

SB 318 by Grimsley; (Similar to H 0021) Background Screening for Noninstructional Contractors on School Grounds

CS/SB 1076 by ED, Legg (CO-INTRODUCERS) Stargel, Brandes, Benacquisto; (Compare to H 7057) Education

779284	A	S	RS	AED, Legg	Delete L.1183 - 1214:	03/13 11:15 AM
651118	SA	S	RCS	AED, Legg	Delete L.1183 - 1214:	03/13 11:17 AM
728818	A	S	RCS	AED, Legg	Delete L.1222 - 1243:	03/13 11:17 AM
416726	A	S L	RCS	AED, Legg	Delete L.1276 - 1289:	03/13 11:18 AM

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

APPROPRIATIONS SUBCOMMITTEE ON EDUCATION

Senator Galvano, Chair
Senator Montford, Vice Chair

MEETING DATE: Wednesday, March 13, 2013
TIME: 9:00 a.m.—12:00 noon
PLACE: Pat Thomas Committee Room, 412 Knott Building

MEMBERS: Senator Galvano, Chair; Senator Montford, Vice Chair; Senators Abruzzo, Bean, Benacquisto, Bullard, Detert, Hukill, Legg, Richter, Sachs, Simmons, and Thrasher

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Estimating Conferences Update		Discussed
2	Budget Work Session		Not Considered
3	SB 318 Grimsley (Similar H 21)	Background Screening for Noninstructional Contractors on School Grounds; Requiring the Department of Education to create a uniform, statewide identification badge to be worn by noninstructional contractors signifying that a contractor has met specified requirements; providing that the identification badge shall be recognized by all school districts; requiring the department to determine a uniform cost a school district may charge a contractor for receipt of the identification badge, which shall be borne by the contractor; providing an exception for certain contractors, etc. ED 03/06/2013 Favorable AED 03/13/2013 Favorable AP	Favorable Yeas 10 Nays 0
4	CS/SB 1076 Education / Legg (Compare H 7057, CS/S 1720)	Education; Citing this act as the "Career and Professional Education Act (CAPE)"; revising the requirements that must be included in the strategic plan that the Board of Governors must develop which includes criteria for the designation of certain baccalaureate degree programs and graduate degree programs as high-demand programs; revising requirements for high school graduation and accelerated high school graduation to include financial literacy and a rigorous industry certification program of study; requiring that the Postsecondary Industry Certification Funding List be used in determining annual performance funding distributions to school districts and Florida College System institutions, etc. ED 03/06/2013 Fav/CS AED 03/13/2013 Fav/CS AP	Fav/CS Yeas 11 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Appropriations Subcommittee on Education

Wednesday, March 13, 2013, 9:00 a.m.—12:00 noon

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
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Other Related Meeting Documents

Appropriations for Education: Conference Update

March 13, 2013

Presented by:



The Florida Legislature
Office of Economic and
Demographic Research
850.487.1402
<http://edr.state.fl.us>

Voluntary Prekindergarten Enrollment & Full-Time Equivalent (FTE) Enrollment

Year	Total Program Year Enrollment	Program Participation Rate	Total Fiscal Year FTE Enrollment	Specialized Instructional Services Program Impact on Fiscal Year FTE Enrollment
2007-08	134,717	62.45%	118,960.41	
2008-09	147,752	69.36%	132,891.23	
2009-10	156,826	72.58%	142,434.99	
2010-11	165,374	76.50%	150,355.87	
2011-12	175,117	80.51%	159,434.80	
2012-13	175,688	80.22%	159,324.84	981.85
2013-14	179,673	81.42%	164,304.89	3,225.23
2014-15	182,608	81.97%	166,599.59	2,853.12
2015-16	185,211	82.29%	168,963.99	2,853.12
2016-17	187,559	82.50%	171,098.41	2,853.12

Note: All totals include enrollment or FTE enrollment in the Specialized Instructional Services Program. Forecasts are the results of the March 5, 2013 Voluntary Prekindergarten Estimating Conference.

SISP VPK Program

- Three types of students with disabilities may seek specialized services from this program:
 - Group 1: Students who receive specialized services from the FEFP and will receive additional specialized services from the SISP VPK (85% of FTE impact)
 - Group 2: Students who do not receive specialized services from the FEFP and would have been in the traditional VPK, but now will have all or part of their VPK services in the SISP VPK (9% of FTE impact)
 - Group 3: Students who do not receive specialized services from the FEFP and would not have been in the traditional VPK, but will enter the SISP VPK (6% of FTE impact)
- February 2013 Estimating Conference addressed delayed start of SISP program.
 - It is anticipated that 50% of the previously estimated 2012-13 school year SISP enrollment and FTE will move into summer 2013; adjusting the school year program for the proportion of this year that has already passed.

PK-12 FTE Total Enrollment Historical and Forecasted

Total FTE Enrollment			
Fiscal Year	Total PK-12 FTE	Change	% Change
2004-2005	2,609,593.94	51,102.41	2.00%
2005-2006	2,641,121.29	31,527.35	1.21%
2006-2007	2,638,331.10	-2,790.19	-0.11%
2007-2008	2,631,277.10	-7,054.00	-0.27%
2008-2009	2,617,371.52	-13,905.58	-0.53%
2009-2010	2,629,327.35	11,955.83	0.46%
2010-2011	2,642,510.78	13,183.43	0.50%
2011-2012	2,667,058.44	24,547.66	0.93%
2012-2013 3rd Calc Estimate	2,696,705.17	29,646.73	1.11%
2013-2014 Forecast	2,723,761.95	27,056.78	1.00%
2014-2015 Forecast	2,732,220.34	8,458.39	0.31%
2015-2016 Forecast	2,728,927.87	-3,292.47	-0.12%

Note: Forecast based on the Education Estimating Conference held February 14, 2013.

Key Assumptions and Trends in PK-12 Public School FTE Enrollment

- The most recent growth trends are expected to continue, which include:
 - Virtual Instruction (2011 Legislation)
 - Expected increase due to the new graduation requirement of an online course for high school graduates, starting with students that entered grade 9 in 2011-12.
 - Will affect district virtual options and the Florida Virtual School.
 - Charter Schools (2011 Legislation)
 - Continued increase in charter schools, as high performing charter schools are allowed more flexibility for expansion and replication.
 - Tax Credit Scholarship Program (2012 Legislation)
 - Increased tax credit cap for this program will allow additional Tax Credit Scholarships to be provided.
- Kindergarten is expected to decrease based on recent lower births, causing PK-12 public school enrollment growth to slow over the forecast horizon.

2012-13 Comparison: Appropriated and 3rd Calculation

2012-13				
	Appropriated	3rd Calc	Difference	% Diff
101 Grades PK-3	604,364.41	600,636.51	(3,727.90)	-0.62%
102 Grades 4-8	758,603.25	754,785.99	(3,817.26)	-0.50%
103 Grades 9-12	573,642.76	604,665.71	31,022.95	5.41%
111 PK-3 ESE in Basic	136,601.51	135,994.58	(606.93)	-0.44%
112 4-8 ESE in Basic	216,887.09	215,307.64	(1,579.45)	-0.73%
113 9-12 ESE in Basic	133,976.49	134,671.74	695.25	0.52%
130 ESOL	176,480.05	178,034.22	1,554.17	0.88%
254 ESE Support Level IV	19,621.21	18,639.98	(981.23)	-5.00%
255 ESE Support Level V	4,716.24	4,336.95	(379.29)	-8.04%
300 Career Education	69,724.28	49,631.85	(20,092.43)	-28.82%
Total	2,694,617.29	2,696,705.17	2,087.88	0.08%

Forecast Comparison

December 18, 2012 and February 14, 2013

2013-14				
	December 18, 2012 Forecast	February 14, 2013 Forecast	Difference	% Diff
101 Grades PK-3	608,399.57	607,735.03	(664.54)	-0.11%
102 Grades 4-8	756,479.71	756,355.53	(124.18)	-0.02%
103 Grades 9-12	610,961.10	628,883.60	17,922.50	2.93%
111 PK-3 ESE in Basic	138,220.36	137,914.45	(305.91)	-0.22%
112 4-8 ESE in Basic	215,388.05	216,066.67	678.62	0.32%
113 9-12 ESE in Basic	134,786.67	135,830.64	1,043.97	0.77%
130 ESOL	179,865.69	180,972.01	1,106.32	0.62%
254 ESE Support Level IV	18,809.81	19,429.79	619.98	3.30%
255 ESE Support Level V	4,363.98	4,493.31	129.33	2.96%
300 Career Education	49,703.60	36,080.92	(13,622.68)	-27.41%
Total	2,716,978.54	2,723,761.95	6,783.41	0.25%

Note: An Impact Conference held March 7, 2013 determined that Career Education for FY 2013-14 would be 67,639.64 if the law were restored to its original form.

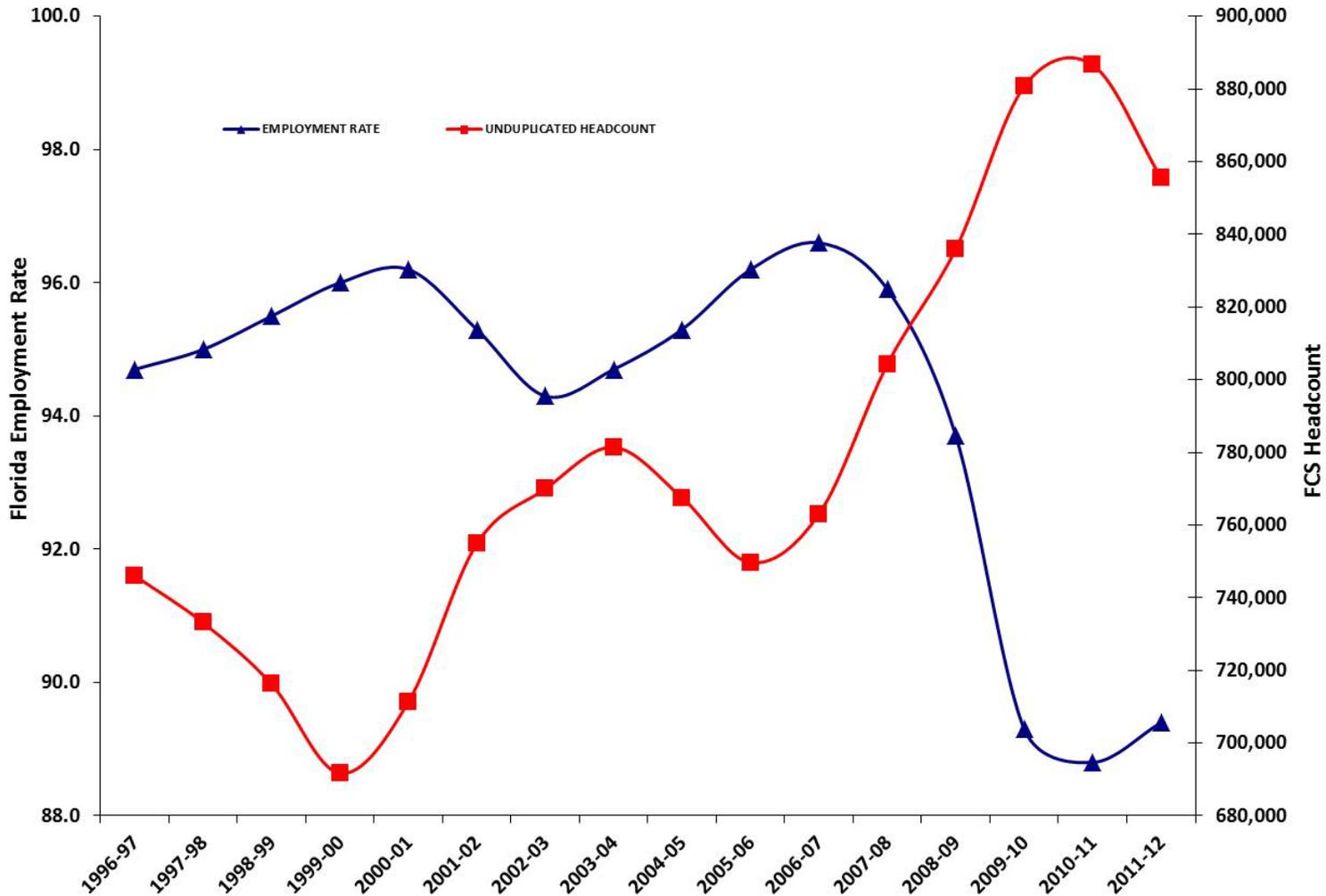
State College System Enrollment Conference

FLORIDA COLLEGE SYSTEM FTE ENROLLMENT

Division	FY 2011-12	NOV 2012		MAR 2013	
	Actual	FY 12-13	Estimate	FY 12-13	Estimate
			Change over FY 2011-12 Actuals		Change over FY 2011-12 Actuals
Upper	9,722	12,161	25.1%	11,689	20.2%
Lower	362,328	345,373	-4.7%	340,924	-5.9%
Total	372,050	357,534	-3.9%	352,613	-5.2%

State College System

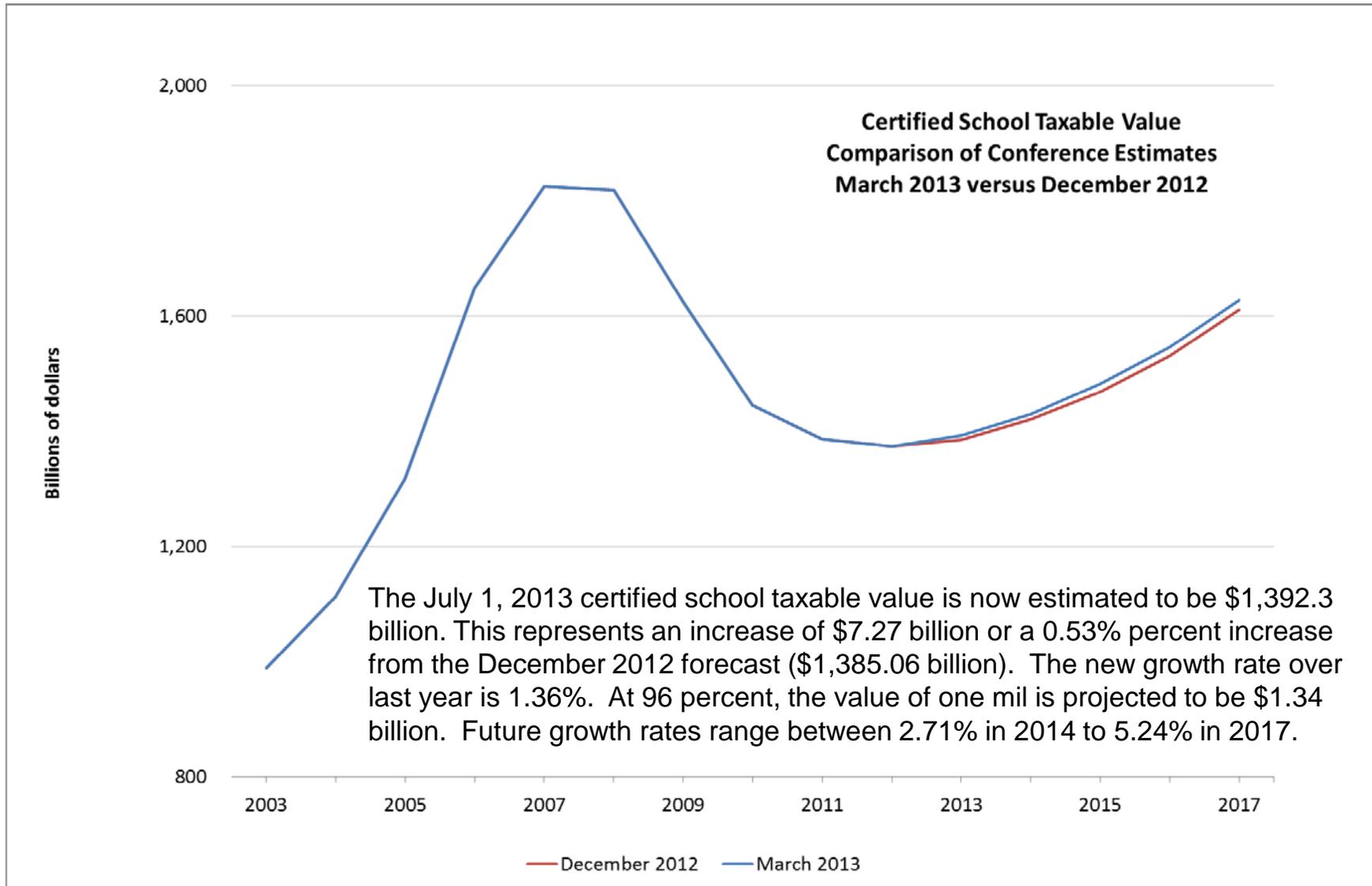
COUNTER-CYCLICAL HEADCOUNT ENROLLMENT PATTERN
 Comparison of Florida Employment Rate to Florida College System Headcount Enrollment



**CONSENSUS PROGRAMS SUMMARY - STUDENT FINANCIAL AID PROGRAMS
MARCH 7, 2013 CONFERENCE**

		2012-13		2013-14	
Award		NOV 2012 EST	MAR 2013 EST	NOV 2012 EST	MAR 2013 EST
1	Florida Bright Futures Scholarship Program	165,852	162,531	156,898	152,164
	COST/ Bright Futures	\$ 316.4	\$ 313.0	\$ 302.4	\$ 295.5
2	William L. Boyd, IV, Florida Resident Access Grant (FRAG)	35,597	36,262	35,597	36,568
3	Access to Better Learning and Education (ABLE)	2,877	2,789	2,877	2,789
4	Florida Student Assistance Grants (FSAG)				
	Public	149,594	87,557	149,594	134,678
	Private	18,524	14,329	18,524	15,717
	Postsecondary	16,384	9,710	16,384	9,165
	Career Education	4,767	3,921	4,767	2,718
	FSAG Totals	189,269	115,517	189,269	162,278
5	Children/Spouses of Deceased & Disabled Veterans*	790	784	802	802
	TOTALS	394,385	317,883	385,443	354,601

Ad Valorem Forecast (March 2013)

