The Committee on Appropriations (Hutson) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

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 preapprenticeship 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 or 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 apprenticeable occupation who has successfully completed a registered apprenticeship program or who has worked the number of years required by established industry practices for the particular trade or occupation.

Section 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 or 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) 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
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 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 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 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. Subsection (13) is added to section 455.213,
Florida Statutes, to read:

455.213 General licensing provisions.—
(13) Notwithstanding any other provision of law, the
department, in consultation with the applicable board and the
Department of Education, shall outline potential apprenticeship
programs or review existing apprenticeship programs registered
under chapter 446 or the United States Department of Labor for
each of the professions licensed under parts XV and XVI of
chapter 468 and chapters 476, 477, and 489 to determine which programs, if completed by an applicant, could substitute for the required educational and experience training otherwise required for licensure. The department shall report its findings and recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 31, 2019.

Section 10. 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 11. 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 12. 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 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 13. Subsection (5) of section 1002.3105, Florida Statutes, is amended to read:

1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.—

(5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who meets the applicable grade 9 cohort graduation requirements of s. 1003.4282(3)(a)-(e) or s. 1003.4282(9)(a)1.-(5.), (b)1.-(5.), (c)1.-(5.), or (d)1.-(5.), earns two and one-half three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.

Section 14. 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 15. 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 16. Present subsection (11) of section 1003.4282,
Florida Statutes, is redesignated as subsection (12), a new
subsection (11) is added to that section, and paragraphs (b),
(c), (d), and (g) of subsection (3), subsection (7), and
paragraph (a) of subsection (8) of that section are amended, 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.

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 requirement.
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 and one-half credits in social studies.—A student must earn one credit in United States History; one credit in World History; one-half credit in economics; one-half credit in 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. Beginning with students entering grade 9 in the 2019-2020 school year, a student must earn one-half credit in financial literacy. Students must earn the one-half credit in financial literacy in grades 11 or 12. The State Board of Education shall identify in rule one or more financial literacy assessments that
are aligned to the state’s financial literacy standards for the purposes of credit acceleration under s. 1003.4295(3). A high school student who transfers into the state’s public school system from another country, another state, a private school, or a home education program is not required to meet the financial literacy requirement to earn a standard high school diploma if the student’s transcript documents passage of a course for financial literacy.

(g) Seven and one-half 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. A student entering grade 9 before the 2019-2020 school year must earn eight credits in electives. A student entering grade 9 in the 2019-2020 school year or thereafter must earn seven and one-half credits in electives.

(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 authentic projects, problems, and activities for 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:

1. Complete four credits in English Language Arts. The four credits must be in ELA I, II, III, and IV; however, a student may substitute up to four credits in ELA honors, AP, AICE, IB, or dual enrollment courses for the required ELA credits. A student may complete ELA courses online and may complete two or more ELA credits in a single year. A student also must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma;

2. Complete four credits in mathematics. A student must earn one credit in Algebra I and one credit in Geometry. A student’s performance on the statewide, standardized Algebra I EOC assessment constitutes 30 percent of the student’s final course grade. A student also 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. 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;

3. Complete three credits in science. 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. 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 two science credits, except for Biology I;

4. Complete three and one-half credits in social studies. A student must earn one credit in United States History; one credit in World History; one-half credit in United States Government; one-half credit in economics; and one-half credit in financial literacy. The United States History EOC assessment constitutes 30 percent of the student’s final course grade;

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

6. Complete one and one-half credits in work-based learning programs. A student must earn one and one-half credits through work-based learning program courses. A student may substitute up to one and one-half credits of electives for work-based learning program courses to fulfill this requirement; and
7. Sit for the statewide, standardized Geometry EOC assessment, Biology I EOC assessment, and United States History EOC assessment.

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

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

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

Section 17. 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 18. Subsection (3) of section 1003.4295, Florida Statutes, is amended to read:

1003.4295 Acceleration options.—

(3) The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under s. 1008.22.
Advanced Placement Examination; or a College Level Examination Program (CLEP); or, for a financial literacy course, an appropriate assessment identified in state board rule.

