

## HOUSE OF REPRESENTATIVES STAFF ANALYSIS

**BILL #:** CS/HB 7071      PCB HEC 19-02      Workforce Education

**SPONSOR(S):** Education Committee, Higher Education & Career Readiness Subcommittee, Mariano and others

**TIED BILLS:** None    **IDEN./SIM. BILLS:** None

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Higher Education & Career Readiness Subcommittee	10 Y, 0 N	D'Souza	Bishop
1) Education Committee	17 Y, 0 N, As CS	D'Souza	Hassell

### SUMMARY ANALYSIS

The bill promotes apprenticeships, enhances talent development, and increases career opportunities for Floridians by:

- Creating the “Strengthening Alignment between Industry and Learning to 60” Initiative and establishing a statewide attainment goal to increase the percentage of working-age adults who hold a high-value postsecondary certificate, degree, or training experience to 60 percent by the year 2030.
- Revising the school grades formula to recognize career certificate clock hour dual enrollment and establishing formal career dual enrollment agreements between high schools and career centers.
- Allowing students with an industry certification to earn two mathematics credits for Algebra I.
- Allowing a computer science credit to substitute for a mathematics or science credit and requiring a biennial review of career education courses for alignment with high school graduation requirements.
- Requiring the Department of Education (DOE) to provide assistance in increasing public awareness of apprenticeship and preapprenticeship opportunities.
- Requiring the Commissioner of Education to annually review career and technical education course offerings.
- Establishing a “College and Career Decision Day” to recognize high school seniors for their postsecondary education and career plans.
- Doubling the cap on career and professional education Digital Tool certificates.
- Establishing a middle grades career planning course requirement.
- Revising requirements relating to adjunct teaching certificates.
- Reconstituting the Higher Education Coordinating Council as the Florida Talent Development Council, revising its membership, and requiring the council to develop a strategic plan.
- Creating the Florida Apprenticeship Grant Program to provide competitive grants to expand and enhance apprenticeship and preapprenticeship programs.
- Requiring the Department of Business and Professional Regulation, in consultation with the DOE, to submit a report by December 1, 2019, regarding apprenticeship programs that could substitute for the educational training otherwise required for licensure.
- Requiring the statewide articulation agreement to provide for a reverse transfer agreement.
- Requiring career centers and Florida College System (FCS) institutions with overlapping service areas to execute regional career pathways agreements.
- Requiring each school district and FCS institution receiving state workforce education funds to maintain adequate and accurate records and revising the calculation methodology for determining state funding for workforce education programs.

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

Except as otherwise provided, the bill takes effect on July 1, 2019.

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

STORAGE NAME: h7071b.EDC

DATE: 4/5/2019

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### **Apprenticeship and Preapprenticeship Programs**

###### Present Situation

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

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

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

A preapprenticeship program is an organized course of instruction designed to prepare a person 16 years of age or older to become an apprentice. The program must be registered with the DOE and sponsored by a registered apprenticeship program.<sup>3</sup> The program's purpose is to provide training that will enable students, upon completion, to obtain entrance into a registered apprenticeship program.<sup>4</sup> According to the DOE, there are six one credit preapprenticeship courses, which are counted as electives for graduation purposes.<sup>5</sup> There is a total of 31 preapprenticeship programs for adults and youth located throughout the state, with 690 registered preapprentices.<sup>6</sup>

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

<sup>2</sup> Section 446.092, F.S.

<sup>3</sup> Section 446.021(5), F.S.

<sup>4</sup> Rule 6A-23.010(1), F.A.C.

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

<sup>6</sup> See Florida Department of Education, *Adult Preapprenticeship Programs* (Dec. 2018),

<http://www.fldoe.org/core/fileparse.php/5626/urlt/hs-preapprenticeship.pdf>; Florida Department of Education, *Youth*

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

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

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

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

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

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

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

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

<sup>9</sup> *Id.*

<sup>3</sup> Chapter 2002-387, L.O.F.

<sup>10</sup> Section 446.045(2)(a)-(b), F.S.

## Effect of Proposed Changes

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

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

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

The bill modifies the requirements for the two public members appointed to the State Apprenticeship Advisory Council by the Governor to be independent of any joint or non-joint organization.

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

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

- A list of registered apprenticeship and preapprenticeship programs, by local educational agency, as defined in s. 1004.02(19), and training sponsor, pursuant to s. 446.07.
- The number of apprentices and preapprentices per trade and occupation.
- A detailed summary of each local educational agency’s expenditure of funds for apprenticeship and preapprenticeship programs, to include:
  - The total amount of funding received for apprenticeship and preapprenticeship programs;
  - The total number of funds allocated to each trade or occupation;
  - The total amount of funds expended for administrative costs per trade or occupation; and
  - The total amount of funds expended for instructional costs per trade and occupation.

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

- The percent of apprentices and preapprentices who complete their respective programs in the appropriate timeframe.
- Information and resources related to applications for new apprenticeship programs and technical assistance and requirements for potential applicants.
- Documentation of activities conducted by the DOE to promote apprenticeship and preapprenticeship programs through public engagement, community-based partnerships, and other initiatives.

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

The bill authorizes the DOE to adopt rules to implement the FLAG program.

## **Career Planning**

### Present Situation

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

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

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

### Effect of Proposed Changes

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

<sup>12</sup> Section 21, ch. 2006-74, L.O.F.

