of Education and the Board of Governors shall adopt rules and regulations, respectively, to implement this section including, but not limited to, application processes, priority degree fields for award recipients, and reporting processes.

Section 32. Present subsections (3) through (11) of section 1011.80, Florida Statutes, are redesignated as subsections (4) through (12), respectively, a new subsection (3) is added to that section, and paragraph (b) of present subsection (5) is amended, to read:

1011.80 Funds for operation of workforce education programs.—

(3) Each school district and Florida College System institution receiving state appropriations for workforce education programs must maintain adequate and accurate records, including a system to record school district workforce education funding and expenditures, to maintain the separation of postsecondary workforce education expenditures and secondary workforce education expenditures. These records must be submitted to the Department of Education in accordance with rules of the State Board of Education.

~~(6)(5)~~ State funding and student fees for workforce education instruction shall be established as follows:

(b) For all other workforce education programs, state funding shall be calculated based on a weighted enrollment and program cost minus fee revenues generated to offset program operational costs, including any supplemental cost factors recommended by the District Workforce Education Funding Steering Committee equal 75 percent of the average cost of instruction with the remaining 25 percent made up from student fees. Fees for courses within a program shall not vary according to the cost of the individual program, but instead shall be as provided in s. 1009.22 ~~based on a uniform fee calculated and set at the state level, as adopted by the State Board of Education, unless otherwise specified in the General Appropriations Act.~~

Section 33. Section 1011.802, Florida Statutes, is created to read:

1011.802 Florida Pathways to Career Opportunities Grant Program.—

(1) Subject to appropriations provided in the General Appropriations Act, the Florida Pathways to Career Opportunities Grant Program is created to provide grants to high schools, career centers, charter technical career centers, Florida College System institutions, and other entities authorized to sponsor an apprenticeship or preapprenticeship program, as defined in s. 446.021, on a competitive basis to establish new apprenticeship or preapprenticeship programs and expand existing apprenticeship or preapprenticeship programs. The Department of Education shall administer the grant program.

(2) Applications must contain projected enrollment and projected costs for the new or expanded apprenticeship program.

(3) The department shall give priority to apprenticeship programs with demonstrated regional demand. Grant funds may be used for instructional equipment, supplies, personnel, student services, and other expenses associated with the creation or expansion of an apprenticeship program. Grant funds may not be used for recurring instructional costs or for indirect costs. Grant recipients must submit quarterly reports in a format prescribed by the department.

(4) The State Board of Education may adopt rules to administer this section.

Section 34. Subsections (1) through (4) of section 1012.57, Florida Statutes, are amended, and subsection (6) is added to that section, to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10) and who has expertise in the subject area to be taught. An applicant shall be considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test. ~~The adjunct teaching certificate shall be used for part-time teaching positions.~~

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

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

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

(6) Each school district shall:

(a) Post requirements on its website for the issuance of an adjunct teaching certificate, which must specify the subject area test through which an applicant demonstrates subject area mastery.

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

Section 35. The Board of Governors shall use its 2019 Accountability Plan in determining a state university's preeminence designation and in distributing awards for the 2019-2020 fiscal year appropriation.

Section 36. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2019.

Approved by the Governor June 24, 2019.

Filed in Office Secretary of State June 24, 2019.