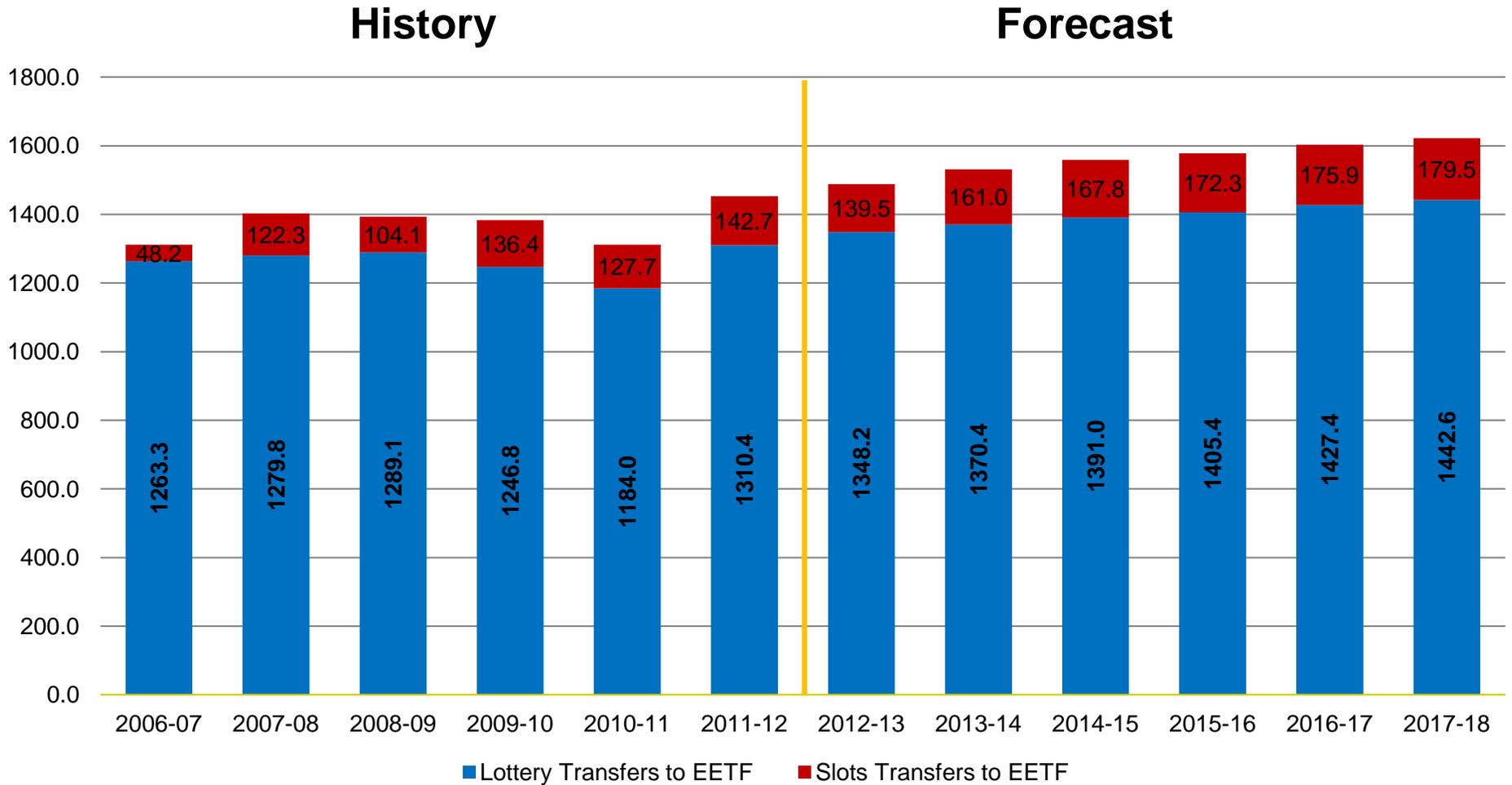


Educational Enhancement Trust Fund Outlook

- **EETF Outlook Adopted March 6, 2013**

- At the end of the current fiscal year in June, \$98.3 million is expected to be available to carry forward into next year.
- Recurring receipts are higher in FY 2013-14, increasing from \$1.49 billion this year to \$1.54 billion next year.
- Boosted by the nonrecurring carry-forward funds from FY 2012-13, total funds are also greater than those available this year (\$1.63 billion in 2013-14 versus \$1.59 million this year).
 - Overall, the underlying Slot Machine Revenue forecast was revised down slightly in February, but FY 2013-14 was helped slightly by the anticipated opening of Hialeah in September 2013.
 - Overall, relatively minor changes were made to the Lottery forecast in March: ticket sales were increased in each year of the forecast due to greater scratch-off sales, but the revised mix between scratch-off and terminal games slightly lowered the distribution to EETF.

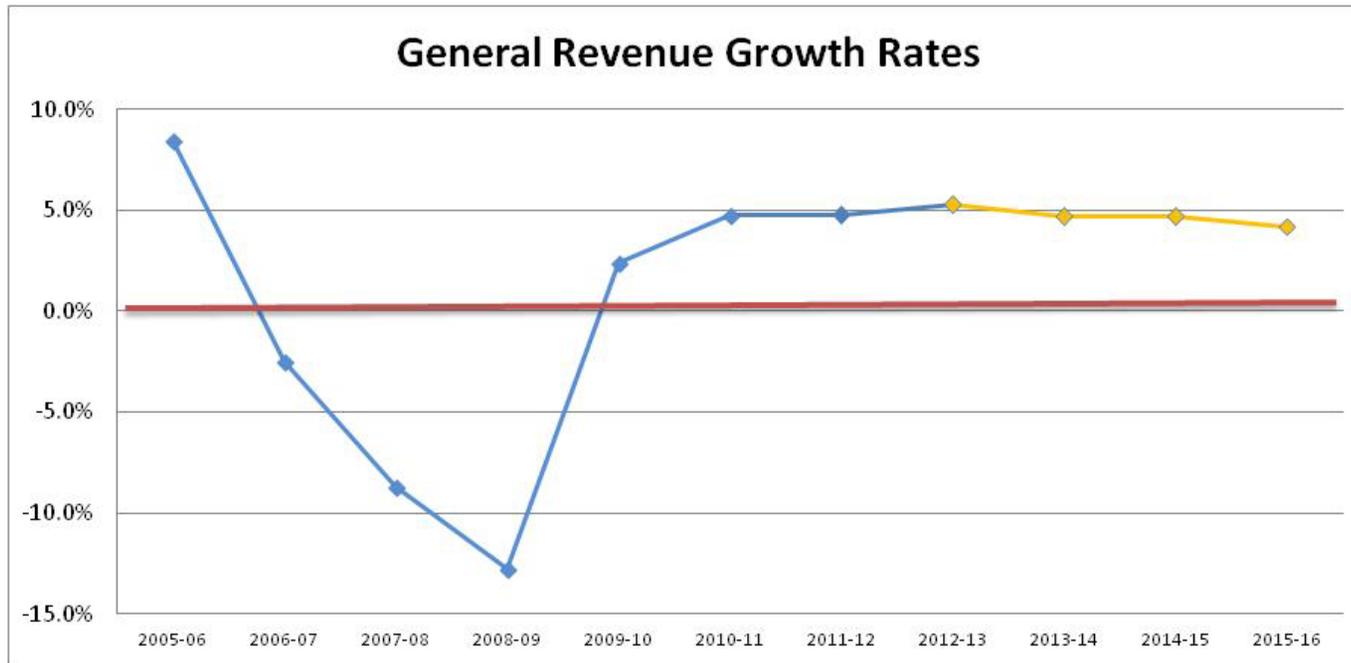
EETF: Revenue Receipts



Additional Revenue Sources

- **State School Trust Fund** (Last held August 3, 2012; not anticipated to be updated for Session)
 - At the end of the current fiscal year in June, \$27.4 million is expected to be available to carry forward into next year.
 - Recurring receipts are slightly higher in FY 2013-14, increasing from \$169.4 million this year to \$182.3 million next year.
 - But total funds will be less than those available this year (\$209.7 million in 2013-14 versus \$247.5 million this year), reflecting a lower level of nonrecurring dollars.
- **PECO** (Pending; will be held within the next two weeks)
 - In the current forecast, no dollars are available for bonding in FY 2013-14 and only \$86 million was expected in cash.
 - While the PECO Conference hasn't yet been held, the supporting Gross Receipts Conference reduced its forecast in February for every year which will lead to a further reduction in the available PECO cash.

General Revenue Forecast (December 2014)



*LR Growth:
Averages 6%*

Fiscal Year	August Forecast	December Forecast	Difference (Dec - Aug)	Incremental Growth	Growth
2005-06	27074.8				8.4%
2006-07	26404.1				-2.5%
2007-08	24112.1				-8.7%
2008-09	21025.6				-12.8%
2009-10	21523.1				2.4%
2010-11	22551.6				4.8%
2011-12	23618.8				4.7%
2012-13	24631.6	24867.6	236.0	1248.8	5.3%
2013-14	25872.7	26028.4	155.7	1160.8	4.7%
2014-15	27141.4	27240.7	99.3	1212.3	4.7%
2015-16	28394.0	28383.6	(10.4)	1142.9	4.2%

**NO MEETING
MATERIALS**

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: SB 318

INTRODUCER: Senator Grimsley

SUBJECT: Background Screening for Noninstructional Contractors on School Grounds

DATE: March 8, 2013

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Hand	Klebacha	ED	Favorable
2.	Armstrong	Elwell	AED	Favorable
3.			AP	
4.				
5.				
6.				

I. Summary:

SB 318 requires the Department of Education (DOE) to create a uniform, statewide photo identification badge to signify that a noninstructional contractor meets background screening and other requirements. The badge must be worn and visible at all times when a noninstructional contractor is on school grounds. All school districts are required to recognize the badge.

The bill will have a minimal fiscal impact on the DOE and school districts; no appropriation is required.

The effective date of this bill is July 1, 2013.

The bill substantially amends section 1012.467, Florida Statutes.

II. Present Situation:

Initial Background Screening

A noninstructional contractor is defined as any vendor, person, or entity under school or school board contract who is compensated for services performed for the school or school district, but who is not otherwise considered an employee of the school district.¹ Noninstructional contractors

¹ Section 1012.467(1)(a), F.S. This bill does not address other classifications of personnel who must undergo background screening, such as instructional and noninstructional personnel, and noninstructional school district employees and contracted personnel. See also, ss. 1012.32, 1012.465, 1012.467, F.S.

also include employees of contractors, subcontractors, and employees of subcontractors.² A criminal history background check is required of each noninstructional contractor:

- Who is granted access to school grounds when students are present;
- Whose performance of the contract is not anticipated to result in direct contact with students; and
- For whom any unanticipated contact is infrequent or incidental.³

Unless otherwise exempt, noninstructional contractors are required to undergo background screening before being permitted to access school grounds.^{4,5} School districts must compare the results of the background screening against a statutorily prescribed list of the following nine disqualifying offenses:

- Offenses regarding registration as a sexual offender;
- Sexual misconduct with certain developmentally disabled clients;
- Sexual misconduct with certain mental health patients;
- Terrorism;
- Murder;
- Kidnapping;
- Offenses related to lewdness and indecent exposure;
- Incest; and
- Child abuse, aggravated child abuse, or neglect of a child.⁶

A school district that has reasonable cause to believe that grounds exist for denial of access to school grounds is required to notify the contractor in writing and identify the specific conviction that the school district believes is a disqualifying offense.⁷ The contractor may only contest on the grounds of mistaken identity or that the specified conviction is not a disqualifying offense.⁸

Subsequent Disqualifying Arrests and Inter-District Background Screening

Noninstructional contractors are under a standing duty to self-report to an employer any arrests involving disqualifying offenses within 48 hours or be subject to third-degree felony charges.^{9,10}

² *Id.*

³ Section 1012.467(2)(a), F.S.

⁴ Section 1012.468, F.S. These exemptions are for noninstructional contractors who are: under direct supervision of a school district employee; required by law to undergo a level 2 background screening; a law enforcement officer; an employee or medical director of an ambulance provider; separated from students by a 6 foot high chain-link fence; providing pick-up or delivery services; and an investigator for the Florida High School Athletic Association.

⁵ Section 1012.476(2), F.S. Additionally, noninstructional personnel must be rescreened every five years. *Id.*

⁶ *See* ss. 1012.467(2)(a) and (g), F.S.

⁷ Section 1012.467(5), F.S.

⁸ *Id.*

⁹ Section 1012.467(6), F.S.

¹⁰ *Id.* A third degree felony is punishable by a term of imprisonment not exceeding 5 years or fine not exceeding \$5000. *See* ss. 775.082, and 775.083, F.S.

Additionally, the Florida Department of Law Enforcement (FDLE) must search all new arrests against the statewide automated fingerprint identification system.¹¹ The FDLE must notify a school district if its noninstructional contractor has been arrested.¹²

A noninstructional contractor who works in multiple districts must notify a school district if he or she has completed a background check in another school district within the last five years.¹³ School districts use a shared system to verify the background check, commonly known as the Florida Shared School Results system (FSSR).¹⁴ A school district may not charge the noninstructional contractor a fee for verifying the results of the background check.¹⁵ In the previous five years, 34,557 of the 243,223 records in the FSSR were viewed by more than one school district.¹⁶

District Identification Badge

Generally, a school district issues its own identification badge.¹⁷ School districts do not accept badges issued by other school districts.¹⁸ The badge's appearance, expiration date, and information presented varies among school districts.¹⁹ Each school district charges a fee for issuing the badge which varies among school districts.²⁰ Thus, a noninstructional contractor who works for several school districts may be required to obtain and pay for multiple identification badges.²¹

III. Effect of Proposed Changes:

This bill requires the DOE to create a uniform, statewide photo identification badge signifying that a contractor meets certain requirements.

The DOE determines a uniform cost that a school district may charge for a badge. Under this bill, a school district that does not originate the background screening and issue the badge would no longer be able to issue its own badge and charge a corresponding fee.

The bill requires a school district to issue the badge if a noninstructional contractor:

- Is a resident and citizen, or a permanent resident alien of the U.S.;
- Is at least 18 years old; and

¹¹ See ss. 1012.467(2)(a) and (e), F.S.; Rule 11C-6.010(7), F.A.C. Noninstructional contractor fingerprints are maintained in this system for 5 years, when a new background check may be performed that resets the 5 year period. Id.

¹² See ss. 1012.467(2)(c) and (d), F.S.; Rule 11C-6.010(4), F.A.C.

¹³ Section 1012.467(2)(f), F.S.

¹⁴ See ss. 1012.467(2)(d) and (f), and (7)(a), F.S.

¹⁵ Section 1012.467(2)(f), F.S.

¹⁶ E-mail correspondence with FDLE on March 8, 2012. On file with the Senate Committee on Education.

¹⁷ Department of Education *Agency Legislative Analysis for Senate Bill 318* (January 31, 2013). On file with the Senate Committee on Education.; E-mail from the Department of Education (March 1, 2013). On file with the Senate Committee on Education.

¹⁸ *Id.*

¹⁹ *Id.*

²⁰ *Id.*

²¹ *Id.*

- Meets the background screening standards in s. 1012.467, F.S.

The bill requires a badge to be worn and visible at all times when a noninstructional contractor is on school grounds. All school districts are required to recognize the badge. Thus, noninstructional contractors who work for multiple districts would no longer have to obtain and pay for multiple identification badges.

A badge would be valid for five years. However, a noninstructional contractor is required to return the badge to the school district within 48 hours of self-reporting an arrest for any disqualifying offense. The 48 hours is cumulative to the initial 48 hour period for self-reporting required in s. 1012.467(6), F.S., which would allow up to 96 hours from the arrest to return the badge.

According to the DOE, many school districts have adopted their own screening standards that identify disqualifying offenses in addition to the statutorily prescribed disqualifying offenses in s. 1012.467(2)(g), F.S.²² Because all school districts would be required to accept a uniform, statewide photo identification badge issued by another school district, the bill appears to prevent a school district from disqualifying a noninstructional contractor for offenses that are not currently listed as disqualifying offenses in s. 1012.467(2)(g), F.S.

The bill does not apply to noninstructional contractors who are exempt from background screening requirements in s. 1012.468, F.S.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

²² Department of Education, *Agency Legislative Analysis for Senate Bill 318* (January 31, 2013). On file with the Senate Committee on Education. School districts view the disqualifying offenses identified in s. 1012.467(2)(g), F.S. as being the “floor,” not the “ceiling” for a noninstructional contractor. *Id.*

B. Private Sector Impact:

Currently, school districts that issue their own badges determine their own badge fee. The bill requires the DOE to set a single fee, which can be charged only by the school district that issues the badge. Noninstructional contractors who work in multiple school districts would be required to obtain and pay for only one identification badge, rather than obtaining a badge and paying a fee in each individual district.

C. Government Sector Impact:

A badge fee will be assessed once for a noninstructional contractor, by the school district that originates the background screening and issues the badge.

The school district's cost for production of badges for noninstructional contractors will be minimal and may be offset with the badge fee.

The cost for DOE to establish a standard badge design would be minimal.

This bill does not require an appropriation.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Grimsley

21-00241-13

2013318__

1 A bill to be entitled
 2 An act relating to background screening for
 3 noninstructional contractors on school grounds;
 4 amending s. 1012.467, F.S.; requiring the Department
 5 of Education to create a uniform, statewide
 6 identification badge to be worn by noninstructional
 7 contractors signifying that a contractor has met
 8 specified requirements; requiring school districts to
 9 issue the identification badge to a qualified
 10 contractor; providing that the identification badge
 11 shall be recognized by all school districts; providing
 12 that the identification badge is valid for 5 years;
 13 establishing conditions for return of an
 14 identification badge; requiring the department to
 15 determine a uniform cost a school district may charge
 16 a contractor for receipt of the identification badge,
 17 which shall be borne by the contractor; providing an
 18 exception for certain contractors; providing an
 19 effective date.

20
 21 Be It Enacted by the Legislature of the State of Florida:

22
 23 Section 1. Subsection (8) is added to section 1012.467,
 24 Florida Statutes, to read:

25 1012.467 Noninstructional contractors who are permitted
 26 access to school grounds when students are present; background
 27 screening requirements.—

28 (8) (a) The Department of Education shall create a uniform,
 29 statewide identification badge to be worn by noninstructional

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

21-00241-13

2013318__

30 contractors signifying that a contractor has met the
 31 requirements of this section. The school district shall issue an
 32 identification badge to the contractor, which must bear a
 33 photograph of the contractor. An identification badge shall be
 34 issued if the contractor:

35 1. Is a resident and citizen of the United States or a
 36 permanent resident alien of the United States as determined by
 37 the United States Bureau of Citizenship and Immigration
 38 Services;

39 2. Is 18 years of age or older; and

40 3. Meets the background screening requirements under this
 41 section.

42 (b) The uniform, statewide identification badge shall be
 43 recognized by all school districts and must be visible at all
 44 times a noninstructional contractor is on school grounds.

45 (c) The identification badge shall be valid for a period of
 46 5 years. If a noninstructional contractor provides notification
 47 pursuant to subsection (6), the contractor shall, within 48
 48 hours, return the identification badge to the school district
 49 that issued the badge.

50 (d) The Department of Education shall determine a uniform
 51 cost that a school district may charge a noninstructional
 52 contractor for receipt of the identification badge, which shall
 53 be borne by the recipient of the badge.

54 (e) This subsection does not apply to noninstructional
 55 contractors who are exempt from background screening
 56 requirements pursuant to s. 1012.468.