<sup>13</sup> See s. 1003.4156(1)(e), F.S. (2016)

<sup>14</sup> Section 1003.4156(1)(e), F.S.

<sup>15</sup> See s. 60, ch. 2017-116, L.O.F.

emphasize the importance of employability skills, and inform students of preapprenticeship and apprenticeship programs.

## **Digital Tool Certificates**

### Present Situation

Career and Professional Education (CAPE) digital tool certificates recognize a student's attainment of digital skills. The DOE is required to identify up to 15 digital tool certificates by June 15 each year, which must be made available to all public elementary and middle grades students. The Commissioner of Education may recommend adding digital tool certificates at any time. At least 75 percent of public middle grades students are expected to earn at least one digital tool certificate each year.<sup>16</sup>

The Chancellor of Career and Adult Education may identify certificates and certifications for students with disabilities, which must be included on the CAPE Industry Certification Funding List, i.e., digital tool certifications, workplace industry certification, and occupation safety and health administration industry certifications.<sup>17</sup> Only the chancellor may update CAPE digital tool certificates on the Industry Certification Funding List as identified by the State Board of Education.<sup>18</sup>

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

- is achievable by elementary school and middle grades students;
- assesses at least one of the following digital skills: word processing; development of spreadsheets; digital arts; cybersecurity; coding; and development of sound, motion, and color presentations that do not articulate for college credit; and
- is part of a career pathway leading to the attainment of a career and professional education industry certification on the career and professional education funding list.<sup>19</sup>

An additional FTE membership value of 0.025 is calculated for each CAPE Digital Tool Certificate earned by an elementary or middle school student; however, FTE membership may not exceed 0.1 for certificates or industry certifications earned within the same fiscal year.<sup>20</sup>

Students earned 40,953 CAPE Digital Tool Certificates during the 2017-2018 school year.<sup>21</sup>

### Effect of Proposed Changes

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

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<sup>16</sup> Section 1003.4203(3), F.S.

<sup>17</sup> Section 1008.44(1)(c), F.S.

<sup>18</sup> Section 1008.44(1)(b), F.S.

<sup>19</sup> See s. 1008.44(1)(b), F.S.; rule 6A-6.0573(7)(d), F.A.C.

<sup>20</sup> Section 1011.62(1)(o), F.S.

<sup>21</sup> Florida Department of Education, *Industry Certifications Earned by Certification – 2013-14 to 2017-18* (Feb. 2019), available at <http://www.fldoe.org/core/fileparse.php/9904/urlt/ic-earned1314-1718.xls>.

## Graduation Requirements

### Present Situation

#### *Credits Required for High School Graduation*

A student must successfully complete 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum to earn a standard high school diploma.<sup>22</sup> The required credits may be earned through equivalent, applied, or integrated courses or career education courses, including work-related internships approved by the State Board of Education (SBE) and identified in the course code directory. However, any must-pass assessment requirements must be met.<sup>23</sup>

In order to earn a standard high school diploma, a student must earn the following credits:<sup>24</sup>

- English Language Arts (ELA) - 4 Credits
  - ELA I, II, III, and IV.
- Mathematics – 4 Credits
  - One credit in Algebra I, one credit in Geometry, and two additional credits.
  - A student who earns an industry certification for which there is a statewide college credit articulation agreement may substitute the certification for one of the two additional credits. Substitution may occur for up to 2 credits, with the exception of Algebra I and Geometry.
- Science – 3 Credits
  - One credit in Biology I and 2 credits in equally rigorous courses.
  - A student who earns an industry certification for which there is a statewide college credit articulation agreement may substitute the certification for one of the two equally rigorous courses.
- Social Studies – 3 Credits
  - One credit in United States History; one credit in World History; one-half credit in U.S. Government, and one-half credit in Economics, which must include Financial Literacy.
- Fine Arts, Performing Arts, Speech and Debate, or Practical Arts – 1 Credit
  - The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination. Eligible courses are identified in the Course Code Directory.<sup>25</sup>
- Physical Education - 1 Credit
  - Must include the integration of health.
- Electives – 8 Credits
  - Must include opportunities for students to earn college credit, including industry-certified career programs or courses that lead to college credit.

Students must also complete at least one online course.<sup>26</sup>

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<sup>22</sup> Section 1003.4282(1)(a), F.S.

<sup>23</sup> *Id.* at (1)(b). An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the Next Generation Sunshine State Standards for that subject. An applied course aligns with Next Generation Sunshine State Standards and includes real-world applications of a career and technical education standard used in business or industry. An integrated course includes content from several courses within a content area or across content areas.

<sup>24</sup> *See* s. 1003.4282(3), F.S.

<sup>25</sup> The Course Code Directory requires that programs and courses funded through the Florida Education Finance Program (FEFP) and courses or programs for which students may earn elective or required credit toward high school graduation must be listed in the Course Code Directory. Rule 6A-1.0944, F.A.C.

<sup>26</sup> Section 1003.4282(4), F.S. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. A student who completes an online course in grades 6, 7, or 8 satisfies the requirement.