Notwithstanding s. 1003.436, a school district shall 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 end-of-course assessment; or, for a financial literacy course, an appropriate assessment identified in state board rule. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

Section 19. Paragraph (j) of 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:

(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;

(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 20. Section 1004.013, Florida Statutes, is created to read:

1004.013 SAIL to 60 Initiative.—

(1) The SAIL (Strengthening Alignment between Industry and Learning) 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 21. 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 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 chair of the Florida Council of 100.
(i) The president of the Florida Chamber of Commerce.
(j) 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) 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.

(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 22. 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:

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 nondegree 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 23. 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) for the district in which the student resides.

Section 24. Paragraph (a) of subsection (1) of section 1006.22, Florida Statutes, is amended to read:
1006.22 Safety and health of students being transported.—
(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 25. 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 students who have completed the requirements for the associate in arts degree and 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 26. 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 27. 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 associate
in arts 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. Universities must notify students of the criteria
and process for requesting an associate in arts certificate
during orientation. Additional notification must be provided to
each state university student upon completion of the
requirements for an associate in arts degree for 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 28. Subsection (6) of section 1007.2616, Florida
Statutes, is amended to read:

1007.2616 Computer science and technology instruction.—
(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 29. 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 30. Paragraph (b) of subsection (3) of section 1008.34, Florida Statutes, is amended to read:

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

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. Beginning with the 2019-2020 school year, a school’s grade shall be based on the following components, each worth 100 points:

a. The percentage of eligible students passing statewide, standardized assessments in English Language Arts under s. 1008.22(3).

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

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

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

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

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

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

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

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

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

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

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

b. The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations; International Baccalaureate examinations; Advanced International Certificate of Education examinations; or dual enrollment courses, or Advanced International Certificate of Education examinations; or who, at any time during high school, earned a national industry certification identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the state board.

Section 31. 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 32. 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 33. 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, and 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) 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 34. Section 1011.802, Florida Statutes, is created
to read:

1011.802 FLAG program.—
(1) Subject to appropriations provided in the General
Appropriations Act, the FLAG (Florida Apprenticeship 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 35. 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 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.

And the title is amended as follows:

Delete everything before the enacting clause and insert:

A bill to be entitled 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. 455.213, F.S.; requiring the Department of Business and Professional Regulation to consult with the Department of Education to evaluate certain apprenticeship programs to determine potential substitutions for certain licensure requirements; 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. 1002.3105, F.S.; providing that certain career education credits may be used to satisfy elective credit requirements for the accelerated high school graduation option; amending s. 1003.41, F.S.; revising the social studies standards for the Next Generation Sunshine State Standards to include financial literacy as a separate subject; amending 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; 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; revising the required credits for a standard high school diploma to include one-half credit in financial literacy and seven and one-half, rather than eight, credits in electives; requiring the state board to identify certain assessments for credit acceleration purposes; exempting certain students from meeting the financial literacy requirement under certain circumstances; correcting a cross-reference relating to the federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA); requiring a student who earns a credit through a career education course to pass specified assessments; revising the requirements for the instructional methodology of certain courses; providing that, as of a specified school year, certain students are eligible for an alternative pathway to a standard high school diploma through the Career and Technical Education (CTE) pathway option; providing requirements for the CTE pathway option; requiring district school boards to incorporate certain information in the student progression plan; requiring certain charter schools to comply with specified application requirements; providing that charter schools that exclusively offer the CTE pathway option are exempt from specified application requirements; authorizing the department to adopt rules relating to application requirements for certain charter schools; authorizing adjunct educators to administer courses in
the CTE pathway option; amending s. 1003.4285, F.S.; revising the requirements for earning the scholar designation on a standard high school diploma; amending s. 1003.4295, F.S.; providing that certain assessments identified by State Board of Education rule may be used by students to earn high school credit for certain courses; 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. 1004.6495, 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 annually 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.; 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. 1008.34, F.S.; revising
school grade components relating to the completion of
certain preapprenticeship programs; amending s.
1008.37, F.S.; revising the date on a required report
by the commissioner; amending s. 1009.21, F.S.;
conforming provisions to changes made by the act;
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
FLAG 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; providing effective dates.