

CS/HB 7071 – Workforce Education

Section	Statute	CS/HB 7071 Enrolled
Section 1 Line 160	s. 446.011	<p>Legislative Intent regarding Apprenticeship Training</p> <p>Technical</p>
Section 2 Line 189	s. 446.021	<p>Definitions</p> <p>Technical – changes “journeyman” to “journeyworker.”</p>
Section 3 Line 208	s. 446.032	<p>General Duties of the Department for Apprenticeship Training</p> <p>By September 1 of each year, the Department of Education (DOE) must publish an annual report on apprenticeship and preapprenticeship programs. The report must be published on DOE’s website and, at a minimum, include:</p> <ul style="list-style-type: none"> • A list of registered apprenticeship and preapprenticeship programs, sorted by the local education agency (LEA) and apprenticeship sponsor. • A detailed summary of each LEA’s expenditure of funds for apprenticeship and preapprenticeship programs. • The number of apprentices and preapprentices per trade and occupation. • The percentage of apprentices and preapprentices who complete their respective programs in the appropriate timeframe. • Information and resources related to applications for new apprenticeship programs and technical assistance and requirements for potential applicants. • Documentation of activities conducted by DOE to promote apprenticeship and preapprenticeship programs through public engagement, community-based partnerships, and other initiatives. <p>DOE must provide assistance to school boards, college board 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.</p>

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Section 4 Line 262	s. 446.045	<p>State Apprenticeship Advisory Council</p> <p>The two public members appointed by the Governor must be knowledgeable about apprenticeship and independent of any joint or nonjoint organization.</p>
Section 5 Line 283	s. 446.052	<p>Preapprenticeship Program</p> <p>Technical</p>
Section 6 Line 303	s. 446.081	<p>Limitation</p> <p>Nothing in these sections relating to apprenticeship programs invalidate 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.</p>
Section 7 Line 316	s. 446.091	<p>On-the-Job Training Program</p> <p>Technical</p>
Section 8 Line 328	s. 446.092	<p>Criteria for Apprenticeship Occupations</p> <p>Clarifies that an apprenticeable occupation has the following characteristics:</p> <ul style="list-style-type: none"> • Customarily learned in a practical way through on-the-job, supervised training. • Clearly identified and commonly recognized throughout an industry. • Involved manual, mechanical, or technical skills and knowledge which, in accordance with industry standards for the occupation, would require a minimum of 2,000 hours of on-the-job training. • Requires related instruction to supplement on-the-job training which may be given in a classroom, through occupational or industrial courses or correspondence courses of equivalent value, through electronic media, or through other forms of self-study approved by DOE. • Language disallowing selling, retailing, or similar occupations; managerial occupations; and professional and scientific vocations for which there are entrance requirements is removed.

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Section 9 Line 360	s. 1001.02	<p>General Powers of the State Board of Education</p> <p>Primarily technical – renames Higher Education Coordinating Council as the Florida Talent Development Council.</p>
Section 10 Line 390	s. 1001.43	<p>Supplemental Powers and Duties of District School Board</p> <p>(14) Recognition of Academic Achievement – Encourages the school board to adopt policies to celebrate the academic and workforce achievement of students.</p> <p>Removes the date on which the “Academic Scholarship Signing Day” is held.</p> <p>Declares 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.</p>
Section 11 Line 422	s. 1001.706	<p>Powers and Duties of the Board of Governors</p> <p>Primarily technical – renames Higher Education Coordinating Council as the Florida Talent Development Council.</p>
Section 12 Line 481	s. 1003.41	<p>Next Generation Sunshine State Standards</p> <p>Establishes financial literacy as a separate category within the social studies standards and removes the description of what must be included in financial literacy.</p>
Section 13 Line 502	s. 1003.4156	<p>General Requirements for Middle Grades Promotion</p> <p>For a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must complete, among other requirements, 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</p>

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		<p>skills; and must include information from the Department of Economic Opportunity’s economic security report. 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; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System admission requirements; available opportunities to earn college credit in high school, including AP courses; IB and AICE; 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. The course may be implemented as a stand-alone course or integrated into another course or courses.</p>
<p>Section 14 Line 535</p>	<p>s. 1003.4282</p>	<p>Requirements for a Standard High School Diploma</p> <p>(3) Standard High School diploma; Course and Assessment Requirements – Modification to mathematics credit requirements - A student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. A certified school counselor or the principal’s designee must advise the student that admission to a state university may require the student to earn 3 additional mathematics credits that are at least as rigorous as Algebra I.</p> <p>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.</p> <p>Modification to science credit requirements - 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.</p>