This subsection does not apply to a student who has an individual education plan under s. 1003.57, F.S., which indicates that an online

To graduate, a student must complete the listed criteria and earn a cumulative GPA of 2.0 on a 4.0 scale.<sup>27</sup>

### *Career Education Courses That Satisfy High School Graduation Requirements*

By July 1, 2014, the DOE was required to develop, for approval by the SBE, career education courses or a series of courses that satisfy general high school credit requirements.<sup>28</sup> Students taking these courses can earn credit in both the career education course and the course required for a standard high school diploma. It is the responsibility of the SBE to determine if sufficient academic standards are covered to warrant the award of the academic credit.<sup>29</sup> The SBE has approved career education courses that satisfy credit requirements for practical arts, economics, and science.<sup>30</sup> Additionally, current law requires the instructional methodology used in these courses to be comprised of authentic projects, problems, and activities for contextually learning the academics.<sup>31</sup>

### *Computer Science Courses*

Florida law defines computer science as “the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society.”<sup>32</sup> Computer science also includes computer coding and computer programming.

Public schools are required to provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming.<sup>33</sup> Such opportunities may include:<sup>34</sup>

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

Computer science courses must be offered to students in high school and middle school.<sup>35</sup> The Florida Virtual School (FLVS) must offer computer science courses identified in the Course Code Directory. If a school district does not offer an identified course, the district must provide students access to the course through FLVS or through other means.<sup>36</sup> There are 65 middle and high school computer science courses currently identified in the Course Code Directory.<sup>37</sup>

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course would be inappropriate or to an out-of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school. *Id.*

<sup>27</sup> Section 1003.4282(6)(a), F.S.

<sup>28</sup> School districts are required to offer at least two career-themed courses, and each secondary school is encouraged to offer at least one career-themed course. Career-themed courses are courses, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the SBE. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Economic Opportunity. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the state. Section 1003.493(1)(b), F.S.

<sup>29</sup> Section 1003.4282(8)(a)1, F.S.

<sup>30</sup> Florida Department of Education, *CTE Courses that Fulfill the Graduation Designation for Economics, Equally Rigorous Science and Practical Arts 2018-2019*, available at <http://www.fldoe.org/core/fileparse.php/5652/urlt/1819coursesPAEQEC.rtf>.

<sup>31</sup> Section 1003.4282(8)(a)2, F.S.

<sup>32</sup> Section 1007.2616(1), F.S.

<sup>33</sup> *Id.*

<sup>34</sup> *Id.*

<sup>35</sup> Section 1007.2616(2)(a), F.S.

<sup>36</sup> Section 1007.2616(3), F.S.

<sup>37</sup> Florida Department of Education, *Florida Course Code Directory Computer Science Courses 2018-2019* (2018), available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1819CompSci.pdf>.

The law allows high schools to provide students opportunities to satisfy certain mathematics and science graduation requirements by taking computer science courses of sufficient rigor and earning a related industry certification.<sup>38</sup> To qualify, the course must be in the area of computer science or 3D rapid prototype printing and the Commissioner of Education must identify the course and the related industry certification in the Course Code Directory.<sup>39</sup>

A qualifying computer science course may satisfy up to one mathematics or science course credit, with the exception of Algebra I and Biology I. A qualifying 3D rapid prototype printing course may satisfy up to two mathematics course credits, except for Algebra I.<sup>40</sup>

### *Requirements for the Scholar High School Diploma Designation*

In order to earn a Scholar diploma designation, a student must meet the high school graduation requirements, including earning a credit in Algebra II and a credit in statistics or an equally rigorous mathematics course; passing the statewide, standardized assessments for Geometry, Biology I, and U.S. History; earning two credits in the same foreign language; and earning at least one credit in an Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment course.<sup>41</sup> Students who accelerate to a higher level math, i.e., College Algebra, without taking Algebra II are not currently eligible to earn a Scholar designation.

### *Academically Challenging Curriculum to Enhance Learning Options (ACCEL)*

Students may also earn a standard high school diploma after completing 18 credits under the Academically Challenging Curriculum to Enhance Learning (ACCEL) option.<sup>42</sup> ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.<sup>43</sup> At a minimum, each school must offer the following ACCEL options: whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program.<sup>44</sup> Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved in accordance with the law<sup>45</sup>; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.<sup>46</sup>

Under the ACCEL option, students may earn fewer elective credits (i.e., 3 credits in electives instead of the required 8 credits under the 24-credit standard high school diploma pathway) and students are not required to earn one credit in physical education.<sup>47</sup> Students still must earn a cumulative GPA of 2.0 on a 4.0 scale in order to graduate with a standard high school diploma.<sup>48</sup>

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<sup>38</sup> Section 1007.2616(3), F.S.

<sup>39</sup> *Id.*

<sup>40</sup> *Id.*

<sup>41</sup> Section 1003.4285(1)(a), F.S.

<sup>42</sup> Section 1002.3105(5), F.S.

<sup>43</sup> Section 1002.3105(1)(a), F.S.

<sup>44</sup> *Id.*, at (1)(b). The Credit Acceleration Program allows a student to earn high school credit in courses required for high school graduation through passage of a statewide, standardized end-of-course (EOC) assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). A school district must award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding EOC assessment, AP Examination, or CLEP. Section 1003.4295(3), F.S.

<sup>45</sup> Sections 1003.492 and 1008.44, F.S.

<sup>46</sup> Section 1002.3105(1)(b), F.S.

<sup>47</sup> *Id.*, at (5).

