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. 1003.4156, 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; requiring the department
to award a certificate of completion to students who
fulfill specified requirements; requiring that the
certificate of completion specify that the student is
workforce ready; providing that students who are
otherwise entitled to receive a certificate of
completion may elect to remain in high school for up
to a specified period of time to receive special
instruction to remedy their deficiencies; requiring
the department to adopt rules; 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 to earn the scholar designation on a
standard high school diploma; amending s. 1003.491,
F.S.; requiring school districts to provide
opportunities for certain students to enroll in
specified courses or academies; requiring school
districts to provide academic advising to students
under certain circumstances; providing requirements
for such academic advising; requiring the Commissioner
of Education to annually review career and technical
offerings in consultation with certain entities for
specified purposes; requiring the commissioner to
phase out certain career and technical education offerings and encourage specified entities to offer certain programs; creating s. 1004.013, F.S.; establishing the SAIL to 60 Initiative for specified purposes; providing State Board of Education and the Board of Governors responsibilities relating to the initiative; providing Chancellor of the State University System and the Chancellor of the Florida College System responsibilities; amending s. 1004.015, F.S.; renaming the Higher Education Coordinating Council as the Florida Talent Development Council; revising the membership of the council; revising the duties and responsibilities of the council; requiring the council to submit a strategic plan to the Governor and Legislature by a specified date; providing requirements for the strategic plan; requiring the Department of Economic Opportunity to provide administrative support for the council; amending s. 1004.6495, 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 to specify that career dual enrollment includes career clock-hour courses and the completion of certain preapprenticeship programs; amending s. 1008.37, F.S.; revising the date on a required report by the commissioner; amending s. 1008.44, F.S.; increasing the number of CAPE Digital Tool certificates relating to specified subjects that may be included on the CAPE Industry Certification Funding List; amending s. 1009.21, F.S.; conforming provisions to changes made by the act; 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.

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

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

446.011 Legislative intent regarding apprenticeship training.—

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

(2) It is the intent of the Legislature that the Department
of Education have responsibility for the development of the
apprenticeship and 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
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” 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, safety, related instruction, and on-the-job training; but these standards and policies may not include rules, standards, or guidelines that require the use of apprentices and job trainees on state, county, or municipal contracts. The department may adopt rules necessary to administer the standards and policies.

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

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

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

1. The total amount of funds received for apprenticeship and preapprenticeship programs;
2. The total amount of funds allocated to each trade or occupation;
3. The total amount of funds expended for administrative costs per trade or occupation; and
4. The total amount of funds expended for instructional costs per trade and occupation.

(c) The number of apprentices and preapprentices per trade and occupation.
(d) The percentage of apprentices and preapprentices who complete their respective programs in the appropriate timeframe.
(e) Information and resources related to applications for new apprenticeship programs and technical assistance and requirements for potential applicants.
(f) Documentation of activities conducted by the department to promote apprenticeship and preapprenticeship programs through public engagement, community-based partnerships, and other initiatives.

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

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

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

446.045 State Apprenticeship Advisory Council.—

(2)

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

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

446.052 Preapprenticeship program.—

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

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

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

446.081 Limitation.—

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

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

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

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

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

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

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

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

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

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

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

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

(6) It does not fall into any of the following categories:
   (a) Selling, retailing, or similar occupations in the distributive field.
   (b) Managerial occupations.
   (c) Professional and scientific vocations for which entrance requirements customarily require an academic degree.

Section 9. 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 407.

Paragraphs (a) and (b) of subsection (14) of section 407.1001.43, Florida Statutes, are 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:

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” 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 those 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 and Higher Education Coordinating Council

pursuant to s. 1004.015 and the Articulation Coordinating

Committee pursuant to s. 1007.01.
3. Include student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.

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

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

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

(9) COOPERATION WITH OTHER BOARDS.—The Board of Governors shall implement a plan for working on a regular basis with the State Board of Education, the Commission for Independent Education, the Florida Talent Development Council the Higher Education Coordinating Council, the Articulation Coordinating Committee, the university boards of trustees, representatives of
the Florida College System institution boards of trustees,
representatives of the private colleges and universities, and
representatives of the district school boards to achieve a
seamless education system.

Section 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 three credits in electives, which
may include credits in work-based learning and career and
technical education resulting in a program completion and an
industry certification identified pursuant to s. 1008.44; 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 (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 15. 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) and
(c) of subsection (3), paragraph (d) of subsection (6),
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
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.

(6) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—

(d) Notwithstanding paragraph (c), a student who earns any
industry certification and the required 24 credits, or the
required 18 credits under s. 1002.3105(5), but fails to pass the
assessments required under s. 1008.22(3) or achieve a 2.0 GPA
shall be awarded a certificate of completion in a form
prescribed by the department. The certificate of completion must
specify that the student is workforce ready in any field in
which he or she has earned an industry certification. A student who is otherwise entitled to a certificate of completion under this paragraph may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. The department shall adopt rules to administer this paragraph.