57 Section 2. This act shall take effect July 1, 2013.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Appropriations Subcommittee on Education

BILL: CS/SB 1076

INTRODUCER: Education Committee and Senator Legg and Others

SUBJECT: Career and Professional Education Act

DATE: March 8, 2013 REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Harkey</u>	<u>Klebacha</u>	<u>ED</u>	Fav/CS
2.	<u>Armstrong</u>	<u>Elwell</u>	<u>AED</u>	Pre-meeting
3.	_____	_____	<u>AP</u>	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____

Please see Section VIII. for Additional Information:

- | | | |
|------------------------------|--------------------------|---|
| A. COMMITTEE SUBSTITUTE..... | <input type="checkbox"/> | Statement of Substantial Changes |
| B. AMENDMENTS..... | <input type="checkbox"/> | Technical amendments were recommended |
| | <input type="checkbox"/> | Amendments were recommended |
| | <input type="checkbox"/> | Significant amendments were recommended |

I. Summary:

CS/SB 1076 revises educational programs and creates certain funding incentives to increase the likelihood that educational programs in Florida’s public schools, colleges, and universities will better prepare students for future occupations and careers. The bill fosters students’ development of technology skills in prekindergarten through grade 12 and increases opportunities for students to earn industry certifications in high school and college. The bill designates three areas for university performance funding: computer and information technology; high-demand programs as identified by the Board of Governors (BOG) using a gap analysis; and cloud virtualization and related large data management.

The bill does not contain an appropriation, but does restructure and authorize additional funding primarily through performance incentives to encourage student participation and the provision of certain targeted educational programs.

CS/SB 1076 requires:

- The State Board of Education to designate multiple pathways for demonstrating the skills required for high school graduation, including earning industry certifications for high school credit;

- Adult education students to complete a planning exercise called Action Steps to Career Readiness;
- Financial literacy to be included in high school graduation requirements, as part of required credit in economics, and requires an emphasis on entrepreneurship in the career education and planning course in middle school;
- Development of a Postsecondary Industry Certification Funding List for industry certifications that may be funded for school district workforce programs, Florida College System institutions, and state universities;
- Development of a Florida Cyber Security Recognition and a Florida Digital Arts Recognition for elementary school students with bonus funding for schools when students earn the recognitions; and
- Development of a Florida Digital Tools Certificate for middle school students with bonus funding for schools when students earn the certificate.

CS/SB 1076 amends, ss. 1001.42, 1001.706, 1002.3105, 1003.41, 1003.4156, 1003.4203, 1003.428, 1003.429, 1003.4295, 1003.433, 1003.4935, 1004.02, 1004.91, 1004.93, 1007.263, 1007.271, 1008.25, 1008.37, 1009.22, 1009.25, 1011.62, 1011.80, 1011.81, 1011.81, and 1011.905, Florida Statutes.

CS/SB 1076 creates ss. 1004.082 and 1008.44, Florida Statutes.

The bill is effective upon becoming a law.

II. Present Situation:

The Value of a College Degree in Terms of Employment and Earnings

With the economic downturn in recent years and the difficulty many college graduates have had finding employment, many students have begun to question the economic value of a bachelor's degree.¹ In a survey by Rutgers University, 48 percent of the students surveyed said that in order to have economic security they should have been more careful in selecting a major or should have chosen a different major.² Research by the Center on Education and the Workforce at Georgetown University found that a student's choice of major substantially affects employment prospects and earnings.³ The Georgetown University study found that "majors with high technical, business, and healthcare content tend to earn the most among both recent and experienced college graduates."⁴

¹ Kwoh, L. "Generation Jobless", Wall Street Journal, November 12, 2011, readable at:

<http://online.wsj.com/article/SB10001424052970204224604577032551908947414.html?KEYWORDS=value+of+a+college+degree>; Wooldridge, A., "Angst for the Educated," Schumpeter column, The Economist, September 3, 2011, readable at: <http://www.economist.com/node/21528226>; and Fischer, Karin, "Crisis of Confidence Threatens Colleges", the Chronicle of Higher Education, May 15, 2011, readable at: <http://chronicle.com/article/Higher-Education-in-America-a/127530/>.

² Godofsky, J.; Zudin, C.; Van Horn, C; "Unfulfilled Expectations: Recent College Graduates Struggle in a Troubled Economy", John J. Heldrich Center for Workforce Development, Rutgers University, May 2011, readable at: http://www.heldrich.rutgers.edu/sites/default/files/content/Work_Trends_May_2011.pdf.

³ Carnevale, A.P.; Cheah, B.; and Strohl, J.; "Hard Times: College Majors, Unemployment and Earnings: Not All College Degrees are Created Equal," Georgetown University Center for Education and the Workforce, January 4, 2012.

⁴ *Id.*, p. 6.

In a 2011 survey of 571 recent college graduates, only 53 percent held full-time jobs and were not in school; 21 percent were attending graduate school, and 16 percent were not employed⁵. Forty-four percent of the graduates said their first job was closely related to their academic degree, 26 percent said it was somewhat related, and 30 percent said it was not very much related or not at all related to their degree.⁶ A 2012 analysis of government data regarding baccalaureate degree graduates under the age of 25 found that 53.6 percent were unemployed or underemployed.⁷

Rising tuition costs and student loan debt make it difficult for many baccalaureate degree graduates to be participating members of the economy at the level they anticipated when they incurred student loan debt. According to the Student Loan Debt Clock, the total amount of student loan debt in the United States is more than \$1 trillion.⁸ According to the U.S. Department of Education, the three-year student loan default rate for 2009 graduates was 13.4 percent nationally.⁹

The importance of informing students about the employment outlook for their chosen baccalaureate-degree major is being emphasized by state legislatures and in legislation filed in the U.S. Congress. A bi-partisan bill filed in the U.S. Senate last year by Senators Ron Wyden and Marco Rubio, titled “Student Right to Know Before You Go Act”, required states to make salary data of college graduates accessible. The bill did not pass, but may be filed again in 2013.¹⁰

Florida, Virginia, Arkansas, California, and Texas have initiatives to make publicly available the wage data regarding graduates of academic degree programs at institutions in their states.¹¹ The website, College Measures.org, has the goal of making information from state data warehouses available in “data storefronts” in which performance metrics will be made accessible to the public to enable them “to get much better measures of the rate of return on their investment in higher education programs and institutions.”¹²

Florida’s Economic Security Report

Florida’s initiative to better inform students and their parents of the employment and economic outcomes for degrees earned at state universities and degrees and certificates earned at Florida College System (FCS) institutions is called the Economic Security Report¹³. The 2012 Legislature required the Department of Economic Opportunity (DEO) to prepare an economic

⁵ Godofsky, J., Zukin, C., and Van Horn, C., “Unfulfilled Expectations: Recent College Graduates Struggle in a Troubled Economy”, *Worktrends*, John J. Heldrich Center for Workforce Development, May 2011, p. 2.

⁶ *Ibid.*, p. 5.

⁷ Associated Press, “Half of Recent College Grads Underemployed or Jobless, Analysis Says,” *Cleveland.com*, April 23, 2012, readable at: http://www.cleveland.com/business/index.ssf/2012/04/half_of_recent_college_grads_u.html

⁸ FinAid, “Student Loan Debt Clock,” readable at: <http://www.finaid.org/loans/studentloandebtclock.phtml>

⁹ U.S. Department of Education, “First Official Three-year Student Loan Default Rates Published”, September 28, 2012, readable at: <http://www.ed.gov/news/press-releases/first-official-three-year-student-loan-default-rates-published>

¹⁰ Simon, R., and Corkery, M., “Push to Gauge Bang for Buck from College Gains Steam,” *Wall Street Journal*, February 11, 2013.

¹¹ *Ibid.*, and College Measures .org, readable at: <http://collegemeasures.org/post/2012/08/Data-Offers-Insights-into-the-Earning-Power-of-College-Graduates-in-Arkansas.aspx>

¹² <http://collegemeasures.org/page/About-us.aspx>

¹³ s. 445.07, F.S.

security report on the employment and earnings of graduates of a degree or certificate program at a public postsecondary educational institution. Electronic access to the economic security report must be given to secondary school students and their parents and to university students when they register for classes. Secondary schools, Florida College System institutions, and state universities must provide students electronic access to the economic security report beginning in 2014-2015. The Florida College System recently unveiled a website titled Smart College Choices that provides employment and wage data for degree and certificate programs by Florida College System institution.¹⁴

Industry Certifications

An industry certification is a credential that indicates that an individual is qualified to perform a particular job or a task or set of tasks within an industry. The certification is conferred by a professional society or a corporation after the individual passes a test and meets any other requirements of the certification, such as employment experience. The Florida Education Finance Program (FEFP) provides funding for industry certifications attained by students in middle and high school¹⁵. The State Board of Education annually adopts by rule¹⁶ the list of industry certifications that are eligible for FEFP funding. The Department of Economic Opportunity (DEO) is required to define industry certifications for Florida “based upon the highest available national standards for specific industry certification, to ensure student skill proficiency and to address emerging labor market and industry trends”¹⁷. The list is adopted by reference in State Board Rule 6A-6.0573, F.A.C., and is published on the DOE website¹⁸.

Industry Certifications that articulate for college credit are called Gold Standard Career Pathways Industry Certifications.¹⁹ The Gold Standard list is a subset of the Industry Certified Funding List. Each Gold Standard certification is adopted as a statewide articulation agreement under s. 1007.23(1), F.S., after Florida College System administrators, program deans, and faculty agree that the certification articulates for college credit in an Associate of Science or Associate of Applied Science degree program. There are currently 116 Gold Standard Career Pathway Industry Certifications on the list.

Documenting Students’ Technology Skills

The European Computer Driving License, known outside of Europe as the International Computer Driving License (ICDL), is a credential provided through a global computer literacy initiative that is owned and coordinated by The European Computer Driving License Foundation Limited (ECDL-F), a not-for-profit organization based in Dublin, Ireland.²⁰ The ICDL is an internationally recognized certificate that indicates a person’s competence in computing knowledge and skills. Subjects covered by the ICDL include managing files, word processing, working with spreadsheets, using databases, making presentations, web browsing, and electronic communication. According to the ICDL website, ICDL/ ECDL Foundation has delivered

¹⁴ <http://smart-college-choices.com/smart-college-choices.aspx>

¹⁵ s. 1011.62(1)(o), F.S.

¹⁶ s. 1003.492, F.S.

¹⁷ *Ibid.*

¹⁸ <http://www.fldoe.org/workforce/pdf/1213icfl.pdf>

¹⁹ Rule 6A-10.0401, F.A.C.

²⁰ http://www.icdlgcc.com/about_us/about_ICDL_history.htm

certification programs to over 10 million people in 148 countries and in 41 languages.²¹ Corporations that recognize the ICDL that have Florida subsidiaries include Accenture, CitiBank, Orion One Development, Inc., and DHL.

Alternative Pathways to a Standard High School Diploma

Current law requires each district school board, school district superintendent, and teacher to provide parents with specific information about their child's educational progress and comprehensive information about their choices and opportunities for involvement in their child's education.²² Public school choice options that are available to students include virtual instruction programs, special programs, dual enrollment, advanced placement (AP), International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education (AICE), early admissions, and credit by examination²³ or demonstration of competency. Additionally, Academically Challenging Curriculum to Enhance Learning (ACCEL) provide options for accelerated instruction, such as increased time for advanced content instruction, and self-paced student course completion.²⁴

Florida students entering their first year of high school may choose from one of the following options to earn a standard diploma:

- A four-year, 24-credit program;²⁵
- An International Baccalaureate (IB) curriculum;²⁶
- An Advanced International Certificate of Education (AICE) curriculum;²⁷
- A three-year, 18-credit college preparatory program;²⁸ or
- A three-year, 18-credit career preparatory program.²⁹

A student may also choose to graduate from high school in less than 8 semesters or the equivalent, providing the minimum graduation requirements in s. 1003.428, F.S., have been satisfied.³⁰

These options may not be suited for all students. Students who acquire skills best through applied learning could benefit from a pathway that leads to a high school diploma through attainment of rigorous industry certifications. With an emphasis on rigor rather than uniformity of subject matter, such a pathway could include earning industry certifications that articulate for college credit and also provide credit toward high school graduation.

²¹ http://www.icdlgcc.com/For_Teachers%20and%20Students/ICDL_Why_Get_Certified.html

²² s. 1002.23(1)(a) and (b), F.S.

²³ Section 1003.4295, F.S., allows a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if he or she attains a specified score on the assessment. Course credit must be given to a student who is not enrolled in the course, or who has not completed the course, if he or she earns a passing score on the corresponding end-of-course assessment.

²⁴ s.1002.3105, F.S.

²⁵ s. 1003.428, F.S.

²⁶ *Ibid.*

²⁷ *Ibid.*

²⁸ s. 1003.429(1)(a) and (b), F.S.

²⁹ .s. 1003.429(1)(a) and (c), F.S.

³⁰ s. 1003.4281, F.S.

A nationally-recognized drop-out recovery program in Pharr, Texas, the College, Career, and Technical Academy, leads students to finish high school by giving them the opportunity to earn college credit and develop skills for their future employment while they complete their high school requirements.³¹ Students are counseled regarding the possible career path for the credentials they earn—a certificate that could lead to an associate degree which could lead to a bachelor’s degree. Students who might not see the relevance of stand-alone academic subjects to their future employment plans, are more likely to see the relevance when the academic subject, such as mathematics, is tied to a skill they want to learn, such as welding.³²

Florida’s Career and Professional Education (CAPE) Act was enacted by the 2007 Legislature to attract and retain targeted, high-value industries and to develop a knowledge-based workforce.³³ In 2011-12, the fifth year of implementation of the Florida Career and Professional Education Act, school districts registered 1,511 high school and 56 middle school career and professional academies, representing all 67 of Florida’s school districts. A Department of Education study³⁴ found the following regarding enrollment patterns and student performance:

- The most frequent career cluster represented by academies was Information Technology with 284 registered academies followed by Health Sciences with 224 academies.
- The distribution of students by race and gender among academy students was similar to that of non-academy students.
- In the 2011-12 school year, 28,533 high school academy students earned 32,004 certifications with a pass rate of 84.3 percent.
- High school academy students were less likely to have dropped out of school than non-academy students.
- Graduates who earned academy and industry certifications outperformed the overall average high school population with a higher placement rate in employment or postsecondary education.
- Over the course of three years, the 2008-09 graduate cohort of industry certification earners showed higher earnings than the average high school graduate.³⁵

Aligning State University Degree Programs with Workforce Needs

In 2012, the Board of Governors (BOG) convened a special Access and Educational Attainment Commission³⁶ with the intent of further aligning academic programs with workforce demands. The group, comprised of representatives of Florida’s education and business sectors, is working to determine high-demand degree programs using a gap analysis that compares projected workforce demand against current degree production. The work of this Commission is ongoing, with an expected completion date near the end of 2013.

³¹ Mangan, K., “High School Dropouts Get a Taste of College at Texas Academy,” *The Chronicle of Higher Education*, February 25, 2013.

³² *Ibid.*

³³ Ch. 2007-216, L.O.F.

³⁴ Florida Department of Education, “Career and Professional Academy Enrollment and Performance Report, 2011-12”.

³⁵ *Ibid.*

³⁶ Commission membership and meeting information available at: <http://www.flbog.edu/about/commission.php>

Performance Funding for State Universities

The 2012 Legislature authorized up to \$15 million of performance funding for state universities that are the most successful in educating students who earn degrees in, and become employed in, technology fields.³⁷ The 2012-2013 General Appropriations Act provided \$15 million for this purpose.

In order to reverse the decline in bachelor's degrees in technology fields and to support and expand Florida's strong national position in tech employment and tech businesses, s. 1011.905, F.S., provides performance funding for state universities based on the percentage of graduates in specified technology fields. The funds must be provided directly to the departments offering the degree programs and universities are prohibited from using the funds to supplant existing funding in the departments granting those degrees. The universities that applied for the funding were ranked based on the following formula:

- Twenty-five percent of a state university's score was based on the percentage of employed graduates who have earned degrees in computer and information science, computer engineering, information systems technology, information technology, and management information systems;
- Twenty-five percent of a state university's score was based on the percentage of graduates who earned baccalaureate degrees in computer and information science, computer engineering, information systems technology, information technology, and
- Fifty percent of a university's score was based on factors related to graduates' high-skill, high-wage, high-demand employment in the designated technology fields.

The Board of Governors (BOG) awarded \$3.75 million each to four universities: Florida International University, the University of West Florida, the University of Central Florida, and the University of Florida.

Acknowledging Students' Achievement in Science and Mathematics

The Florida Education Foundation recognizes 11th grade students from each school district in Florida for their outstanding achievements in science, technology, engineering, and mathematics. The recognition is part of a recruitment effort by the foundation aimed at encouraging the students to attend Florida's colleges and universities. Eighty one students are recognized as Sunshine State Scholars each year.

Duke University conducts a talent identification program that begins with students in grades 4-6 and continues through grades 7-8 and 9-12. Students who are identified as having outstanding intellectual ability may enroll in the program which offers on-line lessons, publications, contests, and a book-club for younger students and distance learning, summer campus visits, and week-end-long courses on the Duke campus for older students.

I. Effect of Proposed Changes:**Aligning Education with Economic Opportunity for Graduates**

³⁷ Ch. 2012-195, L.O.F.

This bill provides curricular innovations and targeted funding to enable Florida's public schools, colleges, and universities to better prepare students for their future work. The bill fosters students' development of technology skills in prekindergarten through grade 12 and increases opportunities for students to earn industry certifications in high school and college. The bill targets university performance funding to technology areas and to fields in which the BOG has identified gaps in the talent supply where the number of job openings exceeds the number of skilled graduates who might fill those jobs, under the gap analysis required in the bill.

Increasing Students' Technology Skills and Knowledge

The bill requires the development of recognitions and certificates that will be earned by elementary and middle school students as they develop technology skills and knowledge. The bill also requires that students with disabilities be provided access to technology applications in prekindergarten through grade 12.

Two recognitions for elementary school students, the Florida Cyber Security Recognition and the Florida Digital Arts Recognition, will be developed by technology companies that have approved certifications on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List. The recognitions will be provided by the Department of Education (DOE) to school districts at no cost, and made available for elementary school students at the option of the school district. Bonus funding is authorized for schools in which students earn the recognitions. The developers of the recognitions must provide technical assistance and training for teachers, and model policies for school districts.

Elementary school students earning the Florida Cyber Security Recognition will learn about the need to be aware of safety when using the internet and will develop skills for doing so. Earning the Florida Digital Arts Recognition will give students an opportunity to combine their artistic talent with technology skills.