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		<p>Modification to social studies credit requirements – Removes financial literacy as a component of economics.</p> <p>Modification to elective credits – Beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least one-half credit as an elective.</p> <p>(7) Uniform Transfer of High School Credits – Incorporates cite to ESSA.</p> <p>(8) Career Education Courses that Satisfy High School Credit Requirements – Current law requires DOE to develop, for SBE approval, career education courses that allow students to earn credit in both career education and courses required for high school graduation. The bill requires the SBE to determine at least biennially if sufficient academic standards are covered to warrant the award of academic credit, including satisfaction of assessment requirements. In addition, 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 (Florida Ready to Work Certification Program).</p> <p>(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.</p> <ul style="list-style-type: none"> • In order for a student to satisfy the requirements of the CTE pathway option, he or she must meet the GPA requirement and: <ul style="list-style-type: none"> ○ Meet the requirements in paragraphs (3)(a) through (d) – ELA, math, science, and social studies; ○ Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and ○ Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

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		<ul style="list-style-type: none"> • Each district school board must incorporate the CTE pathway option to graduation in the student progression plan required under s. 1008.25. • Adjunct educators certified pursuant to s. 1012.57 may teach courses in the CTE pathway option.
Section 15 Line 705	s. 1003.4285	<p>Standard High School Diploma Designations</p> <p>Effective upon this act becoming law – the mathematics component of the Scholar designation is modified to include an equally rigorous course in Algebra II.</p>
Section 16 Line 745	s. 1003.491	<p>Florida Career and Professional Education Act</p> <p>The purpose of the act is to provide a statewide planning partnership between the business and education communities. The required strategic 3-year plan that is developed jointly by school districts, workforce development boards, economic development agencies, and state –approved postsecondary institutions is modified to include school boards providing opportunities for students 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.</p> <p>The Commissioner of Education (Commissioner) must 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 must identify career and technical education offerings that are linked to occupations that are in high demand by employers, require high-level skills, and provide middle-level and high level wages.</p> <p>Using the findings from the annual review, the Commissioner must phase out career and technical education offerings that are not aligned with the needs of employers or do not provide</p>

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		<p>program completers with a middle-wage or high-wage occupation and encourage school districts and colleges to offer programs that are not offered currently.</p>
<p>Section 17 Line 849</p>	<p>s. 1004.013</p>	<p>SAIL to 60 Initiative</p> <p>This section creates the Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative to increase to 60 percent the percentage of working-age adults with a high-value postsecondary certificate, degree, or training experience by 2030.</p> <p>The SBE and the Board of Governors (BOG) must work collaboratively to increase the awareness and use of the student advising system and the Complete Florida Degree Initiative. The Chancellor of the State University System and the Chancellor of the Florida College System must consult with the Complete Florida Degree Initiative to identify barriers to program expansion and develop recommendations to increase the number of participating institutions and students served by the program. The recommendations must consider 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. Recommendations must be submitted to the BOG, SBE and Governor no later than October 1, 2019.</p>
<p>Section 18 Line 907</p>	<p>s. 1004.015</p>	<p>Designates the Higher Education Coordinating Council as the Florida Talent Development Council (Council)</p> <p>The Council is created for the purpose 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. The membership of the Council is modified.</p> <p>By December 31, 2019, the Council must submit a strategic plan for talent development to accomplish the SAIL to 60 goal to the Governor, Legislature, BOG and the SBE. The bill specifies what the strategic plan must contain.</p>
<p>Section 19 Line 1051</p>	<p>s. 1004.335</p>	<p>Accreditation Consolidation of USF Branch Campuses</p> <p>Establishes the USF St. Petersburg branch campus and the USF Sarasota/Manatee branch campus. Describe/defines a branch campus.</p>

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Section 20 Line 1158	s. 1004.6495	<p>Florida Postsecondary Comprehensive Transition Program and Florida Center for Students with Unique Abilities</p> <p>Technical</p>
Section 21 Line 1212	s. 1004.935	<p>Adult with Disabilities Workforce Education Program</p> <p>Technical</p>
Section 22 Line 1228	s. 1006.22	<p>Safety and Health of Students Being Transported</p> <p>The bill authorizes school boards to use motor vehicles other than school buses 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 resident and such sites.</p>
Section 23 Line 1267	s. 1007.23	<p>Statewide Articulation Agreement</p> <p>The articulation agreement must specifically provide for a reverse transfer agreement for Florida College System associate in arts degree-seeking students who transfer to a state university before earning an associate in arts degree. Students must be awarded an associate in arts degree by the Florida College System institution upon completion of degree requirements at the state university if the student earned more than 30 credit hours toward the associate in arts degree from the Florida College System institution. State universities must identify each student who has completed requirements for the associate in arts degree and, upon consent of the student, transfer credits earned at the state university back to the Florida College System institution so that the associate in arts degree may be awarded by the Florida College System institution.</p>
Section 24 Line 1284	s. 1007.233	<p>Career Pathways Agreement</p> <p>The bill provides that each career center and Florida College System with overlapping service areas must annually submit to DOE, 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 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</p>