<sup>48</sup> Sections 1002.3105(5) and 1003.4282(6)(a), F.S.

## Effect of Proposed Changes

### *Credits Required for High School Graduation*

The bill specifies that a student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. This means that the student would be able to meet all mathematics credit requirements by completing two credits in Algebra I, one credit in Geometry, and earning an industry certification that may be substituted for another mathematics credit.

### *Career Education Courses That Satisfy High School Graduation Requirements*

The bill also requires the SBE to determine, at least biennially, if sufficient academic standards are covered in career education courses to warrant the award of academic credit, including satisfaction of assessment requirements. The bill also requires the instructional methodology used for these courses to emphasize workplace skills, including reading for information, applied mathematics, and locating information, emphasized by the Florida Ready to Work Certification Program.<sup>49</sup>

### *Computer Science Courses and Technology Instruction*

The bill specifies that a student may substitute one computer science credit for either one mathematics credit, excluding Algebra I and Geometry, or one science credit, excluding Biology I, without having to earn the associated industry certification for the computer science course. A computer science credit may not be used to substitute for both a mathematics credit and a science credit. The bill allows a student who earns an industry certification in 3D rapid prototype printing to satisfy up to two mathematics requirements, with the exception of Algebra I.

### *Requirements for the Scholar High School Diploma Designation*

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

### *Academically Challenging Curriculum to Enhance Learning Options (ACCEL)*

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

## **The Florida Career and Professional Education Act**

### Present Situation

In 2007, the Legislature passed the Career and Professional Education Act.<sup>50</sup> The purpose of the act was 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.<sup>51</sup> The objectives of the act are as follows:<sup>52</sup>

- to improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;

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<sup>49</sup> See s. 445.06, F.S.

<sup>50</sup> Ch. 07-216, L.O.F.

<sup>51</sup> Section 1003.491, F.S.

<sup>52</sup> Section 1003.491(1)

- support local and regional economic development;
- respond to Florida’s critical workforce needs; and
- provide state residents with access to high-wage and high-demand careers.

Each district school board must develop, in collaboration with local workforce development boards, economic development agencies, and postsecondary institutions, a strategic 3-year plan to address and meet local and regional workforce demands.<sup>53</sup>

The strategic plan must describe in detail:<sup>54</sup>

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

### Effect of Proposed Changes

The bill requires that each school board’s strategic 3-year plan include a provision for school boards to provide opportunities for students who may be deemed as potential dropouts or whose cumulative GPA drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative GPA below a 2.0.

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

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

## **Student Signing Days**

### Present Situation

In 2010, the Legislature established the “Academic Scholarship Signing Day” to encourage school districts to recognize, on the third Tuesday of each April, high school seniors who have been awarded postsecondary academic scholarships.<sup>55</sup> District school boards may authorize assemblies or other events in which students sign actual or ceremonial documents signifying acceptance of a scholarship. These events are modeled after “letter of intent” signing activities conducted by many high schools to celebrate a student athlete’s acceptance of a college athletic scholarship.<sup>56</sup>

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<sup>53</sup> Section 1003.491(2), F.S.

<sup>54</sup> *Id.*

<sup>55</sup> Section 1, ch. 2010-203, L.O.F., *codified at* s. 1001.43(14), F.S.

<sup>56</sup> See National Letter of Intent, *NLI Signing Dates*, <http://www.nationalletter.org/signingDates/index.html> (last visited Feb. 25, 2019).

## Effect of Proposed Changes

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

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

## **Adjunct Teaching Certificate**

### Present Situation

Adjunct teaching certificates hire experienced experts to teach part-time in a Florida public schools.<sup>57</sup>

District school boards are required to adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements specified in law<sup>58</sup> and who has expertise in the subject area to be taught.<sup>59</sup> An applicant is considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test.<sup>60</sup> The adjunct teaching certificate must be used for part-time teaching positions.<sup>61</sup>

## Effect of Proposed Changes

The bill provides flexibility to district school boards by allowing adjunct certificate holders to fill full time teaching positions. Consistent with the terms of the temporary educator certificate,<sup>62</sup> the bill specifies that an adjunct teaching certificate issued for a full-time teaching position is valid for no more than three years and is nonrenewable. However, the adjunct certificate holder is not required to pass the General Knowledge Test within the first year of employment. Additionally, the bill requires each school district to:

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

## **School Grading System**

### Present Situation

School grades are used to explain a school’s performance in a familiar, easy-to-understand manner for parents and the public.<sup>63</sup> School grades are also used to determine whether a school must select or implement a turnaround option<sup>64</sup> or whether a school is eligible for school recognition funds as appropriated by the Legislature.<sup>65</sup>

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<sup>57</sup> See s. 1012.57(2), F.S.

<sup>58</sup> An applicant must fulfill the requirements of s. 1012.56(2)(a)-(f) and (10), F.S. The requirements specified in law for adjunct teacher certification does not include the requirement to demonstrate mastery of general knowledge. Section 1012.57(1), F.S.

<sup>59</sup> Section 1012.57(1), F.S.

<sup>60</sup> *Id.*

<sup>61</sup> *Id.*

<sup>62</sup> Section 1012.56(7), F.S.

<sup>63</sup> Section 1008.34(1), F.S. If there are fewer than 10 eligible students with data for a component, the component is not included in the calculation. Section 1008.34(3)(a), F.S.