By December 2013, the DOE must contract with a company or companies that provide certifications that are on the Industry Certification Funding List under s. 1003.492, F.S., to develop the Florida Digital Tools Certificate for middle school students, which will indicate that a student has mastered digital technology skills that he or she will need for future academic work and future employment. The certification must be made available to all public middle school students at no cost to school districts. The certificate must be consistent with certifications that are listed on the Industry Certification Funding List. Thus, the Florida Digital Tools Certificate will be a middle school certificate awarded for the attainment of skills that are comparable in content and rigor to those required for certifications that are currently on the list. The skills must include word processing, spreadsheet display, and the creation of presentations that include sound, text, and graphics. The bill states the Legislature's intent that 75 percent of middle school students will earn the Florida Digital Tools Certificate by July 1, 2018.

Revising the Funding for Industry Certifications Earned in High School and at Postsecondary Institutions

The bill provides incentives for high schools, postsecondary workforce education programs and Florida colleges to offer rigorous industry certifications in the following ways:

- The current Florida Education Finance Program (FEFP) funding formula for industry certifications earned in middle school and high school will be streamlined so that there are two weights for Industry Certifications earned in high school. The current system of three weights at 0.1, 0.2 and 0.3 FTE is condensed into a system of two weights: 0.15 for industry certifications that do not articulate for college credit, and 0.3 for those that do articulate for college credit.
- The current authorization for school districts to receive 0.1 FTE for certifications earned in middle school is repealed; instead, middle schools will receive bonus funding for each Florida Digital Tools Certificate earned by a middle school student.
- The current requirement for students who have earned certifications to graduate before the district is entitled to the weighted funding is repealed and the additional FTE for middle school and high school students who had not progressed or graduated for the 2009-10, 2010-2011, and 2011-12 fiscal years are to be included in the additional FTE membership calculation of the FEFP.
- School district workforce education programs and Florida College System institutions will earn bonus funding when a student earns industry certifications in an occupational area specified by the Legislature in the General Appropriations Act.

Requiring Rigorous, Alternative Pathways for Students to Meet High School Graduation Requirements

The bill requires the DOE to develop, the State Board of Education to approve, and each school district to provide multiple pathways through which students may demonstrate mastery of the standards that satisfy high school graduation core curriculum credit requirements. The pathways must include:

- Integration of course content with practical applications;
- Rigorous pathways that result in one or more industry certifications;
- Course, credit, and industry certification options that satisfy course or credit requirements for high school graduation, with the exception of Algebra I assessment and English/Language Arts assessment requirements, including:
 - Industry certifications approved by the State Board of Education that may substitute for one or more courses or credits in mathematics and science, including but not limited to Algebra II, chemistry, and physics.
 - Industry certifications or bundles of industry certifications that satisfy English credit(s).
 - Industry certifications that articulate to at least 15 college credits that satisfy three core curriculum credit requirements (except Algebra I and English/Language Arts).
 - Middle school Algebra I coursework that is offered in two or more discrete instructional segments with corresponding end-of-segment assessments.

The bill also:

- Authorizes students to earn more than one credit in Algebra I as required math credit, with the expectation that the student pass the Algebra I end-of-course assessment prior to high school graduation.

- Requires financial literacy content as a component of economics in the general requirements for high school graduation instead of the current requirement for financial literacy as part of a mathematics requirement.
- Requires an emphasis on entrepreneurship in career education and planning course in middle school.

Strengthening Career Readiness Initiatives

The bill makes a number of statutory changes to strengthen adult education and career education programs.

Career dual enrollment will be provided as a curricular option for secondary students to pursue in order to earn industry certifications which count as credits toward the high school diploma.

District school boards are authorized to appoint a governing board for a school district technical center or a system of technical centers, consisting of school board members (or their designees) and leaders of the local business community, to design and implement partnerships for industry certifications tailored to the needs of the local economy.

The term “vocational preparatory instruction” is changed by the bill to “applied academics instruction.” Also, the bill requires adult education students to complete activities that emphasize the important link between an adult general education program and employability upon completion of the program. Students entering adult general education programs after July 1, 2013, must complete “Action Steps to Employment” activities prior to the completion of the first term. The action steps are:

- Identify employment opportunities using market-driven tools;
- Create a personalized employment goal;
- Conduct a personalized skill and knowledge inventory;
- Compare the results of the personalized skill and knowledge inventory with the knowledge and skills needed to attain the personalized employment goal; and
- Upgrade skills and knowledge needed through adult general education programs and additional educational pursuits based on the employment goal.

The “Action Steps to Employment” may be developed through a blended approach with assistance provided to adult general education students by teachers, employment specialists, guidance counselors, business and industry representatives, and online resources. In addition, the bill recommends that students be directed to online resources or provided information on financial literacy, student financial aid, industry certification, occupational skills and knowledge tools, and a listing of job openings.

Targeting State University System Performance Funding

Under the bill, the BOG is required to add to its Strategic Plan criteria for designating bachelor’s and master’s degree programs at specified state universities as high-demand programs of emphasis. The criteria for doing so must be based on performance measures: 50% on performance measures and outcomes determined by the BOG; and 50% on job placement of graduates and a gap analysis of the job market and demands as determined by the BOG.

The bill extends State University System performance funding to new academic areas. The four universities that received performance funding for computer and information technology degree programs will receive the same amounts for 2013-2014. New degree areas for performance funding during the next two fiscal years will be in cloud virtualization, related large data management, and the areas the BOG identifies in its gap analysis of the job market.

Talent Retention Program

A new “Talent Retention Program”, led by the State University system (SUS) Chancellor in cooperation with the Commissioner of Education, is created by the bill. The purpose of the new program is to encourage middle and high school students who indicate an interest in or aptitude for physics or mathematics to continue their postsecondary education at a state university with excellent departments in selected fields.

II. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

III. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

Private companies that have approved certifications on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List would develop the Florida Cyber Security Recognition, the Florida Digital Arts Recognition, and the Florida Digital Tools Certificate.

Students will be provided educational options that are more closely aligned with opportunities for employment, thus making it more likely that they will be employed in a high-skill, high wage job.

C. Government Sector Impact:

The bill does not contain an appropriation, but it restructures funding primarily through performance incentives to encourage student participation and the provision of certain educational programs that will better prepare students for future employment.

Revisions to the Florida Education Finance Program include:

- Advanced Placement course funding incentives to require at least 50% of the students enrolled in the course earn a score of 3 or higher on the AP exam in order for the teacher to receive a bonus, and raises to \$3,000 (from \$2,000) the total bonus amount a teacher can earn annually.
- Increases the cap from \$15 million to \$60 million for industry certification funding for Grades 9 to 12 career-themed courses, growth in the program, removal of the graduation requirement for funding, and revisions to the rigor of the certifications.
- Two levels of weighted funding for industry certifications and teacher bonus amounts:
 - 0.3 FTE (roughly \$1,075 for the current year) for certifications of sufficient rigor to articulate to college credit (\$50 per teacher per student who earns the certification).
 - 0.15 FTE (roughly \$537 for the current year) for less rigorous certifications (\$25 per teacher per student certification).
- Bonus funding for schools that voluntarily participate in awarding the following:
 - Florida Cyber Security Recognition and Florida Digital Arts Recognition (annual \$50 per student to a maximum of \$100, and a minimum award of \$1,000 and a maximum of \$15,000 per elementary school).
 - Florida Digital Tools Certificate (annual \$50 per student with a minimum award of \$1,000 and a maximum of \$15,000 per middle school).

The bill authorizes up to \$15 million in performance funding for targeted industry certifications in school district adult workforce programs. The funding is established at \$1,000 per industry certification earned, and the amount will be prorated if appropriated funds are insufficient to fully fund the total calculated award.

In addition, the bill authorizes up to \$15 million in performance funding for targeted industry certifications in Florida College System institutions. The funding is established at \$1,000 per industry certification earned, and the amount will be prorated if appropriated funds are insufficient to fully fund the total calculated award.

Performance funding, as provided in the General Appropriations Act, will be awarded to state universities with degree programs in specified fields or in areas that the BOG will identify in a gap analysis.

IV. Technical Deficiencies:

None.

V. Related Issues:

None.

VI. Additional Information:**A. Committee Substitute – Statement of Substantial Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education on March 6, 2013:

CS/SB 1076 differs from SB 1076 in the following ways:

- A section of SB 1076 that required the Florida Virtual Campus to provide information about industry certifications is not included in CS/SB 1076.
- CS/SB 1076 clarifies that state university performance funding for computer and information technology programs will not be awarded competitively in 2013-2014, and the universities that received performance funding in this category in 2012-2013 will receive awards in the same amounts in 2013-2014.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.



779284

LEGISLATIVE ACTION

Senate	.	House
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03/13/2013	.	
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Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment

Delete lines 1183 - 1214
and insert:

(n) *Calculation of additional full-time equivalent membership based on college board advanced placement scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent



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13 fiscal year. Each district must allocate at least 80 percent of
14 the funds provided to the district for advanced placement
15 instruction, in accordance with this paragraph, to the high
16 school that generates the funds. The school district shall
17 distribute to each classroom teacher who provided advanced
18 placement instruction:

19 1. A bonus in the amount of \$50 for each student taught by
20 the Advanced Placement teacher in each advanced placement course
21 who receives a score of 3 or higher on the College Board
22 Advanced Placement Examination.

23 2. An additional bonus of \$500 to each Advanced Placement
24 teacher in a school designated with a grade of "D" or "F" who
25 has at least one student scoring 3 or higher on the College
26 Board Advanced Placement Examination, regardless of the number
27 of classes taught or of the number of students scoring a 3 or
28 higher on the College Board Advanced Placement Examination.

29
30 Bonuses awarded to a teacher according to this paragraph shall
31 not exceed \$2,000 in any given school year. However, the maximum
32 bonus shall be \$3,000 if at least 50 percent of the students
33 enrolled in a teacher's course earn a score of 3 or higher on
34 the examination in a school with a grade of "A," "B," or "C"; or
35 if at least 25 percent of the students enrolled in a teacher's
36 course earn a score of 3 or higher on the examination in a
37 school with a grade of "D" or "F." Bonuses awarded under this
38 paragraph ~~and~~ shall be in addition to any regular wage or other
39 bonus the teacher received or is scheduled to receive.



651118

LEGISLATIVE ACTION

Senate	.	House
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03/13/2013	.	
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Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Substitute for Amendment (779284)

Delete lines 1183 - 1214

and insert:

(n) *Calculation of additional full-time equivalent membership based on college board advanced placement scores of students.*—A value of 0.16 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board Advanced Placement Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent



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13 fiscal year. Each district must allocate at least 80 percent of
14 the funds provided to the district for advanced placement
15 instruction, in accordance with this paragraph, to the high
16 school that generates the funds. The school district shall
17 distribute to each classroom teacher who provided advanced
18 placement instruction:

19 1. A bonus in the amount of \$50 for each student taught by
20 the Advanced Placement teacher in each advanced placement course
21 who receives a score of 3 or higher on the College Board
22 Advanced Placement Examination.

23 2. An additional bonus of \$500 to each Advanced Placement
24 teacher in a school designated with a grade of "D" or "F" who
25 has at least one student scoring 3 or higher on the College
26 Board Advanced Placement Examination, regardless of the number
27 of classes taught or of the number of students scoring a 3 or
28 higher on the College Board Advanced Placement Examination.

29
30 Bonuses awarded to a teacher according to this paragraph shall
31 not exceed \$2,000 in any given school year. However, the maximum
32 bonus shall be \$3,000 if at least 50 percent of the students
33 enrolled in a teacher's course earn a score of 3 or higher on
34 the examination in a school with a grade of "A," "B," or "C"; or
35 if at least 25 percent of the students enrolled in a teacher's
36 course earn a score of 3 or higher on the examination in a
37 school with a grade of "D" or "F." Bonuses awarded under this
38 paragraph and shall be in addition to any regular wage or other
39 bonus the teacher received or is scheduled to receive. For such
40 courses, the teacher shall earn an additional bonus of \$50 for
41 each student who has a qualifying score up to the maximum of



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42 \$3,000 in any given school year.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/13/2013	.	
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	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment

Delete lines 1222 - 1243
and insert:

1. A value of 0.1 or, ~~0.2, or 0.3~~ full-time equivalent student membership shall be calculated for each student who completes a career-themed course as defined in s. 1003.493(1)(b) ~~or a career and professional academy program under ss. 1003.491, 1003.492, 1003.493, and 1003.4935~~ and who is issued an ~~the~~ highest level of industry certification identified annually in the Industry Certification Funding List approved under rules adopted by the State Board of Education ~~upon promotion to the~~



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13 ~~9th grade under subparagraph 2. or upon earning a high school~~
14 ~~diploma.~~ The maximum full-time equivalent student membership
15 value for any student in grades 9 through 12 is 0.3. A value of
16 0.2 full-time equivalent membership shall be calculated for each
17 student who is issued an industry certification that has a
18 statewide articulation agreement for college credit approved by
19 the State Board of Education. For industry certifications that
20 do not articulate for college credit, the Department of
21 Education shall assign a ~~the appropriate~~ full-time equivalent
22 value of 0.1 for each certification, ~~50 percent of which is~~
23 ~~based on rigor and the remaining 50 percent on employment value.~~
24 The State Board of Education shall include the assigned values
25 in the Industry Certification Funding List under rules adopted
26 by the state board. ~~Rigor shall be based on the number of~~



416726

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/13/2013	.	
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	.	
	.	

Appropriations Subcommittee on Education (Legg) recommended the following:

Senate Amendment

Delete lines 1276 - 1289
and insert:

3. For industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of an industry certification that qualified for additional full-time equivalent membership under subparagraph 1.:

a. A bonus in the amount of \$25 for each student taught by a teacher who provided instruction in a course that led to the



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13 attainment of an industry certification on the Industry
14 Certification Funding List with a weight of 0.1.

15 b. A bonus in the amount of \$50 for each student taught by
16 a teacher who provided instruction in a course that led to the
17 attainment of an industry certification on the Industry
18 Certification Funding List with a weight of 0.2.

By the Committee on Education; and Senators Legg, Stargel, and Brandes

581-01981-13

20131076c1

1 A bill to be entitled
 2 An act relating to education; providing a short title;
 3 amending s. 1001.42, F.S.; authorizing a district
 4 school board to appoint a governing board for a school
 5 district technical center or a system of technical
 6 centers; providing for membership of the board;
 7 amending s. 1001.706, F.S.; revising the requirements
 8 that must be included in the strategic plan that the
 9 Board of Governors must develop which includes
 10 criteria for the designation of certain baccalaureate
 11 degree programs and graduate degree programs as high-
 12 demand programs; amending s. 1002.3105, F.S.; adding
 13 attainment of industry certifications to the list of
 14 acceleration options available to public school
 15 students; amending s. 1003.41, F.S.; revising the core
 16 curricular content for mathematics and social studies
 17 within the Next Generation Sunshine State Standards;
 18 amending s. 1003.4156, F.S.; revising the requirements
 19 for the course in career and education planning which
 20 students in middle grades must successfully complete
 21 for promotion; amending s. 1003.4203, F.S.; requiring
 22 each district school board to make available digital
 23 materials for students in kindergarten through grade
 24 12; revising the digital curriculum; authorizing the
 25 digital materials to be integrated into subject area
 26 curricula, offered as a separate course, or made
 27 available through other options; requiring the
 28 Department of Education to confirm that each school
 29 district has made available digital instructional

Page 1 of 52

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-01981-13

20131076c1

30 materials for certain students with disabilities by a
 31 specified date; requiring the department to contract
 32 with technology companies or affiliated nonprofit
 33 organizations by a specified date to develop a cyber
 34 security recognition and a digital arts and technology
 35 recognition; requiring that the recognitions be made
 36 available to all public elementary school students at
 37 no cost to the districts; requiring the department to
 38 contract by a specified date with technology companies
 39 to provide a digital tools certificate; requiring that
 40 the digital tools certificate be made available to all
 41 public middle school students at no cost to the school
 42 districts; providing legislative intent; requiring the
 43 department or a contracted company or companies to
 44 provide technical assistance to district school
 45 boards; providing criteria for the assistance;
 46 authorizing a district school board to seek
 47 partnerships with other school districts, private
 48 businesses, colleges, universities, or consultants to
 49 offer classes and instruction to teachers and students
 50 to assist the school district in providing digital
 51 materials and certifications; requiring the State
 52 Board of Education to adopt rules; amending s.
 53 1003.428, F.S.; revising requirements for high school
 54 graduation to include financial literacy and a
 55 rigorous industry certification program of study;
 56 requiring students to pass certain assessments before
 57 high school graduation; amending s. 1003.429, F.S.;
 58 revising requirements for accelerated high school

Page 2 of 52

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581-01981-13

20131076c1

59 graduation to include financial literacy and a
 60 rigorous industry certification program of study;
 61 requiring students to pass certain assessments before
 62 high school graduation; amending s. 1003.4295, F.S.;
 63 requiring the department to develop, the State Board
 64 of Education to approve, and each school district to
 65 provide alternative pathways of earning accelerated
 66 credit toward meeting general credit requirements for
 67 high school graduation; amending s. 1003.433, F.S.;
 68 deleting a provision that exempts students attending
 69 adult basic, adult secondary, or vocational-
 70 preparatory instruction from payment of certain fees
 71 and tuition; repealing s. 1003.4935(4), F.S., relating
 72 to the adoption of rules by the State Board of
 73 Education that identify industry certifications in
 74 science, technology, engineering, and mathematics
 75 offered in middle school to be included on the
 76 Industry Certification Funding List and which are
 77 eligible for additional full-time equivalent
 78 membership; amending s. 1004.02, F.S.; revising
 79 definitions; creating s. 1004.082, F.S.; requiring the
 80 Chancellor of the State University System to cooperate
 81 with the Commissioner of Education to support the
 82 operation of programs to encourage talented secondary
 83 school students and students of physics or mathematics
 84 programs to pursue a postsecondary education at a
 85 state university; amending s. 1004.91, F.S.; providing
 86 requirements for basic skills for a career education
 87 program; requiring each school district and Florida

581-01981-13

20131076c1

88 College System institution that conducts programs that
 89 confer career and technical certificates to provide
 90 applied academics instruction through which students
 91 receive basic skills instruction; requiring certain
 92 students to be referred to applied academics
 93 instruction or another adult general education program
 94 for a structured program or basic skills instruction;
 95 revising the types of students who are exempt from
 96 completing the basic skills for a career education
 97 program; amending s. 1004.93, F.S.; revising the
 98 priority in which an adult education program must
 99 provide academic services to students; requiring
 100 students who are entering adult general education
 101 programs to complete certain activities before a
 102 specified date in order to accelerate employment;
 103 providing for the development of the action-steps-to-
 104 employment activities; amending s. 1007.263, F.S.;
 105 conforming a provision to changes made by the act;
 106 amending s. 1007.271, F.S.; conforming a provision to
 107 changes made by the act; revising requirements for
 108 career dual enrollment programs to include the earning
 109 of an industry certification; amending s. 1008.25,
 110 F.S.; requiring each school district to establish a
 111 comprehensive plan for student progression which must
 112 provide instructional sequences for students in
 113 kindergarten through high school to progressively
 114 higher levels of competency in the use of digital
 115 tools; amending s. 1008.37, F.S.; conforming a
 116 provision to changes made by the act; creating s.