(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 contextual academic learning and emphasize workplace skills identified under s. 445.06 contextually learning the academics.

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

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

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

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) A charter school that expands its scope to include any additional pathways to graduation shall comply with application requirements pursuant to s. 1002.33. A charter school that exclusively offers the CTE pathway option is exempt from application requirements relating to district school boards pursuant to s. 1002.33, but the charter school must comply with
application requirements relating to the department. The
department may adopt rules regarding application requirements
for such charter schools.

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

Section 16. 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 17. 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 18. 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.
Facilitate the establishment of career pathways agreements between career centers and Florida College System institutions pursuant to s. 1007.233.

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

Section 19. 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) (a) One member of the Board of Governors, appointed by the chair of the Board of Governors.

(b) The Chancellor of the State University System.

(c) The Chancellor of the Florida College System.

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

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

1. The Chancellor of the State University System.

2. The Chancellor of the Florida College System.

3. The Chancellor of Career and Adult Education.

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

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

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

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

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

(h) The president of Enterprise Florida, Inc., or a designated member of the Stakeholders Council appointed by the president.
(i) Three representatives of the business community, one appointed by the President of the Senate, one appointed by the Speaker of the House of Representatives, and one appointed by the Governor, who are committed to developing and enhancing world class workforce infrastructure necessary for Florida’s citizens to compete and prosper in the ever-changing economy of the 21st century.

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

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

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

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

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

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

(e) To promote a system of coordinated and consistent transfer of credit and data collection for improved accountability purposes between the educational delivery systems.
(4) 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-

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

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

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

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

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

2. Consult and collaborate with the Florida Talent Development Council Higher Education Coordinating Council to identify meaningful credentials for FPCTPs and to engage businesses and stakeholders to promote experiential training and employment opportunities for students with intellectual disabilities.

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

1004.935 Adults with Disabilities Workforce Education Program.—

(7) Funds for the scholarship shall be provided from the appropriation from the school district’s Workforce Development Fund in the General Appropriations Act for students who reside in the Hardee County School District, the DeSoto County School District, the Manatee County School District, or the Sarasota County School District. The scholarship amount granted for an eligible student with a disability shall be equal to the cost per unit of a full-time equivalent adult general education student, multiplied by the adult general education funding factor, and multiplied by the district cost differential pursuant to the formula required by s. 1011.80(7)(a) for the district in which the student resides.

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

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

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

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

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

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

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

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

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

1007.23 Statewide Articulation Agreement.—
(7) The articulation agreement must specifically provide for a reverse transfer agreement for Florida College System associate in arts degree-seeking students who transfer to a state university before earning an associate in arts degree. Students must be awarded an associate in arts degree by the Florida College System institution upon completion of degree requirements at the state university if the student earned more than 30 credit hours toward the associate in arts degree from the Florida College System institution. State universities must identify 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 24. Section 1007.233, Florida Statutes, is created to read:

1007.233 Career pathways agreements.—

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

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

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

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

(11) Students at state universities may request 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 26. Subsection (6) of section 1007.2616, Florida
Florida Senate - 2019

CS for CS for SB 770

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

1007.271 Dual enrollment programs.—
(7) Career dual enrollment shall be provided as a
curricular option for secondary students to pursue in order to
earn industry certifications adopted pursuant to s. 1008.44,
which count as credits toward the high school diploma. Career
dual enrollment shall be available for secondary students
seeking a degree and industry certification through a career
education program or course. Each career center established
under s. 1001.44 shall enter into an agreement with each high
school in any school district it serves. Beginning with the
2019-2020 school year, the agreement must be completed annually
and submitted by the career center to the Department of
Education by August 1. The agreement must:

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

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

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

(d) Describe how students and parents will be informed of
career dual enrollment opportunities and related workforce

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demand, how students can apply to participate in a career dual
enrollment program and register for courses through his or her
high school, and the postsecondary career education expectations
for participating students.

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

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

Section 28. 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 2014-2015 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 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, including career clock-hour dual enrollment courses totaling 450 or more hours that are identified by the State Board of Education as meeting the requirements of s. 1007.271, or Advanced International Certificate of Education examinations; or who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List or successfully completed a registered preapprenticeship program as defined in s. 446.021(5) with a minimum length of 300 hours, pursuant to rules adopted by the state board.

Section 29. 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 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 30. Paragraph (b) of subsection (1) of section 1008.44, Florida Statutes, is amended to read:

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

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

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

Section 31. 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 32. Subsections (3) through (11) of section
1011.80, Florida Statutes, are redesignated as subsections (4)
through (12), respectively, paragraph (b) of subsection (5) is
amended, and a new subsection (3) is added to that section, 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.

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

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

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

1011.802 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 34. Subsections (1) through (4) of section 1012.57, Florida Statutes, are amended, and subsection (6) is added to that section, to read:

1012.57 Certification of adjunct educators.—

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

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

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

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

(6) Each school district shall:

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

(b) Annually report to the department the number of adjunct teaching certificates issued for part-time teaching positions and full-time teaching positions pursuant to this section.
Section 35. 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.