<sup>64</sup> See s. 1008.33(4), F.S.

<sup>65</sup> See s. 1008.26, F.S.

Elementary schools, middle schools, and high schools each share a basic model for determining school grades, based on the percentage of total points earned by a school for each component in the model. Middle and high school models include additional components beyond the basic model.<sup>66</sup>

School Grades Models							
Basic/Elementary (700 Points)			Middle School (Basic +200 Points)		High School (Basic+300 Points)		
English Language Arts	Mathematics	Science	Civics EOC Assessment	Acceleration Success	U.S. History EOC Assessment	Graduation Rate	Acceleration Success
<b>Achievement (0% to 100%)</b>	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Percentage of students who pass high school EOC assessments & industry certifications (0% to 100%)	Achievement (0% to 100%)	Overall, 4-year graduation rate (0% to 100%)	Percent of students eligible to earn college credit through AP, IB, AICE, dual enrollment, or earn industry certification (0% to 100%)
<b>Learning Gains (0% to 100%)</b>	Learning Gains (0% to 100%)						
<b>Learning Gains of Low 25% (0% to 100%)</b>	Learning Gains of Low 25% (0% to 100%)						

<sup>66</sup> See s. 1008.34(3)(b), F.S.; rule 6A-1.09981(4)(a)-(c), F.A.C.  
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Under the high school model, students who earn college credit by passing certain standardized, college-level assessments or passing a dual enrollment course or who earn an industry certification identified in the CAPE Industry Certification Funding List are included on the acceleration component for the purpose of calculating a school's grade.<sup>67</sup> A student may be included in the acceleration component only once.<sup>68</sup>

Students who complete career certificate clock hour dual enrollment courses are not currently included in the acceleration component of the school grades calculation. Because students who attain a qualifying industry certification during high school are included in the acceleration component, districts may choose to place students interested in career pathways in shorter industry certification programs instead of other advanced programs that culminate in a career credential after high school graduation at a technical college or FCS institution.

For instance, a career certificate clock hour program in Machining Technologies requires a student to complete a sequence of courses lasting at least 1,500 clock hours.<sup>69</sup> Because 75 clock hours of instruction equates to one half-credit, completing the program through career dual enrollment would require completion of 10 high school credits. Of the 24 credits required for high school graduation, only eight are reserved for electives. It would be impracticable for a student to complete the program through career dual enrollment and satisfy all other graduation requirements within the required 24 credits. However, a year-long course that culminates in an industry certification would be included in the school grade calculation even though it may not lead to more advanced certifications or opportunities for higher-level employment.

### Effect of Proposed Changes

The bill specifies that a high school student may be included in the school grades acceleration component if he or she earns college and career credit by completing career clock-hour dual enrollment courses totaling 450 or more hours that are identified by the SBE or who successfully completes a registered preapprenticeship program with a minimum length of 300 hours.

## **Higher Education Coordinating Council**

### Present Situation

The Higher Education Coordinating Council (HECC) was created in 2010 for the purpose of identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses, or centers.<sup>70</sup> The HECC is comprised of eleven members:

- One member of the BOG
- One member of the SBE
- Chancellor of the State University System
- Chancellor of the Florida College System
- Executive Director of the Florida Association of Postsecondary Schools and Colleges
- President of the Independent Colleges and Universities of Florida;

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<sup>67</sup> Rule 6A-1.09981(4)(c)2., F.A.C.

<sup>68</sup> Rule 6A-1.09981(4)(c)3., F.A.C.; rule 6A-6.0573, F.A.C.

<sup>69</sup> Florida Department of Education, *Curriculum Framework* (for Machining Technologies) (2018), available at <http://www.fldoe.org/core/fileparse.php/18567/urlt/J200100-1819.rtf>.

<sup>70</sup> Section 1004.015, F.S.

- President of Workforce Florida, Inc.
- President of Enterprise Florida, Inc.
- Three business community representatives, one appointed by the Speaker of the House of Representatives, one appointed by the President of the Senate, and one appointed by the Governor.<sup>71</sup>

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

### Effect of Proposed Changes

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

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

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

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

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

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

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

- Identification of Florida's fastest growing industry sectors and the postsecondary credentials required for employment in those industries.
- An assessment of whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high demand employment needs and job replacement rates.
- Strategies to deepen and expand cross-sector collaboration to align higher education programs with targeted industry needs.

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<sup>71</sup> *Id.*

- Targeted strategies to increase certifications and degrees for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills.
- An assessment of the role of apprenticeship programs in meeting targeted workforce needs and identification of any barriers to program expansion.
- Common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative can provide coordinated cross-sector support for the strategic plan.
- Improvements to the consistency of workforce education data collected and reported by the FCS institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.
- A timeline for regularly updating the strategic plan and the established goals.

