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TO: Adult Education Directors
Career and Technical Education Directors
Florida College Occupational Deans
Technical Center Directors

FROM: Dr. Eric Hall, Chancellor for Innovation 

DATE: July 29, 2019

SUBJECT: HB 7071 Memo on Implementation

This year, the Florida Legislature passed and Governor Ron DeSantis signed [House Bill 7071](#), a bill related to Workforce Education. The bill addresses several topics related to career and technical education at the middle school, high school, and post-secondary level and is effective July 1st, 2019. Some of these topics will require action, while others mentioned here are simply to inform. This guide is broken down by level of schooling, but we encourage you to read the entire document, for your awareness.

Elementary & Middle School

Section 29. CAPE Digital Tool Certificates (s. 1008.44, F.S.)

(Action Encouraged)

Elementary and middle schools will now be allowed to offer up to 30 Digital Tool Certificates, as identified in the annual CAPE Industry Certification Funding List.

Middle School

Section 13. Requirements for Middle Grade Promotion (s. 1003.4156, F.S.)

(Action Required)

In order for a student to be promoted to high school, he or she must successfully complete one course in career and education planning.

The course *may*:

- Be completed in 6th, 7th, or 8th grade.
- Be taught by any member of instructional staff.
- Be implemented as a stand-alone course or implemented into another course or courses.

The course *must*:

- Be internet-based.
- Be customizable to each student.
- Include research-based assessments to assist students in determining educational and career options and goals.
- Result in a completed, personalized academic and career plan for the student that may be revised as the student progresses through middle and high school.
- Emphasize the importance of entrepreneurship and employability skills.
- Include information from the Department of Economic Opportunity's [economic security report](#) under s. 445.07.
- Inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma under s. 1003.4285.
- Inform students of the requirements for each scholarship in the Florida Bright Futures Scholarship Program.
- Inform students of admission requirements for Florida College System institutions and state universities.
- Inform students of 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, 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.

Click here for a link to the courses in the [Course Code Directory](#) that meet these requirements.

Secondary

Section 10. College and Career Decision Day (s. 1001.43, F.S.)

(Action Encouraged)

District school boards are encouraged to adopt policies and procedures to celebrate the academic and workforce achievements of students by:

- Declaring an “Academic Scholarship Signing Day” to recognize seniors who sign actual or ceremonial documents accepting scholarships or enrollment by a post-secondary institution.
- Declaring a “College and Career Decision Day” to encourage early preparations for college and to pursue advanced career pathways through attainment of industry certifications that have statewide college credit articulation.

Section 14. Requirements for a High School Diploma (s. 1003.4282, F.S.)

(Action Required)

This section modifies the standard requirements for high school diplomas to allow students who take a computer science course to substitute for a math or science course, requires districts to offer financial literacy courses and establishes a Career and Technical Education Graduation Pathway Option as an additional option to obtain a standard high school diploma.

Computer Science Substitution:

- **All** substitutions must first be identified by the Commissioner as being equivalent in rigor.
- As a requirement for the standard high school diploma, a student must earn four credits in math.
 - A student who earns an industry certification for which there is a statewide articulation agreement may substitute the certification for one math credit. Substitution may occur for up to two math credits, except for Algebra I and Geometry.
 - A student may earn two math 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 that student to earn 3 additional math credits that are at least as rigorous as Algebra I.
 - A student who earns a computer science credit may substitute the credit for up to one credit of the math requirement, except for Algebra I and Geometry. An identified computer science credit may not be used to substitute for both a math 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, except for Algebra I.
- As a requirement for the standard high school diploma, a student must earn three credits in science.
 - A student who earns an industry certification for which there is a statewide articulation agreement may substitute the certification for one science credit, except for Biology I.
 - A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, except for Biology I. An identified computer science credit may not be used to substitute for both a math and a science credit.

Financial Literacy:

- 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.

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 through this pathway option requires:
 - Successful completion of at least 18 credits.
 - A minimum, cumulative GPA of at least a 2.0 on a 4.0 scale.
 - Meet the requirements of
 - 4 English credits
 - 4 Math credits
 - 3 Science credits
 - 3 Social studies credits

- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.
- 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.
- Each district school board shall incorporate the CTE pathway option into 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 16. Career and Professional Education Act (s. 1003.491, F.S.)

(Action Required)

Among other requirements within the CAPE Act, HB 7071 clarifies the requirements for student advising.

- Any student who may be deemed as a potential dropout or whose cumulative grade point average falls below a 2.0 shall receive advising on enrollment in career-themed courses, as well as options to participate in career and professional academies.
- These students must be provided in-person academic advising that includes information on career education programs by a certified school counselor, the school principal or his or her designee.

Secondary & Post-Secondary

Section 3. Annual Apprenticeship Report (s. 446.032, F.S.)

HB 7071 now requires that by September 1st of each year, the Department of Education will post to its website a report on the status of registered apprenticeship and preapprenticeship programs in the state.