581-01981-13

20131076c1

117 1008.44, F.S.; requiring the Department of Education
 118 to annually identify the Industry Certification
 119 Funding List; requiring the State Board of Education
 120 to adopt the Postsecondary Industry Certification
 121 Funding List; requiring the Commissioner of Education
 122 to recommend to the State Board of Education the
 123 Postsecondary Industry Certification Funding List;
 124 authorizing the commissioner to recommend adding
 125 certifications; requiring the Chancellor of the State
 126 University System, the Chancellor of the Florida
 127 College System, and the Chancellor of Career and Adult
 128 Education to recommend to the commissioner industry
 129 certifications to be placed on the funding list;
 130 requiring that the Postsecondary Industry
 131 Certification Funding List be used in determining
 132 annual performance funding distributions to school
 133 districts and Florida College System institutions;
 134 requiring the chancellors to consider results of the
 135 economic security report of employment and earnings
 136 outcomes when recommending certifications for the
 137 list; requiring the commissioner to differentiate
 138 content, instructional, and assessment requirements
 139 that, when provided by a public institution and
 140 satisfactorily attained by a student, indicate
 141 accomplishment of requirements necessary for funding
 142 under certain circumstances; requiring differentiated
 143 requirements to be included in the Industry
 144 Certification Funding List; amending ss. 1009.22 and
 145 1009.25, F.S.; conforming provisions to changes made

581-01981-13

20131076c1

146 by the act; amending s. 1011.62, F.S.; conforming
 147 provisions to changes made by the act; revising the
 148 procedure for annual allocation of funds to each
 149 school district; revising the bonus funding for
 150 enrollment in advanced placement courses; increasing
 151 the funding cap on funding associated with industry
 152 certifications; providing a performance bonus for
 153 teachers of specified subjects; revising the
 154 calculation of additional full-time equivalent
 155 membership based on certification of successful
 156 completion of a career-themed course and issuance of
 157 an industry certification; requiring that industry
 158 certification courses be reported and funded;
 159 authorizing bonus funding for elementary and middle
 160 schools where students earn certain recognitions and
 161 digital competency certificates; amending s. 1011.80,
 162 F.S.; deleting the performance output measure for a
 163 career program of study; providing that continuing
 164 postsecondary education at a level that will further
 165 enhance employment is a performance outcome for adult
 166 general education programs; providing distribution and
 167 calculation of performance funding for school district
 168 workforce education programs; amending s. 1011.81,
 169 F.S.; providing for performance funding for industry
 170 certifications for Florida College System
 171 institutions; amending s. 1011.905, F.S.; revising
 172 requirements for performance funding for state
 173 universities; providing an effective date.
 174

581-01981-13 20131076c1

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

176

177 Section 1. Short title.—This act may be cited as the
 178 “Career and Professional Education Act (CAPE).”

179 Section 2. Subsection (26) of section 1001.42, Florida
 180 Statutes, is renumbered as subsection (27), and a new subsection
 181 (26) is added to that section, to read:

182 1001.42 Powers and duties of district school board.—The
 183 district school board, acting as a board, shall exercise all
 184 powers and perform all duties listed below:

185 (26) TECHNICAL CENTER GOVERNING BOARD.—Each district school
 186 board may appoint a governing board for a school district
 187 technical center or a system of technical centers for the
 188 purpose of aligning the educational programs of the technical
 189 center with the needs of local businesses and responding quickly
 190 to local businesses’ needs for employees holding industry
 191 certifications. A technical center governing board must be
 192 comprised of seven members, three of whom must be members of the
 193 school board or their designees and four of whom must be local
 194 business leaders. The district school board shall delegate to
 195 the technical center governing board decisions regarding
 196 entrance requirements for students, curriculum, program
 197 development, budget and funding allocations, and the development
 198 of partnership agreements and appropriate industry
 199 certifications with local businesses in order to meet local and
 200 regional economic needs. A technical center governing board may
 201 approve only courses and programs that contain industry
 202 certifications. A course may be continued if at least 25 percent
 203 of the students enrolled in the course attain an industry

581-01981-13 20131076c1

204 certification. If fewer than 25 percent of the students enrolled
 205 in a course attain an industry certification, the course must be
 206 discontinued the following year.

207 Section 3. Paragraph (b) of subsection (5) of section
 208 1001.706, Florida Statutes, is amended to read:

209 1001.706 Powers and duties of the Board of Governors.—

210 (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

211 (b) The Board of Governors shall develop a strategic plan
 212 specifying goals and objectives for the State University System
 213 and each constituent university, including each university’s
 214 contribution to overall system goals and objectives. The
 215 strategic plan must:

216 1. Include performance metrics and standards common for all
 217 institutions and metrics and standards unique to institutions
 218 depending on institutional core missions, including, but not
 219 limited to, student admission requirements, retention,
 220 graduation, employment, continued education, licensure passage,
 221 excess hours, student loan burden and default rates, faculty
 222 awards, total annual research expenditures, patents, licenses
 223 and royalties, intellectual property, startup companies, annual
 224 giving, endowments, and well-known, highly respected national
 225 rankings for institutional and program achievements.

226 2. Consider reports and recommendations of the Higher
 227 Education Coordinating Council pursuant to s. 1004.015 and the
 228 Articulation Coordinating Committee pursuant to s. 1007.01.

229 3. Include student enrollment and performance data
 230 delineated by method of instruction, including, but not limited
 231 to, traditional, online, and distance learning instruction.

232 4. Include criteria for designating baccalaureate degree

581-01981-13 20131076c1

233 and master's degree programs at specified universities as high-
 234 demand programs. Fifty percent of the criteria for designation
 235 as high-demand programs of emphasis must be based on achievement
 236 of performance measures and performance outcome thresholds
 237 determined by the Board of Governors, and 50 percent of the
 238 criteria must be based on achievement of performance measures
 239 and performance outcome thresholds specifically linked to:

240 a. Job placement in employment of 36 hours or more per week
 241 and average full-time wages of graduates of the degree programs
 242 1 year and 5 years after graduation, based in part on data
 243 provided in the economic security report of employment and
 244 earnings outcomes produced annually pursuant to s. 445.07; and

245 b. Data-driven gap analyses, conducted by the board, of the
 246 state's job market demands and outlook for jobs that require a
 247 baccalaureate degree or a higher degree.

248 Section 4. Paragraph (b) of subsection (1) of section
 249 1002.3105, Florida Statutes, is amended to read:

250 1002.3105 Academically Challenging Curriculum to Enhance
 251 Learning (ACCEL) options.—

252 (1) ACCEL OPTIONS.—

253 (b) At a minimum, each school must offer the following
 254 ACCEL options: whole-grade and midyear promotion; subject-matter
 255 acceleration; virtual instruction in higher grade level
 256 subjects; acceleration options, pathways, and the Credit
 257 Acceleration Program under s. 1003.4295. Additional ACCEL
 258 options may include, but are not limited to, enriched science,
 259 technology, engineering, and mathematics ~~(STEM)~~ coursework;
 260 enrichment programs; flexible grouping; advanced academic
 261 courses; combined classes; self-paced instruction; curriculum

581-01981-13 20131076c1

262 compacting; advanced-content instruction; rigorous industry
 263 certifications that are articulated to college credit and
 264 approved pursuant to ss. 1003.492 and 1008.44; work-related
 265 internships or apprenticeships; and telescoping curriculum.

266 Section 5. Paragraph (a) of subsection (1) of section
 267 1003.41, Florida Statutes, is amended to read:

268 1003.41 Sunshine State Standards.—

269 (1) Public K-12 educational instruction in Florida is based
 270 on the "Sunshine State Standards." The State Board of Education
 271 shall review the Sunshine State Standards and replace them with
 272 the Next Generation Sunshine State Standards that establish the
 273 core content of the curricula to be taught in this state and
 274 that specify the core content knowledge and skills that K-12
 275 public school students are expected to acquire. The Next
 276 Generation Sunshine State Standards must, at a minimum:

277 (a) Establish the core curricular content for language
 278 arts, science, mathematics, and social studies, as follows:

279 1. Language arts standards must establish specific
 280 curricular content for, at a minimum, the reading process,
 281 literary analysis, the writing process, writing applications,
 282 communication, and information and media literacy. The standards
 283 must include distinct grade level expectations for the core
 284 content knowledge and skills that a student is expected to have
 285 acquired by each individual grade level from kindergarten
 286 through grade 8. The language arts standards for grades 9
 287 through 12 may be organized by grade clusters of more than one
 288 grade level. The language arts standards must also identify
 289 significant literary genres and authors that encompass a
 290 comprehensive range of historical periods. Beginning with the

581-01981-13 20131076c1
 291 2011-2012 school year, the reading portion of the language arts
 292 curriculum shall include civics education content for all grade
 293 levels. The State Board of Education shall, in accordance with
 294 the expedited schedule established under subsection (2), review
 295 and replace the language arts standards adopted by the state
 296 board in 2007 with Next Generation Sunshine State Standards that
 297 comply with this subparagraph.

298 2. Science standards must establish specific curricular
 299 content for, at a minimum, the nature of science, earth and
 300 space science, physical science, and life science. The standards
 301 must include distinct grade level expectations for the core
 302 content knowledge and skills that a student is expected to have
 303 acquired by each individual grade level from kindergarten
 304 through grade 8. The science standards for grades 9 through 12
 305 may be organized by grade clusters of more than one grade level.

306 3. Mathematics standards must establish specific curricular
 307 content for, at a minimum, algebra, geometry, probability,
 308 statistics, calculus, discrete mathematics, ~~financial literacy,~~
 309 and trigonometry. The standards must include distinct grade
 310 level expectations for the core content knowledge and skills
 311 that a student is expected to have acquired by each individual
 312 grade level from kindergarten through grade 8. The mathematics
 313 standards for grades 9 through 12 may be organized by grade
 314 clusters of more than one grade level.

315 4. Social studies standards must establish specific
 316 curricular content for, at a minimum, geography, ~~7~~ United States
 317 and world history, ~~7~~ government, ~~7~~ civics, ~~7~~ economics, to include
 318 financial literacy; and humanities. The standards must include
 319 distinct grade level expectations for the core content knowledge

581-01981-13 20131076c1
 320 and skills that a student is expected to have acquired by each
 321 individual grade level from kindergarten through grade 8. The
 322 social studies standards for grades 9 through 12 may be
 323 organized by grade clusters of more than one grade level.

324 Section 6. Paragraph (a) of subsection (1) of section
 325 1003.4156, Florida Statutes, is amended to read:

326 1003.4156 General requirements for middle grades
 327 promotion.—

328 (1) Promotion from a school composed of middle grades 6,
 329 7, and 8 requires that:

330 (a) The student must successfully complete academic courses
 331 as follows:

332 1. Three middle school or higher courses in English. These
 333 courses shall emphasize:

334 a. Literature, composition, and technical text; or

335 b. Reading.

336 2. Three middle school or higher courses in mathematics.

337 Each middle school must offer at least one high school level
 338 mathematics course for which students may earn high school
 339 credit. Successful completion of a high school level Algebra I
 340 or geometry course is not contingent upon the student's
 341 performance on the end-of-course assessment required under s.
 342 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012
 343 school year, to earn high school credit for an Algebra I course,
 344 a middle school student must pass the Algebra I end-of-course
 345 assessment, and beginning with the 2012-2013 school year, to
 346 earn high school credit for a geometry course, a middle school
 347 student must pass the geometry end-of-course assessment.

348 3. Three middle school or higher courses in social studies,

581-01981-13 20131076c1
 349 one semester of which must include the study of state and
 350 federal government and civics education. Beginning with students
 351 entering grade 6 in the 2012-2013 school year, one of these
 352 courses must be at least a one-semester civics education course
 353 that a student successfully completes in accordance with s.
 354 1008.22(3)(c) and that includes the roles and responsibilities
 355 of federal, state, and local governments; the structures and
 356 functions of the legislative, executive, and judicial branches
 357 of government; and the meaning and significance of historic
 358 documents, such as the Articles of Confederation, the
 359 Declaration of Independence, and the Constitution of the United
 360 States.

361 4. Three middle school or higher courses in science.
 362 Successful completion of a high school level Biology I course is
 363 not contingent upon the student's performance on the end-of-
 364 course assessment required under s. 1008.22(3)(c)2.a.(II).
 365 However, beginning with the 2012-2013 school year, to earn high
 366 school credit for a Biology I course, a middle school student
 367 must pass the Biology I end-of-course assessment.

368 5. One course in career and education planning to be
 369 completed in 6th, 7th, or 8th grade. The course may be taught by
 370 any member of the instructional staff; must result in a
 371 completed personalized academic and career plan for the student;
 372 must emphasize the importance of entrepreneurship skills; must
 373 emphasize technology or the application of technology in career
 374 fields; and, beginning in the 2014-2015 academic year, must
 375 include information from the Department of Economic
 376 Opportunity's economic security report as described in s.
 377 445.07. The required personalized academic and career plan must

581-01981-13 20131076c1
 378 inform students of high school graduation requirements, high
 379 school assessment and college entrance test requirements,
 380 Florida Bright Futures Scholarship Program requirements, state
 381 university and Florida College System institution admission
 382 requirements, and programs through which a high school student
 383 can earn college credit, including Advanced Placement,
 384 International Baccalaureate, Advanced International Certificate
 385 of Education, dual enrollment, career academy and career-themed
 386 course opportunities, and courses that lead to national industry
 387 certification.

388
 389 A student with a disability, as defined in s. 1007.02(2), for
 390 whom the individual education plan team determines that an end-
 391 of-course assessment cannot accurately measure the student's
 392 abilities, taking into consideration all allowable
 393 accommodations, shall have the end-of-course assessment results
 394 waived for purposes of determining the student's course grade
 395 and completing the requirements for middle grades promotion.
 396 Each school must inform parents about the course curriculum and
 397 activities. Each student shall complete a personal education
 398 plan that must be signed by the student and the student's
 399 parent. The Department of Education shall develop course
 400 frameworks and professional development materials for the career
 401 and education planning course. The course may be implemented as
 402 a stand-alone course or integrated into another course or
 403 courses. The Commissioner of Education shall collect
 404 longitudinal high school course enrollment data by student
 405 ethnicity in order to analyze course-taking patterns.

406 Section 7. Section 1003.4203, Florida Statutes, is amended

581-01981-13 20131076c1

407 to read:

408 1003.4203 Digital technology materials, certificates, and
409 technical assistance curriculum.-

410 (1) Each district school board, in consultation with the
411 district school superintendent, shall make available ~~may develop~~
412 ~~and implement a~~ digital materials curriculum for students in
413 prekindergarten through grade ~~grades 6 through~~ 12 in order to
414 enable students to attain digital skills ~~competencies in web~~
415 ~~communications and web design. A digital curriculum may include~~
416 ~~web based skills, web based core technologies, web design, use~~
417 ~~of digital technologies and markup language to show competency~~
418 ~~in computer skills, and use of web based core technologies to~~
419 ~~design creative, informational, and content standards for web-~~
420 ~~based digital products that demonstrate proficiency in creating,~~
421 ~~publishing, testing, monitoring, and maintaining a website.~~

422 ~~(2) The digital materials curriculum instruction may be~~
423 ~~integrated into middle school and high school subject area~~
424 ~~curricula, or offered as a separate course, made available~~
425 ~~through open-access options, or deployed through online or~~
426 ~~digital computer applications, subject to available funding.~~

427 (2) Beginning with the 2013-2014 school year, each district
428 school board, in consultation with the district school
429 superintendent, shall make available digital instructional
430 materials, including software applications, for students with
431 disabilities who are in prekindergarten through grade 12.

432 (3) Subject to available funding, the department shall
433 contract by December 1, 2013, with one or more of the technology
434 companies or affiliated nonprofit organizations that have
435 approved industry certifications identified on the Industry

581-01981-13 20131076c1

436 Certification Funding List or the Postsecondary Industry
437 Certification Funding List, pursuant to s. 1003.492 or s.
438 1008.44, for the development of a Florida Cyber Security
439 Recognition and a Florida Digital Arts Recognition to indicate a
440 student's attainment of knowledge and skills in digital
441 technology. The recognitions shall be made available to all
442 public elementary school students, at no cost to the districts.

443 (a) Targeted knowledge and skills to be mastered for each
444 recognition shall be identified by the department. Knowledge and
445 skills may be demonstrated through student attainment of
446 recognitions in particular content areas.

447 1. The Florida Cyber Security Recognition must be based on
448 understanding of computer processing operations and, in most
449 part, on cyber security skills that increase a student's cyber-
450 safe practices.

451 2. The Florida Digital Arts Recognition must reflect a
452 balance of skills in technology and the arts.

453 (b) The companies that provide the recognitions must
454 provide open access to materials for teaching and assessing the
455 skills necessary to earn the recognitions. Each elementary
456 school advisory council shall be notified of the methods of
457 delivery of the open-access content and assessments for the
458 recognitions.

459 (4) Subject to available funding, the department shall
460 contract, by December 1, 2013, with one or more of the
461 technology companies that have approved industry certifications
462 identified on the Industry Certification Funding List or the
463 Postsecondary Industry Certification Funding List, pursuant to
464 s. 1003.492 or s. 1008.44, to develop a Florida Digital Tools

581-01981-13 20131076c1

465 Certificate to indicate a student's technology skills. The
 466 certificate shall be made available to all public middle school
 467 students, at no cost to school districts.

468 (a) Targeted skills to be mastered for the certificate must
 469 be digital technology skills that are necessary in the student's
 470 academic work and digital technology skills the student may need
 471 in future employment. The skills must include, but need not be
 472 limited to, word processing, spreadsheet display, and the
 473 creation of presentations, including sound, text, and graphic
 474 presentations, consistent with industry certifications that are
 475 listed on the Industry Certification Funding List, pursuant to
 476 s. 1003.492.

477 (b) The companies that provide the certificate must provide
 478 open access to materials for teaching and assessing the skills
 479 necessary to earn the certificate. Each middle school advisory
 480 council shall be notified of the methods of delivery of the
 481 open-access content and assessments for the recognitions.

482 (c) The Legislature intends that at least 75 percent of
 483 public middle school students earn the certificate by July 1,
 484 2018.

485 (5)(3) The Department of Education or company or companies
 486 contracted under subsection (4) or this subsection shall provide
 487 technical assistance to ~~develop a model digital curriculum to~~
 488 ~~serve as a guide for~~ district school boards in the
 489 implementation ~~development~~ of this section. Assistance to
 490 districts shall include, but need not be limited to:
 491 identification of digital technology resources, primarily open-
 492 access resources, including digital curriculum, instructional
 493 materials, media assets, and other digital tools and

581-01981-13 20131076c1

494 applications; training mechanisms for teachers and others to
 495 facilitate integration of digital technologies into
 496 instructional strategies; and model policies and procedures that
 497 support sustainable implementation practices ~~a digital~~
 498 curriculum.