## Postsecondary Attainment and Talent Development

### Present Situation

Between 2018 and 2025, 64 percent of the jobs created will require a postsecondary degree or certificate. Currently, 48.3 percent of working-age Floridians have a postsecondary degree or certificate and at this current rate the state will remain below the number necessary to fully meet the workforce demand.<sup>72</sup> Additionally, Florida ranks 21<sup>st</sup> in the nation for percentage of adults with postsecondary education and high-quality workforce credentials.<sup>73</sup>

On November 28, 2016, the HECC established a statewide attainment goal of increasing the percentage of working-age adults (ages 25 – 64) who hold a postsecondary degree or high quality credential to 55 percent by the year 2025 to fill high-wage, high-skill job openings. A work plan was also adopted that included community collaboration and the comprehensive effort was branded “Rise to 55” – *The Attainment Goal Initiative*.<sup>74</sup>

Throughout 2017 and 2018, the “Rise to 55” Initiative was coordinated by the FCS. With support from local community organizations and two 12-month grants awarded by the Lumina Foundation and the Helios Education Foundation, funding and opportunities were provided to facilitate workshops, and provide valuable informational resources and materials in both rural and urban areas.<sup>75</sup>

The Florida Chamber of Commerce recommended a goal of 60 percent of working-age Floridians (ages 25-64) with a high-value postsecondary certificate, degree, or training experience by 2030 in order for Florida to grow into a top ten global economy and create a path of prosperity into the future.<sup>76</sup> Additionally, the majority of other states have set a postsecondary attainment goal of 60 percent, or higher, by 2030, or sooner.<sup>77</sup>

<sup>72</sup> Higher Education Coordinating Council, *2018 Annual Report* (December 11, 2018), available at [https://www.floridahighereducation.org/doc/2018\\_HECC\\_Annual\\_Report.pdf](https://www.floridahighereducation.org/doc/2018_HECC_Annual_Report.pdf).

<sup>73</sup> Lumina Foundation, *Leveraging Statewide Activities to Create a Systematic Approach to Talent Development* (February 7, 2019), available at [https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3016&Session=2019&DocumentType=Meeting\\_Packets&FileName=hec\\_2-7-19.pdf](https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3016&Session=2019&DocumentType=Meeting_Packets&FileName=hec_2-7-19.pdf).

<sup>74</sup> Higher Education Coordinating Council, *2018 Annual Report* (December 11, 2018), available at [https://www.floridahighereducation.org/doc/2018\\_HECC\\_Annual\\_Report.pdf](https://www.floridahighereducation.org/doc/2018_HECC_Annual_Report.pdf).

<sup>75</sup> *Id.*

<sup>76</sup> Florida Chamber of Commerce, *Florida 2030: the Blueprint to Secure Florida's Future* (September 2018), available at [https://www.flchamber.com/wp-content/uploads/2018/09/ES\\_FLChamber2030\\_TargetsandStrategies\\_Sep12.pdf](https://www.flchamber.com/wp-content/uploads/2018/09/ES_FLChamber2030_TargetsandStrategies_Sep12.pdf).

<sup>77</sup> Email, Lumina Foundation, *States with Higher Education Attainment Goals* (March 6, 2019).

## Effect of Proposed Changes

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

- Increase awareness and the use of the following:
  - The K-20 statewide computer-assisted student advising system.
  - The Complete Florida Degree Initiative that facilitates degree completion for adult learners. The Chancellor of the State University System and the Chancellor of the FCS must consult with the Complete Florida Degree Initiative to identify barriers to program expansion and develop recommendations to increase the number of participating institutions and students served by the program. Recommendations must consider, at a minimum, methods for increasing outreach efforts and a strategy for creating and implementing a “Last Mile” scholarship program that provides financial assistance to students who are within 12 credit hours of completing their first associate or baccalaureate degree. Recommendations must be submitted to the BOG, the SBE, and the Governor no later than October 1, 2019.
  - The summer bridge programs at state universities and FCS institutions that help students transition to postsecondary education.
- Support and publicize the efforts of the Florida College Access Network to:
  - Increase the number of high school seniors who submit at least one completed postsecondary education application.
  - Increase the number of high school seniors who submit a completed Free Application for Federal Student Aid to receive financial aid to help pay for their postsecondary education expenses.
  - Recognize and celebrate high school seniors for their postsecondary education and career plans and encourage early preparation for college.
  - Conduct regional meetings with postsecondary educational institutions, business leaders, and community organizations to solve community-specific issues related to attainment of postsecondary certificates, associate degrees, and baccalaureate degrees.
- Facilitate a reverse transfer agreement between the SBE and BOG to award postsecondary education credentials to students who have earned them.
- Facilitate the establishment of career pathways agreements between career centers and FCS institutions.
- Develop a systematic, cross-sector approach to awarding credit for prior learning.

## **Articulation Agreements**

### Present Situation

#### *Dual Enrollment Program*

The dual enrollment program is an acceleration mechanism that allows an eligible secondary<sup>78</sup> or home education student to enroll in a postsecondary course creditable toward high school completion and an associate or baccalaureate degree or career certificate.<sup>79</sup> Upon successful completion of a dual enrollment course, the student simultaneously receives high school and college, university, or career

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<sup>78</sup> For purposes of dual enrollment, “secondary” is defined as a student who is enrolled in grades 6-12 in a Florida public school or Florida private school. Section 1007.271(2), F.S.