Section 8. Criteria for Apprenticable Occupations (s. 446.092, F.S.)

(Action Encouraged)

This section removes the restriction of apprenticeship for occupations that fall into the category of sales, retail or similar occupations in the distribution field, managerial occupations, and professional and scientific occupations that typically require an academic degree. This section also adds for the allowance of instruction through electronic media or through forms of self-study approved by the Department of Education.

Section 16. Career and Professional Education Act (s. 1003.491, F.S.)

As an addition to CAPE Act, HB 7071 requires an annual review of CTE programs by the Commissioner of Education to determine alignment with employer demand, post-secondary credentials and industry certifications.

- The findings of the annual review will be used to phase out CTE offerings that are not aligned with employer demand or do not provide program completers with a middle or high-wage occupation. The findings will also be used to encourage school districts and the Florida College System (FCS) to offer such programs that are not offered currently.

Section 17. SAIL to 60 Initiative (s. 1004.013, F.S.)

This section created s. 1004.013, F.S. which establishes the Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative, which sets a goal of increasing the percentage of working age adults in Florida with a high-value postsecondary certificate, degree or training experience by 2030.

Section 18. Florida Talent Development Council (s. 1004.015, F.S.)

This section replaces the Higher Education Coordinating Council with the Florida Talent Development Council. This council is charged with coordinating a data-driven, statewide approach to meeting Florida's need for a 21st century workforce.

- By Dec. 31st, 2019, the council will submit a multi-faceted, strategic plan to accomplish the SAIL to 60 initiative.

Section 27. Dual Enrollment Programs (s. 1007.271, F.S.)

(Action Required)

This section requires career centers to enter into career dual enrollment agreements with each high school in any school district they serve, beginning with the 2019-2020 school year. This agreement must be completed annually and submitted by the career center to the Department of Education by August 1st.

The agreement must:

- Identify 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 of 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.

Section 32. Funds for Operation of Workforce Education Programs (s. 1011.80, F.S.)

(Action Required)

Each school district and FCS institution receiving state appropriations for workforce education programs must maintain adequate and accurate records of workforce education expenditures.

- The tracking system shall maintain the separation of secondary and post-secondary workforce education expenditures.
- All workforce education programs, other than continuing education workforce 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.

Section 33. Florida Pathways to Career Opportunities Grant Program (s. 1011.802, F.S.)

Section 33 creates the Florida Pathways to Career Opportunities Grant Program to provide grants on a competitive basis to high schools, career centers, charter technical career centers, FCS institutions, and other entities authorized to sponsor an apprenticeship or preapprenticeship programs to expand or establish new apprenticeship or preapprenticeship programs. [SB 2500](#), The General Appropriations Act of 2019, has appropriated \$10 million to this program.

- Applications will be required to contain projected enrollment and projected costs for the new or expanded program.
- The Department of Education will give priority to 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 a program.
- Grant funds may *not* be used for recurring instructional costs or for indirect costs.

Section 34. Certification of Adjunct Educators (s. 1012.57, F.S.)

(Action Required)

District school boards shall adopt rules to issue adjunct teaching certificates to applicants who meet the requirements of s. 1012.56 (2) (a)-(f) and (10) and who has expertise in the subject area to be taught.

- Expertise of subject area to be taught shall be determined by passing a subject area mastery test.
- A school district may issue an adjunct teaching certificate for a part-time or full-time position.
- Adjunct teaching certificates that are issued for full-time positions are valid for no more than 3 years and are non-renewable.
- Adjunct certificate holders should be used *primarily* as a tool to enhance the diversity of course offerings to students.

Each school district shall:

- Post requirements on its website for the issuance of an adjunct teaching certificate, which must specify the relevant subject area tests an applicant must take and pass.
- Annually report to the Department of Education the number of adjunct teaching certificates issued for part-time and full-time positions.

Post-Secondary

Section 24. Career Pathways Agreements (s. 1007.233 F.S.)

(Action Required)

HB 7071 created s. 1007.233, F.S., to require each career center and FCS institution with overlapping service areas to annually submit a regional career pathways agreement for each career center certificate program aligned with an associate degree offered by the FCS institution.

- Each agreement must guarantee college credit, not less than the amount guaranteed through statewide articulation agreements, 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.
- Each agreement must outline certificate program completion requirements and any licenses or industry certifications that must be earned before enrolling in an associate degree program.
- Colleges must award articulated college credit to the student upon initial enrollment in the associate degree program.
- Articulated credit must be awarded in accordance with the agreement upon initial enrollment in the associate degree program.

The Department of Education, Office of Articulation, will prepare a sample agreement and provide a mechanism by which institutions will submit these agreements by the May 1st annual deadline.

The Florida Department of Education will continue to provide technical assistance in the implementation of these bills. If you have questions regarding the ongoing implementation of this legislation, feel free to email CareerandAdultEducation@fldoe.org.

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