499 (6)(4) A district school board may seek partnerships with
 500 other school districts, private businesses, colleges,
 501 universities, or ~~and~~ consultants to offer classes and
 502 instruction to teachers and students to assist the school
 503 district in providing digital materials and certifications
 504 established pursuant to this section ~~curriculum instruction.~~

505 (7) The State Board of Education shall adopt rules pursuant
 506 to ss. 120.536(1) and 120.54 to administer the requirements of
 507 this section.

508 Section 8. Subsection (1) and paragraph (a) of subsection
 509 (2) of section 1003.428, Florida Statutes, are amended to read:
 510 1003.428 General requirements for high school graduation;
 511 revised.—

512 (1) Except as otherwise authorized pursuant to s. 1003.429,
 513 beginning with students entering grade 9 in the 2007-2008 school
 514 year, graduation requires the successful completion of a minimum
 515 of 24 credits, an International Baccalaureate curriculum, or an
 516 Advanced International Certificate of Education curriculum.
 517 Beginning with the 2013-2014 school year, a student may meet
 518 high school graduation requirements through a rigorous industry
 519 certification program of study approved by the State Board of
 520 Education; however, the student must pass the Algebra I end-of-
 521 course assessment and the high school English/Language Arts
 522 assessment adopted pursuant to s. 1008.22 before high school

581-01981-13 20131076c1

523 graduation. Students must be advised of eligibility requirements
524 for state scholarship programs and postsecondary admissions.

525 (2) The 24 credits may be earned through applied,
526 integrated, and combined courses, or rigorous industry
527 certifications, approved by the Department of Education. The 24
528 credits shall be distributed as follows:

529 (a) Sixteen core curriculum credits:

530 1. Four credits in English, with major concentration in
531 composition, reading for information, and literature.

532 2. Four credits in mathematics, one of which must be
533 Algebra I, a series of courses equivalent to Algebra I, or a
534 higher-level mathematics course; however, beginning with the
535 2013-2014 school year, a student may repeat Algebra I courses
536 and count those courses toward satisfying the credit
537 requirements of this subparagraph if the student passes the
538 Algebra I end-of-course assessment before high school
539 graduation. Beginning with students entering grade 9 in the
540 2010-2011 school year, in addition to the Algebra I credit
541 requirement, one of the four credits in mathematics must be
542 geometry or a series of courses equivalent to geometry as
543 approved by the State Board of Education. Beginning with
544 students entering grade 9 in the 2010-2011 school year, the end-
545 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
546 must be met in order for a student to earn the required credit
547 in Algebra I. Beginning with students entering grade 9 in the
548 2011-2012 school year, the end-of-course assessment requirements
549 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
550 to earn the required credit in geometry. Beginning with students
551 entering grade 9 in the 2012-2013 school year, in addition to

581-01981-13 20131076c1

552 the Algebra I and geometry credit requirements, one of the four
553 credits in mathematics must be Algebra II or a series of courses
554 equivalent to Algebra II as approved by the State Board of
555 Education.

556 3. Three credits in science, two of which must have a
557 laboratory component. Beginning with students entering grade 9
558 in the 2011-2012 school year, one of the three credits in
559 science must be Biology I or a series of courses equivalent to
560 Biology I as approved by the State Board of Education. Beginning
561 with students entering grade 9 in the 2011-2012 school year, the
562 end-of-course assessment requirements under s.
563 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
564 the required credit in Biology I. Beginning with students
565 entering grade 9 in the 2013-2014 school year, one of the three
566 credits must be Biology I or a series of courses equivalent to
567 Biology I as approved by the State Board of Education, one
568 credit must be chemistry or physics or a series of courses
569 equivalent to chemistry or physics as approved by the State
570 Board of Education, and one credit must be an equally rigorous
571 course, as determined by the State Board of Education.

572 4. Three credits in social studies as follows: one credit
573 in United States history; one credit in world history; one-half
574 credit in economics, to include financial literacy; and one-half
575 credit in United States government.

576 5. One credit in fine or performing arts, speech and
577 debate, or a practical arts course that incorporates artistic
578 content and techniques of creativity, interpretation, and
579 imagination. Eligible practical arts courses shall be identified
580 through the Course Code Directory.

581-01981-13

20131076c1

581 6. One credit in physical education to include integration
 582 of health. Participation in an interscholastic sport at the
 583 junior varsity or varsity level for two full seasons shall
 584 satisfy the one-credit requirement in physical education if the
 585 student passes a competency test on personal fitness with a
 586 score of "C" or better. The competency test on personal fitness
 587 must be developed by the Department of Education. A district
 588 school board may not require that the one credit in physical
 589 education be taken during the 9th grade year. Completion of one
 590 semester with a grade of "C" or better in a marching band class,
 591 in a physical activity class that requires participation in
 592 marching band activities as an extracurricular activity, or in a
 593 dance class shall satisfy one-half credit in physical education
 594 or one-half credit in performing arts. This credit may not be
 595 used to satisfy the personal fitness requirement or the
 596 requirement for adaptive physical education under an individual
 597 education plan (IEP) or 504 plan. Completion of 2 years in a
 598 Reserve Officer Training Corps (R.O.T.C.) class, a significant
 599 component of which is drills, shall satisfy the one-credit
 600 requirement in physical education and the one-credit requirement
 601 in performing arts. This credit may not be used to satisfy the
 602 personal fitness requirement or the requirement for adaptive
 603 physical education under an individual education plan (IEP) or
 604 504 plan.

605 Section 9. Paragraphs (b) and (c) of subsection (1) of
 606 section 1003.429, Florida Statutes, are amended to read:

607 1003.429 Accelerated high school graduation options.—

608 (1) Students who enter grade 9 in the 2006-2007 school year
 609 and thereafter may select, upon receipt of each consent required

581-01981-13

20131076c1

610 by this section, one of the following three high school
 611 graduation options:

612 (b) Completion of a 3-year standard college preparatory
 613 program requiring successful completion of a minimum of 18
 614 academic credits in grades 9 through 12. At least 6 of the 18
 615 credits required for completion of this program must be received
 616 in classes that are offered pursuant to the International
 617 Baccalaureate Program, the Advanced Placement Program, dual
 618 enrollment, Advanced International Certificate of Education,
 619 rigorous industry certifications that are approved by the State
 620 Board of Education, or classes specifically listed or identified
 621 by the Department of Education as rigorous pursuant to s.
 622 1009.531(3); however, students must pass the Algebra I end-of-
 623 course assessment and the high school English/Language Arts
 624 assessment adopted pursuant to s. 1008.22 before high school
 625 graduation. The 18 credits required for completion of this
 626 program shall be primary requirements and shall be distributed
 627 as follows:

628 1. Four credits in English, with major concentration in
 629 composition and literature;

630 2. Three credits and, beginning with students entering
 631 grade 9 in the 2010-2011 school year, four credits in
 632 mathematics at the Algebra I level or higher from the list of
 633 courses that qualify for state university admission; however,
 634 beginning with the 2013-2014 school year, a student may repeat
 635 Algebra I courses and count those courses toward satisfying the
 636 credit requirements of this subparagraph if the student passes
 637 the Algebra I end-of-course assessment before high school
 638 graduation. Beginning with students entering grade 9 in the

581-01981-13 20131076c1

639 2010-2011 school year, in addition to the Algebra I credit
 640 requirement, one of the four credits in mathematics must be
 641 geometry or a series of courses equivalent to geometry as
 642 approved by the State Board of Education. Beginning with
 643 students entering grade 9 in the 2010-2011 school year, the end-
 644 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
 645 must be met in order for a student to earn the required credit
 646 in Algebra I. Beginning with students entering grade 9 in the
 647 2011-2012 school year, the end-of-course assessment requirements
 648 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
 649 to earn the required credit in geometry. Beginning with students
 650 entering grade 9 in the 2012-2013 school year, in addition to
 651 the Algebra I and geometry credit requirements, one of the four
 652 credits in mathematics must be Algebra II or a series of courses
 653 equivalent to Algebra II as approved by the State Board of
 654 Education;

655 3. Three credits in science, two of which must have a
 656 laboratory component. Beginning with students entering grade 9
 657 in the 2011-2012 school year, one of the three credits in
 658 science must be Biology I or a series of courses equivalent to
 659 Biology I as approved by the State Board of Education. Beginning
 660 with students entering grade 9 in the 2011-2012 school year, the
 661 end-of-course assessment requirements under s.
 662 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
 663 the required credit in Biology I. Beginning with students
 664 entering grade 9 in the 2013-2014 school year, one of the three
 665 credits must be Biology I or a series of courses equivalent to
 666 Biology I as approved by the State Board of Education, one
 667 credit must be chemistry or physics or a series of courses

581-01981-13 20131076c1

668 equivalent to chemistry or physics as approved by the State
 669 Board of Education, and one credit must be an equally rigorous
 670 course, as approved by the State Board of Education;

671 4. Three credits in social sciences, which must include one
 672 credit in United States history, one credit in world history,
 673 one-half credit in United States government, and one-half credit
 674 in economics, to include financial literacy;

675 5. Two credits in the same second language unless the
 676 student is a native speaker of or can otherwise demonstrate
 677 competency in a language other than English. If the student
 678 demonstrates competency in another language, the student may
 679 replace the language requirement with two credits in other
 680 academic courses; and

681 6. Three credits in electives and, beginning with students
 682 entering grade 9 in the 2010-2011 school year, two credits in
 683 electives; or

684 (c) Completion of a 3-year career preparatory program
 685 requiring successful completion of a minimum of 18 academic
 686 credits in grades 9 through 12. The 18 credits shall be primary
 687 requirements and shall be distributed as follows:

688 1. Four credits in English, with major concentration in
 689 composition and literature;

690 2. Three credits and, beginning with students entering
 691 grade 9 in the 2010-2011 school year, four credits in
 692 mathematics, one of which must be Algebra I; however, beginning
 693 with the 2013-2014 school year, a student may repeat Algebra I
 694 courses and count those courses toward satisfying the credit
 695 requirements of this subparagraph if the student passes the
 696 Algebra I end-of-course assessment before high school

581-01981-13 20131076c1

697 graduation. Beginning with students entering grade 9 in the
 698 2010-2011 school year, in addition to the Algebra I credit
 699 requirement, one of the four credits in mathematics must be
 700 geometry or a series of courses equivalent to geometry as
 701 approved by the State Board of Education. Beginning with
 702 students entering grade 9 in the 2010-2011 school year, the end-
 703 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
 704 must be met in order for a student to earn the required credit
 705 in Algebra I. Beginning with students entering grade 9 in the
 706 2011-2012 school year, the end-of-course assessment requirements
 707 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
 708 to earn the required credit in geometry. Beginning with students
 709 entering grade 9 in the 2012-2013 school year, in addition to
 710 the Algebra I and geometry credit requirements, one of the four
 711 credits in mathematics must be Algebra II or a series of courses
 712 equivalent to Algebra II as approved by the State Board of
 713 Education;

714 3. Three credits in science, two of which must have a
 715 laboratory component. Beginning with students entering grade 9
 716 in the 2011-2012 school year, one of the three credits in
 717 science must be Biology I or a series of courses equivalent to
 718 Biology I as approved by the State Board of Education. Beginning
 719 with students entering grade 9 in the 2011-2012 school year, the
 720 end-of-course assessment requirements under s.
 721 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
 722 the required credit in Biology I. Beginning with students
 723 entering grade 9 in the 2013-2014 school year, one of the three
 724 credits must be Biology I or a series of courses equivalent to
 725 Biology I as approved by the State Board of Education, one

581-01981-13 20131076c1

726 credit must be chemistry or physics or a series of courses
 727 equivalent to chemistry or physics as approved by the State
 728 Board of Education, and one credit must be an equally rigorous
 729 course, as approved by the State Board of Education;

730 4. Three credits in social sciences, which must include one
 731 credit in United States history, one credit in world history,
 732 one-half credit in United States government, and one-half credit
 733 in economics, to include financial literacy;

734 5. Three credits in a single vocational or career education
 735 program, three credits in career and technical certificate dual
 736 enrollment courses, or five credits in vocational or career
 737 education courses; and

738 6. Two credits and, beginning with students entering grade
 739 9 in the 2010-2011 school year, one credit in electives unless
 740 five credits are earned pursuant to subparagraph 5.

741
 742 Any student who selected an accelerated graduation program
 743 before July 1, 2004, may continue that program, and all
 744 statutory program requirements that were applicable when the
 745 student made the program choice shall remain applicable to the
 746 student as long as the student continues that program.

747 Section 10. Subsection (4) is added to section 1003.4295,
 748 Florida Statutes, to read:

749 1003.4295 Acceleration options.—

750 (4) By July 1, 2014, the department shall develop, the
 751 State Board of Education shall approve, and each school district
 752 shall provide alternative pathways for students to earn a high
 753 school diploma and demonstrate mastery of standards that satisfy
 754 the credit requirements for the core curricula established in

581-01981-13 20131076c1

755 ss. 1003.428, 1003.4281, 1003.429, and 1003.43 for high school
756 graduation.

757 (a) The pathways must include, but are not limited to,
758 integrating course content with practical applications;
759 designating rigorous pathways that result in one or more
760 industry certifications, including high school junior and senior
761 year work-related internships or apprenticeships; course and
762 credit options; and segmenting assessments and end-of-course
763 assessments.

764 (b) Course, credit, and industry certification options
765 shall be considered to satisfy credit requirements of s.
766 1003.436 for purposes of awarding credit for high school
767 graduation, with an emphasis on credit based on competencies,
768 rather than the number of instructional hours required for
769 credit regardless of student enrollment in a class. At a
770 minimum, the State Board of Education shall identify and approve
771 rigorous options under which a student may satisfy course or
772 credit requirements for high school graduation under s.
773 1003.428(2) or s. 1003.429, with the exception of Algebra I
774 assessment and high school English/Language Arts assessment
775 requirements pursuant to s. 1008.22, by selecting the following
776 options:

777 1. A student who earns an industry certification,
778 identified on the Industry Certification Funding List or the
779 Postsecondary Industry Certification Funding List established
780 pursuant to s. 1003.492 or s. 1008.44, of sufficient rigor to
781 earn articulated college credit, as approved by the State Board
782 of Education, may substitute the industry certification for one
783 or more courses or credits in mathematics and science,

581-01981-13 20131076c1

784 including, but not limited to, Algebra II, chemistry, and
785 physics.

786 2. A student who earns an industry certification or bundles
787 of industry certifications from the Industry Certification
788 Funding List or the Postsecondary Industry Certification Funding
789 List which demonstrate attainment of standards associated with
790 digital composition, word processing, and presentation skills,
791 may satisfy one or more core curricular credits in English.

792 3. A student who earns industry certifications that
793 articulate to at least 15 college credits shall satisfy three
794 core curriculum credit requirements for a standard high school
795 diploma, except Algebra I or high school English/Language Arts.

796 4. A middle school student may complete Algebra I
797 requirements through coursework that is offered in two or more
798 discrete instructional segments with corresponding end-of-
799 segment assessments such that, when combined, they are
800 equivalent to the Algebra I end-of-course assessment.

801 Section 11. Paragraph (c) of subsection (2) of section
802 1003.433, Florida Statutes, is amended to read:

803 1003.433 Learning opportunities for out-of-state and out-
804 of-country transfer students and students needing additional
805 instruction to meet high school graduation requirements.-

806 (2) Students who have met all requirements for the standard
807 high school diploma except for passage of the grade 10 FCAT or
808 an alternate assessment by the end of grade 12 must be provided
809 the following learning opportunities:

810 (c) Participation in an adult general education program as
811 provided in s. 1004.93 for such time as the student requires to
812 master English, reading, mathematics, or any other subject

581-01981-13 20131076c1

813 required for high school graduation. ~~Students attending adult~~
 814 ~~basic, adult secondary, or vocational preparatory instruction~~
 815 ~~are exempt from any requirement for the payment of tuition and~~
 816 ~~fees, including lab fees, pursuant to s. 1009.25.~~ A student
 817 attending an adult general education program shall have the
 818 opportunity to take the grade 10 FCAT an unlimited number of
 819 times in order to receive a standard high school diploma.

820 Section 12. Subsection (4) of section 1003.4935, Florida
 821 Statutes, is repealed.

822 Section 13. Subsections (3) and (24) of section 1004.02,
 823 Florida Statutes, are amended to read:

824 1004.02 Definitions.—As used in this chapter:

825 (3) "Adult general education" means comprehensive
 826 instructional programs designed to improve the employability of
 827 the state's workforce through adult basic education, adult
 828 secondary education, English for Speakers of Other Languages,
 829 applied academics for adult education ~~vocational preparatory~~
 830 instruction, and instruction for adults who have with
 831 disabilities.

832 (24) "Applied academics for adult education" or "applied
 833 academics ~~Vocational preparatory~~ instruction" means adult
 834 general education through which persons attain academic and
 835 workforce readiness skills at the level of functional literacy
 836 (grade levels 6.0-8.9) or higher so that such persons may pursue
 837 technical certificate education or higher-level technical
 838 education.

839 Section 14. Section 1004.082, Florida Statutes, is created
 840 to read:

841 1004.082 Talent retention program.—The Chancellor of the

581-01981-13 20131076c1

842 State University System shall cooperate with the Commissioner of
 843 Education to support talent retention programs that encourage
 844 middle school and high school students who indicate an interest
 845 in or aptitude for physics or mathematics to continue their
 846 education at a state university that has excellent departments
 847 in selected fields. The commissioner and chancellor shall work
 848 with state university department chairs to enable department
 849 chairs of outstanding state university departments to send
 850 letters to students who indicate an interest in and aptitude for
 851 those subjects. At a minimum, the letter should provide an open
 852 invitation for the student to communicate with the department,
 853 at least annually, and to schedule a tour of the department and
 854 the campus.

855 Section 15. Section 1004.91, Florida Statutes, is amended
 856 to read:

857 1004.91 Requirements for career education program basic
 858 skills ~~career preparatory instruction.~~—

859 (1) The State Board of Education shall adopt, by rule,
 860 standards of basic skill mastery for completion of certificate
 861 career education programs. Each school district and Florida
 862 College System institution that conducts programs that confer
 863 career and technical certificates ~~credit~~ shall provide applied
 864 academics ~~career preparatory~~ instruction through which students
 865 receive the basic skills instruction required pursuant to this
 866 section.