<sup>79</sup> Section 1007.271(1), F.S.

certificate credit.<sup>80</sup> Career dual enrollment includes courses offered through career certificate clock hour programs and career associate degree (college credit) programs that lead to an industry certification.<sup>81</sup> For career certificate dual enrollment courses, the DOE awards a one-half credit in an equivalent high school course for each 75 hours in the career certificate course, rounded down to the nearest one-half credit.<sup>82</sup>

### *Florida's "2+2" System*

Current law requires that the SBE and BOG enter into a statewide articulation agreement, which must preserve Florida's "2+2" system of articulation and facilitate the seamless articulation of student credit across Florida's educational entities.<sup>83</sup> This articulation agreement must provide that every associate in arts graduate from a FCS institution must have met all the general education requirements and must be granted admission to, except for a limited access or teacher certification program or a major program requiring an audition, a state university or a FCS institution if it offers baccalaureate degree programs.<sup>84</sup>

### Effect of Proposed Changes

#### *Career Dual Enrollment*

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

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

#### *Reverse Transfer Agreement*

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

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<sup>80</sup> Florida Department of Education, Office of Articulation, *Dual Enrollment Frequently Asked Questions*, available at <http://fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf> (revised Sept. 2018) [hereinafter referred to as *Dual Enrollment FAQ*].

<sup>81</sup> Florida Department of Education, *2019-2020 Dual Enrollment Course-High School Subject Area Equivalency List* (Feb. 2019), available at <http://www.fldoe.org/core/fileparse.php/7744/urlt/22719-AgendaPacket-C-Career.pdf>.

<sup>82</sup> *Id.*

<sup>83</sup> Section 1007.23(1), F.S.

<sup>84</sup> Section 1007.23(2)(a)1-2, F.S.

the associate in arts degree may be awarded by that FCS institution. The bill also requires universities to notify students of the criteria and process for requesting an associate in arts certificate during orientation and provide additional notification to students upon completing the requirements for an associate in arts degree.

### *Regional Career Pathways Agreement*

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

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

## **Postsecondary Feedback of Information**

### Present Situation

Florida law requires the Commissioner of Education to annually report, by high school, to the SBE, the BOG, and the Legislature, by November 30, the number of prior year Florida high school graduates who enrolled for the first time in public postsecondary education in this state during the previous summer, fall, or spring term, indicating the number of students whose scores on the common placement test indicated the need for developmental education<sup>85</sup> or for applied academics<sup>86</sup> for adult education.<sup>87</sup>

### Effect of Proposed Changes

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

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<sup>85</sup> Developmental education means instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental education may be delivered through a variety of accelerated and corequisite strategies and includes any of the following: (a) modularized instruction that is customized and targeted to address specific skills gaps, (b) compressed course structures that accelerate student progression from developmental instruction to college-level coursework, (c) contextualized developmental instruction that is related to meta-majors, and (d) corequisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course. Section 1008.02(1), F.S. Meta-major means a collection of programs of study or academic discipline groupings that share common foundational skills.

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

<sup>86</sup> Any student found to lack the required level of basic skills for such program must be referred to applied academics instruction or another adult general education program for a structured program of basic skills instruction. Section 1004.91(2), F.S.

<sup>87</sup> Section 1008.37(2), F.S.

## Workforce Education Funding

### Present Situation

Funds provided for career and charter technical centers are appropriated separately in the GAA from other K-12 programs. Proviso language included in the GAA specifies that the funds appropriated shall not be used to support K-12 programs or district K-12 administrative indirect costs. The Auditor General verifies compliance with this requirement during scheduled audits of these institutions.<sup>88</sup> As part of the school district, career and charter technical centers benefit from the use of school district personnel and services for many activities which may include: payroll/human resources; building maintenance and repair; pest control; lawn care; risk management and liability insurance; marketing; financial and legal services; professional development; school police; technology and MIS; transportation for limited high school students; and utilities.

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

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

### Effect of Proposed Changes

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

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

#### B. SECTION DIRECTORY:

**Section 1.** Amends s. 446.011, F.S., revising terminology.

**Section 2.** Amends s. 446.021, F.S., revising definitions

**Section 3.** Amends s. 446.032, F.S., requiring the DOE to provide assistance to certain entities relating to notifying specified persons of apprenticeship and preapprenticeship opportunities.

**Section 4.** Amends s. 446.045, F.S., revising the membership criteria for certain appointments to the State Apprenticeship Advisory Council.

**Section 5.** Amends s. 446.052, F.S., revising terminology.

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

**Section 6.** Amends s. 446.081 F.S., limiting applicability of state apprenticeship and job-training program requirements to provisions for veterans, minority persons, and women.

**Section 7.** Amends s. 446.091, F.S., conforming a provision to changes made by the act.

**Section 8.** Amends s. 446.092, F.S., revising the criteria for apprenticeship occupations.

**Section 9.** Amends s. 455.213, F.S., requiring the DBPR to consult with the DOE to evaluate certain apprenticeship programs to determine potential substitutions for certain licensure requirements.

**Section 10.** Amends s. 1001.02, F.S., conforming provisions made by act.

**Section 11.** Amends 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.

**Section 12.** Creates s. 1001.706, F.S., conforming provisions made by act.

**Section 13.** Amends s. 1002.3105, F.S., specifying that certain career education credits may be used to satisfy elective credit requirements for the accelerated high school graduation option

**Section 14.** Amends s. 1003.4156, F.S., requiring students to take a career 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; and providing requirements for such plan.

**Section 15.** Amends s. 1003.4282, F.S., authorizing a credit in computer science to meet specified graduation requirements under certain circumstances; correcting a cross-reference relating to the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015; and requiring a student who earns a credit through a career education course to pass specified assessments.