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		<p>accordance with the terms of the agreement. Regional agreements may not award less credit than the amount guaranteed through existing statewide articulation agreements.</p> <p>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.</p>
Section 25 Line 1306	s. 1007.25	<p>General Education Courses; Common Prerequisites; Other Degree Requirements</p> <p>The bill requires universities to notify students of the criteria and process for requesting an associate in arts certificate during orientation, etc.</p>
Section 26 Line a1336	s. 1007.2616	<p>Computer Science and Technology Instruction</p> <p>Subject to legislative appropriation, a district or consortium of schools districts may apply to DOE for funding to provide professional development for classroom teachers to provide instruction in computer science courses and content in addition to the current ability to apply for funding to deliver training for teachers to earn an educator certificate in computer science or an industry certification.</p> <p>High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements. 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. The bill deletes obsolete language relating to computer science courses being substituted for math or science credit.</p>
Section 27 Line 1383	s. 1007.271	<p>Dual Enrollment Programs</p> <p>Currently, career dual enrollment must be provided as a curricular option for secondary students. The bill provides that each career center must enter into an agreement with each high school in any district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and</p>

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		<p>submitted by the career center to DOE by August 1. The agreement must:</p> <ul style="list-style-type: none"> • Identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program. Delineate the high school credit earned for the completion of each career dual enrollment course. • Identify any college credit articulation agreements associated with each clock hour program. • Describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his or her high school, and the postsecondary career education expectations for participating students. • Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students. • Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.
<p>Section 28 Line 1418</p>	<p>s. 1008.37</p>	<p>Postsecondary Feedback of Information to High Schools</p> <p>The bill modifies the requirement that the Commissioner report, by high school, to the SBE, BOG and the Legislature, no later than April 30th rather than November 30th of each year, the number of prior year Florida high school graduates who enrolled for the first time in public postsecondary education during the summer, fall, or spring term of the previous academic year.</p>
<p>Section 29 Line 1432</p>	<p>s. 1008.44</p>	<p>CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List</p> <p>The bill increases the cap from 15 to 30 on CAPE Digital Tool certificates.</p>
<p>Section 30 Line 1452</p>	<p>s. 1009.21</p>	<p>Determination of Resident Status for Tuition Purposes</p> <p>The bill deletes the requirement that the Higher Education Coordinating Council consider issues related to residency determinations.</p>
<p>Section 31 Line 1473</p>	<p>s. 1009.75</p>	<p>Last Mile College Completion Program</p>

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		<p>The bill provides that beginning with the 2019-2020 academic year, the Last Mile College Completion Program is established within DOE to annually award the cost of in-state tuition and required fees to students classified as residents who are in good standing at Florida College System institutions and state universities and who are within 12 or fewer credit hours of completing their first associate or baccalaureate degree.</p>
<p>Section 32 Line 1516</p>	<p>s. 1011.80</p>	<p>Funds for Operation of Workforce Education Program</p> <p>The bill provides that each school district and Florida College 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 DOE in accordance with SBE rules.</p> <p>State funding and student fees for workforce education instruction is modified as follows: Other than expenditures for continuing workforce education programs provided by school districts or college, 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. The 75 percent based on cost of instruction and 25 percent based on student fees is removed. Fees are no longer based on a uniform fee but as provided in s. 1009.22 relating to workforce education postsecondary student fees.</p>
<p>Section 33 Line 1546</p>	<p>s. 1011.802</p>	<p>Florida Pathways to Career Opportunities Grant Program</p> <p>The bill creates, subject to appropriations, the Florida Pathways to Career Opportunities Grant Program to provide grants to high schools, career centers, charter technical career centers, Florida Colleges, and other entities authorized to sponsor an apprenticeship or preapprenticeship program on a competitive basis to establish new apprenticeship or preapprenticeship programs and expand existing apprenticeship or preapprenticeship programs. DOE administers the grant program.</p> <p>Applications must contain projected enrollment and projected costs for the new or expanded apprenticeship program.</p>

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		<p>DOE must 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 DOE.</p> <p>The SBE may adopt rules to administer this section.</p>
<p>Section 34 Line 1572</p>	<p>s. 1012.57</p>	<p>Certification of Adjunct Educators</p> <p>Language is deleted limiting the adjunct teaching certificate to part-time teaching positions. Therefore, the certificate could be used for full-time positions. However, an adjunct teaching certificate issued for a full-time teaching position is valid for no more than 3 years and is nonrenewable.</p> <p>Each school district must:</p> <ul style="list-style-type: none"> • 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. • Annually report to DOE the number of adjunct teaching certificates issued for part-time teaching positions and full-time teaching positions pursuant to this section.
<p>Section 35 Line 1618</p>	<p>Undesignated Sections</p>	<p>The BOG must use its 2019 Accountability Plan in determining a state university's preeminence designation and in distributing awards for the 2019-2020 fiscal year appropriation.</p>
<p>Section 36 Line 1622</p>	<p>Effective Date</p>	<p>Except as otherwise provided and except for this section, which shall take effect upon becoming law, this act shall take effect July 1, 2019.</p>

Joy Frank
FADSS