867 (2) Students who enroll in a program offered for career
 868 credit of 450 hours or more shall complete an entry-level
 869 examination within the first 6 weeks after ~~of~~ admission into the
 870 program. The State Board of Education shall designate

581-01981-13

20131076c1

871 examinations that are currently in existence, the results of
 872 which are comparable across institutions, to assess student
 873 mastery of basic skills. Any student found to lack the required
 874 level of basic skills for such program shall be referred to
 875 applied academics career preparatory instruction or another
 876 adult general basic education program for a structured program
 877 of basic skills instruction. Such instruction may include
 878 English for speakers of other languages. A student may not
 879 receive a career certificate of completion without first
 880 demonstrating the basic skills required in the state curriculum
 881 frameworks for the career education program.

882 (3) The following students are exempt from the provisions
 883 of this section:

884 (a) An adult student who has ~~with~~ a disability ~~may be~~
 885 ~~exempted from the provisions of this section.~~

886 (b) A student who possesses a college degree at the
 887 associate in applied science level or higher ~~is exempt from this~~
 888 ~~section.~~

889 (c) A student who demonstrates readiness for public
 890 postsecondary education pursuant to s. 1008.30 and applicable
 891 rules adopted by the State Board of Education ~~A student who has~~
 892 ~~completed or who is exempt from the college level communication~~
 893 ~~and computation skills examination pursuant to s. 1008.29, or~~
 894 ~~who is exempt from the college entry level examination pursuant~~
 895 ~~to s. 1008.29, is exempt from the provisions of this section.~~

896 (d) A student ~~Students~~ who passes ~~have passed~~ a state ~~or~~
 897 ~~national,~~ or industry certification or licensure exam that is
 898 identified in the rules of the State Board of Education and
 899 aligned to the career education program in which the student is

581-01981-13

20131076c1

900 ~~enrolled are exempt from this section.~~

901 (e) An adult student who is enrolled in an apprenticeship
 902 program that is registered with the Department of Education in
 903 accordance with the provisions of chapter 446 ~~is exempt from the~~
 904 ~~provisions of this section.~~

905 Section 16. Subsection (2) of section 1004.93, Florida
 906 Statutes, is amended, present subsection (8) is redesignated as
 907 subsection (9), and a new subsection (8) is added to that
 908 section, to read:

909 1004.93 Adult general education.—

910 (2) The adult education program must provide academic
 911 services to students in the following priority:

912 (a) Students who demonstrate skills at less than a fifth
 913 grade level, as measured by tests approved for this purpose by
 914 the State Board of Education, and who are studying to achieve
 915 basic literacy.

916 (b) Students who demonstrate skills at the fifth grade
 917 level or higher, but below the ninth grade level, as measured by
 918 tests approved for this purpose by the State Board of Education,
 919 and who are studying to achieve functional literacy.

920 (c) Students who are earning credit required for a high
 921 school diploma or who are preparing for the General Educational
 922 Development test.

923 (d) Students who have earned high school diplomas and
 924 require specific improvement in order to:

- 925 1. Obtain or maintain employment or benefit from
- 926 certificate career education programs;
- 927 2. Pursue a postsecondary degree; or
- 928 3. Develop competence in the English language to qualify

581-01981-13 20131076c1

929 for employment.

930 ~~(e) Students who enroll in lifelong learning courses or~~
 931 ~~activities that seek to address community social and economic~~
 932 ~~issues that consist of health and human relations, government,~~
 933 ~~parenting, consumer economics, and senior citizens.~~

934 ~~(f) Students who enroll in courses that relate to the~~
 935 ~~recreational or leisure pursuits of the students. The cost of~~
 936 ~~courses conducted pursuant to this paragraph shall be borne by~~
 937 ~~the enrollees.~~

938 (8) In order to accelerate the employment of adult
 939 education students, students entering adult general education
 940 programs after July 1, 2013, must complete the following action-
 941 steps-to-employment activities before the completion of the
 942 first term:

943 (a) Identify employment opportunities using market-driven
 944 tools.

945 (b) Create a personalized employment goal.

946 (c) Conduct a personalized skill and knowledge inventory.

947 (d) Compare the results of the personalized skill and
 948 knowledge inventory with the knowledge and skills needed to
 949 attain the personalized employment goal.

950 (e) Upgrade skills and knowledge needed through adult
 951 general education programs and additional educational pursuits
 952 based on the personalized employment goal.

953
 954 The action-steps-to-employment activities may be developed
 955 through a blended approach with assistance provided to adult
 956 general education students by teachers, employment specialists,
 957 guidance counselors, business and industry representatives, and

581-01981-13 20131076c1

958 online resources. Students may be directed to online resources
 959 and provided information on financial literacy, student
 960 financial aid, industry certifications, and occupational
 961 services and a listing of job openings.

962 Section 17. Subsection (1) of section 1007.263, Florida
 963 Statutes, is amended to read:

964 1007.263 Florida College System institutions; admissions of
 965 students.—Each Florida College System institution board of
 966 trustees is authorized to adopt rules governing admissions of
 967 students subject to this section and rules of the State Board of
 968 Education. These rules shall include the following:

969 (1) Admissions counseling shall be provided to all students
 970 entering college or career credit programs. Counseling shall
 971 utilize tests to measure achievement of college-level
 972 communication and computation competencies by all students
 973 entering college credit programs or tests to measure achievement
 974 of basic skills for career education programs as prescribed in
 975 s. 1004.91.

976
 977 Each board of trustees shall establish policies that notify
 978 students about, and place students into, adult basic education,
 979 adult secondary education, or other instructional programs that
 980 provide students with alternatives to traditional college-
 981 preparatory instruction, including private provider instruction.
 982 A student is prohibited from enrolling in additional college-
 983 level courses until the student scores above the cut-score on
 984 all sections of the common placement test.

985 Section 18. Subsections (2), (7), and (11) of section
 986 1007.271, Florida Statutes, are amended to read:

581-01981-13 20131076c1

987 1007.271 Dual enrollment programs.-

988 (2) For the purpose of this section, an eligible secondary
 989 student is a student who is enrolled in a Florida public
 990 secondary school or in a Florida private secondary school which
 991 is in compliance with s. 1002.42(2) and provides a secondary
 992 curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43.
 993 Students who are eligible for dual enrollment pursuant to this
 994 section may enroll in dual enrollment courses conducted during
 995 school hours, after school hours, and during the summer term.
 996 However, if the student is projected to graduate from high
 997 school before the scheduled completion date of a postsecondary
 998 course, the student may not register for that course through
 999 dual enrollment. The student may apply to the postsecondary
 1000 institution and pay the required registration, tuition, and fees
 1001 if the student meets the postsecondary institution's admissions
 1002 requirements under s. 1007.263. Instructional time for dual
 1003 enrollment may vary from 900 hours; however, the school district
 1004 may only report the student for a maximum of 1.0 FTE, as
 1005 provided in s. 1011.61(4). Any student enrolled as a dual
 1006 enrollment student is exempt from the payment of registration,
 1007 tuition, and laboratory fees. Applied academics for adult
 1008 education ~~Vocational preparatory~~ instruction, college-
 1009 preparatory instruction, and other forms of precollegiate
 1010 instruction, as well as physical education courses that focus on
 1011 the physical execution of a skill rather than the intellectual
 1012 attributes of the activity, are ineligible for inclusion in the
 1013 dual enrollment program. Recreation and leisure studies courses
 1014 shall be evaluated individually in the same manner as physical
 1015 education courses for potential inclusion in the program.

Page 35 of 52

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

581-01981-13 20131076c1

1016 (7) Career dual enrollment shall be provided as a
 1017 curricular option for secondary students to pursue in order to
 1018 earn industry certifications adopted pursuant to s. 1008.44,
 1019 which count as a series of elective credits toward the high
 1020 school diploma. Career dual enrollment shall be available for
 1021 secondary students seeking a degree and industry certification
 1022 through ~~or certificate from a complete career preparatory~~
 1023 ~~program or a career course and may not be used to enroll~~
 1024 ~~students in isolated career courses.~~

1025 (11) Career early admission is a form of career dual
 1026 enrollment through which eligible secondary students enroll full
 1027 time in a career center or a Florida College System institution
 1028 in postsecondary programs leading to industry certifications, as
 1029 listed in the Postsecondary Industry Certification Funding List
 1030 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
 1031 the high school diploma and ~~the~~ certificate or associate degree.
 1032 Participation in the career early admission program is limited
 1033 to students who have completed a minimum of 6 semesters of full-
 1034 time secondary enrollment, including studies undertaken in the
 1035 ninth grade. Students enrolled pursuant to this section are
 1036 exempt from the payment of registration, tuition, and laboratory
 1037 fees.

1038 Section 19. Paragraph (h) is added to subsection (2) of
 1039 section 1008.25, Florida Statutes, to read:

1040 1008.25 Public school student progression; remedial
 1041 instruction; reporting requirements.-

1042 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.-Each district
 1043 school board shall establish a comprehensive plan for student
 1044 progression which must:

Page 36 of 52

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581-01981-13 20131076c1

1045 (h) Provide instructional sequences by which students in
 1046 kindergarten through high school may attain progressively higher
 1047 levels of skill in the use of digital tools and applications.
 1048 The instructional sequences must include participation in
 1049 curricular and instructional options and the demonstration of
 1050 competence of standards required pursuant to ss. 1003.41 and
 1051 1003.4203 through attainment of industry certifications and
 1052 other means of demonstrating credit requirements identified
 1053 under ss. 1002.3105, 1003.4203, and 1003.4295.

1054 Section 20. Subsection (2) of section 1008.37, Florida
 1055 Statutes, is amended to read:

1056 1008.37 Postsecondary feedback of information to high
 1057 schools.—

1058 (2) The Commissioner of Education shall report, by high
 1059 school, to the State Board of Education, the Board of Governors,
 1060 and the Legislature, no later than November 30 of each year, on
 1061 the number of prior year Florida high school graduates who
 1062 enrolled for the first time in public postsecondary education in
 1063 this state during the previous summer, fall, or spring term,
 1064 indicating the number of students whose scores on the common
 1065 placement test indicated the need for remediation through
 1066 applied academics instruction or college-preparatory ~~or~~
 1067 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.
 1068 1008.30.

1069 Section 21. Section 1008.44, Florida Statutes, is created
 1070 to read:

1071 1008.44 Industry certifications; Industry Certification
 1072 Funding List and Postsecondary Industry Certification Funding
 1073 List.—

581-01981-13 20131076c1

1074 (1) Pursuant to s. 1003.492, the Department of Education
 1075 shall, at least annually, identify, under rules approved by the
 1076 State Board of Education, the Industry Certification Funding
 1077 List that must be applied in the distribution of funding to
 1078 school districts pursuant to s. 1011.62.

1079 (2) The State Board of Education shall adopt, at least
 1080 annually, the Postsecondary Industry Certification Funding List
 1081 pursuant to this section. The commissioner shall recommend, at
 1082 least annually, the Postsecondary Industry Certification Funding
 1083 List to the State Board of Education and may at any time
 1084 recommend adding certifications. The Chancellor of the State
 1085 University System, the Chancellor of the Florida College System,
 1086 and the Chancellor of Career and Adult Education shall recommend
 1087 to the commissioner industry certifications to be placed on the
 1088 funding list. The list shall be used in determining annual
 1089 performance funding distributions to school districts and
 1090 Florida College System institutions as specified in ss. 1011.80
 1091 and 1011.81, respectively. The chancellors shall consider
 1092 results of the economic security report of employment and
 1093 earnings outcomes produced annually pursuant to s. 445.07 when
 1094 recommending certifications for the list.

1095 (3) In the case of rigorous industry certifications that
 1096 have embedded prerequisite minimum age, grade level, diploma or
 1097 degree, post-graduation period of work experience of at least 12
 1098 months, or other reasonable requirements that may limit the
 1099 extent to which a student can complete all requirements of the
 1100 certification recognized by industry for employment purposes,
 1101 the commissioner shall differentiate content, instructional, and
 1102 assessment requirements that, when provided by a public

581-01981-13 20131076c1
 1103 institution and satisfactorily attained by a student, indicate
 1104 accomplishment of requirements necessary for funding pursuant to
 1105 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
 1106 prerequisite requirements necessary for recognition by industry
 1107 for employment purposes. The differentiated requirements
 1108 established by the commissioner shall be included in the
 1109 Industry Certification Funding List at the time the
 1110 certification is adopted.

1111 Section 22. Paragraph (a) of subsection (3) of section
 1112 1009.22, Florida Statutes, is amended to read:

1113 1009.22 Workforce education postsecondary student fees.—

1114 (3) (a) Except as otherwise provided by law, fees for
 1115 students who are nonresidents for tuition purposes must offset
 1116 the full cost of instruction. Residency of students shall be
 1117 determined as required in s. 1009.21. Fee-nonexempt students
 1118 enrolled in applied academics for adult education ~~vocational-~~
 1119 ~~preparatory~~ instruction shall be charged fees equal to the fees
 1120 charged for adult general education programs. Each Florida
 1121 College System institution that conducts college-preparatory and
 1122 applied academics for adult education ~~vocational preparatory~~
 1123 instruction in the same class section may charge a single fee
 1124 for both types of instruction.

1125 Section 23. Paragraphs (c) and (d) of subsection (1) of
 1126 section 1009.25, Florida Statutes, are amended to read:

1127 1009.25 Fee exemptions.—

1128 (1) The following students are exempt from the payment of
 1129 tuition and fees, including lab fees, at a school district that
 1130 provides workforce education programs, Florida College System
 1131 institution, or state university:

581-01981-13 20131076c1
 1132 (c) A student who is or was at the time he or she reached
 1133 18 years of age in the custody of the Department of Children and
 1134 Family Services or who, after spending at least 6 months in the
 1135 custody of the department after reaching 16 years of age, was
 1136 placed in a guardianship by the court. Such exemption includes
 1137 fees associated with enrollment in applied academics for adult
 1138 education ~~career-preparatory~~ instruction. The exemption remains
 1139 valid until the student reaches 28 years of age.

1140 (d) A student who is or was at the time he or she reached
 1141 18 years of age in the custody of a relative under s. 39.5085 or
 1142 who was adopted from the Department of Children and Family
 1143 Services after May 5, 1997. Such exemption includes fees
 1144 associated with enrollment in applied academics for adult
 1145 education ~~career preparatory~~ instruction. The exemption remains
 1146 valid until the student reaches 28 years of age.

1147 Section 24. Present paragraphs (s) and (t) of subsection
 1148 (1) of section 1011.62, Florida Statutes, are redesignated as
 1149 paragraphs (t) and (u), respectively, a new paragraph (s) is
 1150 added to that subsection, and paragraphs (c), (n), and (o) and
 1151 present paragraph (t) of that subsection are amended, to read:

1152 1011.62 Funds for operation of schools.—If the annual
 1153 allocation from the Florida Education Finance Program to each
 1154 district for operation of schools is not determined in the
 1155 annual appropriations act or the substantive bill implementing
 1156 the annual appropriations act, it shall be determined as
 1157 follows:

1158 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 1159 OPERATION.—The following procedure shall be followed in
 1160 determining the annual allocation to each district for

581-01981-13 20131076c1

1161 operation:

1162 (c) *Determination of programs.*—Cost factors based on
 1163 desired relative cost differences between the following programs
 1164 shall be established in the annual General Appropriations Act.

1165 The cost factor for secondary career education programs and
 1166 basic programs grades 9 through 12 shall be equal. The
 1167 Commissioner of Education shall specify a matrix of services and
 1168 intensity levels to be used by districts in the determination of
 1169 the two weighted cost factors for exceptional students with the
 1170 highest levels of need. For these students, the funding support
 1171 level shall fund the exceptional students' education program,
 1172 with the exception of extended school year services for students
 1173 with disabilities.

1174 1. Basic programs.—

1175 a. Kindergarten and grades 1, 2, and 3.

1176 b. Grades 4, 5, 6, 7, and 8.

1177 c. Grades 9, 10, 11, and 12.

1178 2. Programs for exceptional students.—

1179 a. Support Level IV.

1180 b. Support Level V.

1181 3. Secondary career education programs.—

1182 4. English for Speakers of Other Languages.—

1183 (n) *Calculation of additional full-time equivalent*
 1184 *membership based on college board advanced placement scores of*
 1185 *students.*—A value of 0.16 full-time equivalent student
 1186 membership shall be calculated for each student enrolled in each
 1187 advanced placement course who receives a score of 3 or higher on
 1188 the College Board Advanced Placement Examination for the prior
 1189 year and added to the total full-time equivalent student

Page 41 of 52

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581-01981-13 20131076c1

1190 membership in basic programs for grades 9 through 12 in the
 1191 subsequent fiscal year. Each district must allocate at least 80
 1192 percent of the funds provided to the district for advanced
 1193 placement instruction, in accordance with this paragraph, to the
 1194 high school that generates the funds. The school district shall
 1195 distribute to each classroom teacher who provided advanced
 1196 placement instruction:

1197 1. A bonus in the amount of \$50 for each student taught by
 1198 the Advanced Placement teacher in each advanced placement course
 1199 who receives a score of 3 or higher on the College Board
 1200 Advanced Placement Examination, if at least 50 percent of the
 1201 students enrolled in the course earn a score of 3 or higher on
 1202 the examination.

1203 2. An additional bonus of \$1,000 ~~€500~~ to each Advanced
 1204 Placement teacher in a school designated with a grade of "D" or
 1205 "F" who has at least 25 percent of students enrolled in the
 1206 teacher's class ~~one student~~ scoring 3 or higher on the College
 1207 Board Advanced Placement Examination, regardless of the number
 1208 of classes taught or of the number of students scoring a 3 or
 1209 higher on the College Board Advanced Placement Examination.

1210 Bonuses awarded to a teacher according to this paragraph shall
 1211 not exceed \$3,000 ~~\$2,000~~ in any given school year and shall be
 1212 in addition to any regular wage or other bonus the teacher
 1213 received or is scheduled to receive.