**Section 16.** Amends s. 1003.4285, F.S., revising the requirements to earn the scholar designation on a standard high school diploma.

**Section 17.** Amends. 1003.491, F.S., requiring school districts to provide academic advising to students under certain circumstances; requiring the Commissioner of Education to annually review career and technical offerings in consultation with certain entities; and requiring the commissioner to phase out certain career and technical education offerings.

**Section 18.** Creates 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.

**Section 19.** Amends s. 1004.015, F.S., renaming the HECC 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; and requiring the DEO to provide administrative support for the council.

**Section 20.** Amends s. 1004.6495, F.S., conforming provisions to changes made by the act.

**Section 21.** Amends s. 1004.935, F.S.; conforming a cross-reference.

**Section 22.** Creates s. 1006.22, F.S., expanding the circumstances in which motor vehicles may be used for public school transportation.

**Section 23.** Amends 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 FCS institutions; and providing requirements for state universities.

**Section 24.** Creates s. 1007.233, F.S., requiring certain career centers and FCS institutions to submit a career pathways agreement to the DOE by a specified date; and providing requirements for such agreements.

**Section 25.** Amends 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.

**Section 26.** Amends s. 1007.2616, F.S., conforming provisions to changes made by the act.

**Section 27.** Amends 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; and providing requirements for such agreement.

**Section 28.** Amends s. 1008.34, F.S., revising school grade components to specify that career dual enrollment includes career clock-hour courses and completion of certain preapprenticeship programs.

**Section 29.** Amends s. 1008.37, F.S., modifying the date on which the Commissioner of Education is annually required to report certain information to the SBE, the BOG, and the Legislature; and making a technical change.

**Section 30.** Amends 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.

**Section 31.** Amends 1009.21, F.S., conforming provisions to changes made by the act.

**Section 32.** Amends s. 1011.80, F.S., requiring certain school districts and FCS institutions to maintain certain records; requiring such records be submitted to the department; and revising the calculation for fund and fees for certain workforce education programs.

**Section 33.** Creates 1011.802, F.S., creating the FLAG program; providing for funding; providing purpose, requirements, and administration of the program; requiring certain career centers and institutions to provide quarterly reports; and authorizing rulemaking.

**Section 34.** Amends 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; requiring school districts to post certification criteria on their websites; and requiring school districts to annually report issued certificates to the DOE.

**Section 35.** Provides an effective date of July 1, 2019, except as otherwise provided in the bill.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

**B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:

None.

2. Expenditures:

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

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

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

**D. FISCAL COMMENTS:**

The FLAG Program is subject to an appropriation provided in the GAA. The bill requires school district career centers to enter into agreements with high schools for the provision of career dual enrollment. The agreement must, among other things, describe how funding, cost sharing, and transportation will be addressed. The bill may have an indeterminate fiscal impact on school districts that do not already provide transportation for career dual enrollment.

**III. COMMENTS**

**A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

**B. RULE-MAKING AUTHORITY:**

The bill authorizes the DOE to adopt rules to administer the FLAG program.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

None.

**IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES**

On April 3, 2019, the Education Committee adopted a proposed committee substitute (PCS) and reported the bill favorably.

The PCS revises HB 7071 in the following ways:

- Includes high school preapprenticeship programs in the FLAG Program.
- Specifies the data to be included in DOE's annual review of apprenticeship programs.
- Requires DBPR to identify apprenticeship programs that could substitute for the required educational training otherwise required for occupational licensure.
- Revises the annual reporting deadline for postsecondary feedback information by the Commissioner of Education to the SBE, the BOG, and the Legislature from November 30 to April 30 to provide for more timely and comprehensive data.
- Requires the Talent Development Council to include one member, appointed by the Governor, to serve as the chair.
- Requires the Chancellor of the State University System and the Chancellor of the FCS to develop recommendations for increasing outreach efforts and a strategy for creating and implementing a "Last Mile" scholarship program that provides financial assistance to students who are within 12 credit hours of completing their first associate or baccalaureate degree.
- Requires state universities to notify students of the criteria and process for requesting an associate in arts certificate during orientation and provide additional notification to students upon completing the requirements for an associate in arts degree.
- Provides that regional career pathways agreements may not award less credit than the amount guaranteed through the existing statewide articulation agreement.

The PCS also incorporates HB 7055 with the following revisions:

- Incorporates career and technical education into the ACCEL graduation option.
- Requires the SBE's biennial review of career education courses to determine whether they satisfy course credit requirements for graduation to include statewide, standardized assessment requirements.
- Specifies that the instructional methodology for career education courses must emphasize workplace skills.
- Requires each school board's strategic 3-year plan provide in-person academic advising for students whose cumulative GPA drops below a 2.0. The advising must include information on career education programs and provide opportunities for such students to enroll in career-themed courses or participate in career and professional academies.
- Specifies requirements for career clock-hour dual enrollment courses and preapprenticeship programs to satisfy the acceleration component for school grades.
- Specifies that a career dual enrollment agreement must determine how transportation will be provided to students who are unable to provide their own transportation.
- Requires DOE to annually review K-12 and postsecondary career and technical education offerings and phase out certain offerings.
- Allows an adjunct teaching certificate holder to teach full-time for no more than three years.

The bill analysis is drafted to the committee substitute adopted by the Education Committee.