1215 (o) *Calculation of additional full-time equivalent*
 1216 *membership based on* ~~certification of successful completion of a~~
 1217 ~~career-themed course or career and professional academy program~~
 1218 ~~pursuant to ss. 1003.491, 1003.492, and 1003.493, and 1003.4935~~

Page 42 of 52

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581-01981-13 20131076c1

1219 ~~and issuance of the highest level of industry certification~~
 1220 ~~identified in the Industry Certification Certified Funding List~~
 1221 ~~pursuant to rules adopted by the State Board of Education.-~~
 1222 1. A value of 0.15 ~~0.1, 0.2,~~ or 0.3 full-time equivalent
 1223 student membership shall be calculated for each student who
 1224 completes a career-themed course as defined in s. 1003.493(1) (b)
 1225 ~~or a career and professional academy program under ss. 1003.491,~~
 1226 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the
 1227 ~~highest level of~~ industry certification identified annually in
 1228 the Industry Certification Funding List approved under rules
 1229 adopted by the State Board of Education ~~upon promotion to the~~
 1230 ~~9th grade under subparagraph 2. or upon earning a high school~~
 1231 ~~diploma.~~ The maximum full-time equivalent student membership
 1232 value for any student in grades 9 through 12 is 0.3. A value of
 1233 0.3 full-time equivalent membership shall be calculated for each
 1234 student who is issued an industry certification that has a
 1235 statewide articulation agreement for college credit approved by
 1236 the State Board of Education. For industry certifications that
 1237 do not articulate for college credit, the Department of
 1238 Education shall assign a the appropriate full-time equivalent
 1239 value of 0.15 for each certification, ~~50 percent of which is~~
 1240 ~~based on rigor and the remaining 50 percent on employment value.~~
 1241 The State Board of Education shall include the assigned values
 1242 in the Industry Certification Funding List under rules adopted
 1243 by the state board. ~~Rigor shall be based on the number of~~
 1244 ~~instructional hours, including work experience hours, required~~
 1245 ~~to earn the certification, with a bonus for industry~~
 1246 ~~certifications that have a statewide articulation agreement for~~
 1247 ~~college credit approved by the State Board of Education.~~

Page 43 of 52

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581-01981-13 20131076c1

1248 ~~Employment value shall be based on the entry wage, growth rate~~
 1249 ~~in employment for each occupational category, and average annual~~
 1250 ~~openings for the primary occupation linked to the industry~~
 1251 ~~certification.~~ Such value shall be added to the total full-time
 1252 equivalent student membership in secondary career education
 1253 programs for grades 9 through 12 in the subsequent year for
 1254 courses that were not provided funded through dual enrollment.
 1255 Industry certifications earned through dual enrollment must be
 1256 reported and funded pursuant to ss. 1011.80 and 1011.81.
 1257 2. ~~Upon promotion to the 9th grade, a value of 0.1 full-~~
 1258 ~~time equivalent student membership shall be calculated for each~~
 1259 ~~student who completes a career themed course or a career and~~
 1260 ~~professional academy program under s. 1003.4935 and who is~~
 1261 ~~issued the highest level of industry certification in science,~~
 1262 ~~technology, engineering, or mathematics identified on the~~
 1263 ~~Industry Certification Funding List under rules adopted by the~~
 1264 ~~State Board of Education.~~
 1265 2.3. The additional full time equivalent membership
 1266 authorized under this paragraph may not exceed 0.3 per student.
 1267 Each district must allocate at least 80 percent of the funds
 1268 provided for industry certification, in accordance with this
 1269 paragraph, to the program that generated the funds. This
 1270 allocation may not be used to supplant funds provided for basic
 1271 operation of the program. Unless a different amount is specified
 1272 in the General Appropriations Act, the appropriation for this
 1273 calculation is limited to \$60 ~~\$15~~ million annually. If the
 1274 appropriation is insufficient to fully fund the total
 1275 calculation, the appropriation shall be prorated.
 1276 3. For industry certifications earned in the 2012-2013

Page 44 of 52

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581-01981-13 20131076c1

1277 school year and in subsequent years, the school district shall
 1278 distribute to each classroom teacher who provided direct
 1279 instruction toward the attainment of an industry certification
 1280 that qualified for additional full-time equivalent membership
 1281 under subparagraph 1.:

1282 a. A bonus in the amount of \$25 for each student taught by
 1283 a teacher who provided instruction in a course that led to the
 1284 attainment of an industry certification on the Industry
 1285 Certification Funding List with a weight of 0.15.

1286 b. A bonus in the amount of \$50 for each student taught by
 1287 a teacher who provided instruction in a course that led to the
 1288 attainment of an industry certification on the Industry
 1289 Certification Funding List with a weight of 0.3.

1290 4. For the 2013-14 fiscal year, the additional FTE
 1291 membership calculation must include the additional FTE for any
 1292 student who earned a certification in the 2009-2010, 2010-2011,
 1293 and 2011-2012 fiscal years, who was not previously funded and
 1294 was enrolled in 2012-2013.

1295 Bonuses awarded according to this paragraph shall be provided to
 1296 teachers who are employed by the district in the year in which
 1297 the additional FTE membership calculation is included in the
 1298 calculation. Bonuses shall be calculated based upon the
 1299 associated weight of an industry certification on the Industry
 1300 Certification Funding List for the year in which the
 1301 certification is earned by the student. Any bonus awarded to a
 1302 teacher under this paragraph may not exceed \$2,000 in any given
 1303 school year and is in addition to any regular wage or other
 1304 bonus the teacher received or is scheduled to receive.
 1305

581-01981-13 20131076c1

1306 (s) Florida Cyber Security Recognition, Florida Digital
 1307 Arts Recognition, and Florida Digital Tools Certificate
 1308 established pursuant to s. 1003.4203.

1309 1. Each public elementary school shall receive \$50 for each
 1310 student who earns, annually, the Florida Cyber Security
 1311 Recognition or the Florida Digital Arts Recognition established
 1312 pursuant to s. 1003.4203. The maximum award per student is \$100
 1313 per year. The minimum award per school shall be \$1,000 and the
 1314 maximum \$15,000 annually. This performance payment shall be
 1315 calculated in the FEFP as a full-time equivalent student.

1316 2. Each middle school shall receive \$50 for each student
 1317 who earns the Florida Digital Tools Certificate established
 1318 pursuant to s. 1003.4203, with a minimum award per school of
 1319 \$1,000 annually and a maximum of \$15,000 annually. This
 1320 performance payment shall be calculated in the FEFP as a full-
 1321 time equivalent student.

1322 (u) ~~(t)~~ Computation for funding through the Florida
 1323 Education Finance Program.—The State Board of Education may
 1324 adopt rules establishing programs, industry certifications, and
 1325 courses for which the student may earn credit toward high school
 1326 graduation.

1327 Section 25. Subsection (4) of section 1011.80, Florida
 1328 Statutes, is amended, paragraph (b) of subsection (6) is
 1329 redesignated as paragraph (c), and a new paragraph (b) is added
 1330 to that subsection, to read:

1331 1011.80 Funds for operation of workforce education
 1332 programs.—

1333 (4) Funding for all workforce education programs must be
 1334 based on cost categories, performance output measures, and

581-01981-13 20131076c1

1335 performance outcome measures.

1336 (a) The cost categories must be calculated to identify
1337 high-cost programs, medium-cost programs, and low-cost programs.
1338 The cost analysis used to calculate and assign a program of
1339 study to a cost category must include at least both direct and
1340 indirect instructional costs, consumable supplies, equipment,
1341 and standard program length.

1342 ~~(b) 1. The performance output measure for career education
1343 programs of study is student completion of a career program of
1344 study that leads to an occupational completion point associated
1345 with a certificate, an apprenticeship program, or a program that
1346 leads to an applied technology diploma or an associate in
1347 applied science or associate in science degree. Performance
1348 output measures for registered apprenticeship programs shall be
1349 based on program lengths that coincide with lengths established
1350 pursuant to the requirements of chapter 446.~~

1351 ~~2.~~ The performance output measure for an adult general
1352 education course of study is measurable improvement in student
1353 skills. This measure shall include improvement in literacy
1354 skills, grade level improvement as measured by an approved test,
1355 or attainment of a State of Florida diploma or an adult high
1356 school diploma.

1357 (c) The performance outcome measures for adult general
1358 ~~workforce~~ education programs are associated with placement and
1359 retention of students after reaching a completion point or
1360 completing a program of study. These measures include placement
1361 or retention in employment ~~that is related to the program of~~
1362 ~~study; placement into or retention in employment in an~~
1363 ~~occupation on the Workforce Estimating Conference list of high-~~

581-01981-13 20131076c1

1364 ~~wage, high skill occupations with sufficient openings, or other
1365 High Wage/High Skill Program occupations as determined by
1366 Workforce Florida, Inc.; and placement and retention of
1367 participants or former participants in the welfare transition
1368 program in employment.~~ Continuing postsecondary education at a
1369 level that will further enhance employment is a performance
1370 outcome for adult general education programs. Placement and
1371 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

1372 (6)

1373 (b) Performance funding for industry certifications for
1374 school district workforce education programs shall be determined
1375 as follows:

1376 1. The General Appropriations Act must specify occupational
1377 areas for which industry certifications may be earned for
1378 performance funding. Priority shall be given to the occupational
1379 areas emphasized in state, national, or corporate grants
1380 provided to Florida educational institutions.

1381 2. The Chancellor of Career and Adult Education shall
1382 identify the industry certifications eligible for funding on the
1383 Postsecondary Industry Certification Funding List adopted
1384 pursuant to s. 1008.44, based on the occupational areas
1385 specified in the General Appropriations Act.

1386 3. Each school district shall be provided \$1,000 for each
1387 industry certification earned by a workforce education student.
1388 The maximum amount of funding appropriated for performance
1389 funding pursuant to this paragraph shall be limited to \$15
1390 million annually. If funds are insufficient to fully fund the
1391 calculated total award, they shall be prorated.

1392 Section 26. Present subsections (2) and (3) of section

581-01981-13 20131076c1

1393 1011.81, Florida Statutes, are redesignated as subsections (3)
1394 and (4), respectively, and a new subsection (2) is added to that
1395 section, to read:

1396 1011.81 Florida College System Program Fund.—

1397 (2) Performance funding for industry certifications for
1398 Florida College System institutions shall be determined as
1399 follows:

1400 (a) The General Appropriations Act must specify
1401 occupational areas for which industry certifications may be
1402 earned for performance funding. Priority shall be given to the
1403 occupational areas emphasized in state, national, or corporate
1404 grants provided to Florida educational institutions.

1405 (b) The Chancellor of the Florida College System shall
1406 identify the industry certifications eligible for funding on the
1407 Postsecondary Industry Certification Funding List adopted
1408 pursuant to s. 1008.44, based on the occupational areas
1409 specified in the General Appropriations Act.

1410 (c) Each Florida College System institution shall be
1411 provided \$1,000 for each industry certification earned by a
1412 student. The maximum amount of funding appropriated for
1413 performance funding pursuant to this subsection shall be limited
1414 to \$15 million annually. If funds are insufficient to fully fund
1415 the calculated total award, they shall be prorated.

1416 Section 27. Section 1011.905, Florida Statutes, is amended
1417 to read:

1418 1011.905 Performance funding for state universities.—

1419 (1) The Legislature intends that state performance funds
1420 for the state university system be based on indicators of system
1421 and institutional attainment of performance expectations. For

581-01981-13 20131076c1

1422 the ~~2012-2013 through at least 2016-2017~~ ~~2012-2013 and 2013-2014~~
1423 fiscal years, the Board of Governors shall review and rank each
1424 state university that applies for performance funding, as
1425 provided in the General Appropriations Act, based on the
1426 following formula:

1427 (a) Twenty-five percent of a state university's score shall
1428 be based on the percentage of employed graduates who have earned
1429 degrees which have a primary focus in the following programs:

1430 1. For the 2012-2013 and 2013-2014 fiscal years:

1431 a.1- Computer and information science;

1432 b.2- Computer engineering;

1433 c.3- Information systems technology;

1434 d.4- Information technology; and

1435 e.5- Management information systems.

1436

1437 In the 2013-2014 fiscal year, funds awarded under subparagraph
1438 1. may not be awarded on the basis of a new competition, and the
1439 universities that received awards under subparagraph 1. in the
1440 2012-2013 fiscal year shall be awarded the same amount in the
1441 2013-2014 fiscal year.

1442 2. For the 2013-2014 and 2014-2015 fiscal years, high-
1443 demand programs determined by the Board of Governors using gap
1444 analysis data adopted pursuant to s. 1001.706(5).

1445 3. For the 2013-2014 and 2014-2015 fiscal years, a master's
1446 degree in cloud virtualization technology and related large data
1447 management.

1448 (b) Twenty-five percent of a state university's score shall
1449 be based on the percentage of graduates who have earned
1450 baccalaureate degrees in the programs in paragraph (a) and who

581-01981-13 20131076c1

1451 have earned industry certifications, identified on the
 1452 Postsecondary Industry Certification Funding List pursuant to s.
 1453 1008.44, in a related field from a Florida College System
 1454 institution or state university prior to graduation.

1455 (c) Fifty percent of a state university's score shall be
 1456 based on factors determined by the Board of Governors which
 1457 relate to increasing the probability that graduates who have
 1458 earned degrees in the programs described in paragraph (a) will
 1459 be employed in high-skill, high-wage, and high-demand
 1460 employment.

1461 (2) The submission from a state university that has the
 1462 highest score shall be ranked first, with each remaining
 1463 submission from a state university ranked sequentially by score.

1464 (3) (a) Each year, the Board of Governors shall award up to
 1465 \$15 million to the highest-ranked state universities in support
 1466 of each program identified in paragraph (1) (a) from funds
 1467 appropriated for the purposes in this section and as specified
 1468 in the General Appropriations Act. The award per state
 1469 university shall be a minimum of 25 percent of the total amount
 1470 appropriated pursuant to this section.

1471 (b) The funds shall be awarded to the department of the
 1472 state university which offers the degrees described in paragraph
 1473 (1) (a).

1474 (c) The funds may not be used to supplant funding for the
 1475 degree programs described in paragraph (1) (a).

1476 (4) By December 31 of each year funds are appropriated for
 1477 performance funding, the Board of Governors shall submit a
 1478 report containing the rankings and award distributions to the
 1479 Governor, the President of the Senate, and the Speaker of the

Page 51 of 52

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581-01981-13 20131076c1

1480 House of Representatives.

1481 Section 28. This act shall take effect upon becoming a law.

Page 52 of 52

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/2013

Meeting Date

Topic _____

Bill Number 318
(if applicable)

Name GAIL MARIE PERRY

Amendment Barcode _____
(if applicable)

Job Title CHAIR

Address PO Box 1766

Phone 954 850 4053

Pompano Beach FL 33061
Street City State Zip

E-mail workingjobs@yahoo.com

Speaking: For Against Information

Representing CWA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

2

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/2013

Meeting Date

Topic _____

Bill Number 1076
(if applicable)

Name JIM HURNE

Amendment Barcode _____
(if applicable)

Job Title _____

Address PO Box 8339

Phone 904-757-4396

Street

FLEMING ISLAND FL 32006

City

State

Zip

E-mail Jim@strategicpublicaffairs

Speaking: For Against Information

Representing AIF

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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S-001 (10/20/11)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3-13-13

Meeting Date

Topic Financial Literacy

Bill Number SB 1076
(if applicable)

Name Robin Warren

Amendment Barcode _____
(if applicable)

Job Title Executive Director, FL. COUNCIL ON ECONOMIC EDUCATION

Address 1211 N. Westshore Blvd., Ste 305

Phone 813-289-8489

Street

TAMPA

FL.

33607

City

State

Zip

E-mail rwarren@fcee.org

Speaking: For Against Information

Representing FL. COUNCIL ON ECONOMIC EDUCATION

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

4

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date _____

Topic FINANCIAL LITERACY Bill Number _____ (if applicable)

Name BOETT BURNETT Amendment Barcode _____ (if applicable)

Job Title TEACHER P.B.C.

Address 275 NE 29TH ST. Phone 561 302 4148

Street City State Zip E-mail BOETT.BURNETT@BOETT-SOUTH.NE1

Speaking: For Against Information

Representing FLORIDA COUNCIL ON ECON REI

Appearing at request of Chair: Yes No Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting. S-001 (10/20/11)

5

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

03 / 2013
Meeting Date

Topic BOE Work force gap analysis

Bill Number SB 1076
(if applicable)

Name Gladys Nobriga

Amendment Barcode _____
(if applicable)

Job Title Student

Address 2302 High Road A
Street
Tallahassee FL 32303
City State Zip

Phone 786-899-9934

E-mail ganobriga@gmail.com

Speaking: For Against Information

Representing FSU Progress coalition

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

(b)

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3-13-13

Meeting Date

Topic Sen. Legg's Highschool Industry Cert. bill

Bill Number SB 1076
(if applicable)

Name Patricia Levesque

Amendment Barcode _____
(if applicable)

Job Title Executive Director

Address ~~3511 N.~~ 215 S. Monroe St 420
Street

Phone 391-3070

Tallahassee FL 32301
City State Zip

E-mail patricio@floridapromise.org

Speaking: For Against Information

Representing Foundation for Florida's Future

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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11

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3-13-2013

Meeting Date

Topic Conference Update

Bill Number N/A
(if applicable)

Name Amy Baker

Amendment Barcode N/A
(if applicable)

Job Title Coordinator, Econ & Demo Research

Address Suite 574, Pepper Bldg

Phone 850-487-8272

Tallahassee FL 32399
City State Zip

E-mail baker.amy@leg.state.fl

Speaking: For Against Information

Representing EOR

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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Waive in Support

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/13

Meeting Date

Topic Licensure Bill

Bill Number 318
(if applicable)

Name Adam Grey (Gear-e)

Amendment Barcode _____
(if applicable)

Job Title Dir of Policy

Address 136 South Bronough
Street
Tallahassee FL
City State Zip

Phone _____

E-mail _____

Speaking: For Against Information

Representing FL Chamber

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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Waive in Support

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/13

Meeting Date

Topic Background Screening

Bill Number 318
(if applicable)

Name Warren Husband

Amendment Barcode _____
(if applicable)

Job Title _____

Address PO Box 10909

Phone 850 205 9000

Street

Tallahassee, FL 32302

City

State

Zip

E-mail _____

Speaking: For Against Information

Representing FL Associated General Contractors Council

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/20/11)

Waive in Support

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/13

318

Meeting Date

Topic Background Screening

Bill Number 27 318
(if applicable)

Name Richard Watson

Amendment Barcode _____
(if applicable)

Job Title Legislative Counsel

Address F.O. Box 10038

Phone 850 222-0600

Street

Tallahassee, FL 32304

E-mail rick@watson.com

City

State

Zip

Speaking: For Against Information

Representing Associated Builders & Contractors of FL, Inc

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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S-001 (10/20/11)

THE FLORIDA SENATE

Waive in support

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/13

Meeting Date

Topic EDUCATION

Bill Number 1076 (if applicable)

Name NANCY STEPHENS

Amendment Barcode (if applicable)

Job Title EXECUTIVE DIRECTOR

Address 1625 SUMMIT LAKE DRIVE

Phone 402-2954

Street

TALLAHASSEE FL 32317

City

State

Zip

E-mail nancy@stephens.com

Speaking: [X] For [] Against [] Information

Representing MANUFACTURERS ASSOCIATION OF FLORIDA

Appearing at request of Chair: [] Yes [X] No

Lobbyist registered with Legislature: [X] Yes [] No

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THE FLORIDA SENATE

Waive in Support

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/2013
Meeting Date

Topic Vocational Training F.R.

Bill Number SB1076
(if applicable)

Name W. James Hunter

Amendment Barcode _____
(if applicable)

Job Title Exec. Director

Address 203 S Orange St.
Street

Phone 850-414-2578

Jacksonville FL 32204
City State Zip

E-mail hunter@fba.org

Speaking: For Against Information

Representing FLA. SCHOOL BOARDS ASSC.

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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Waive in Supp

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/13
Meeting Date

Topic CAPE Bill

Bill Number 1076
(if applicable)

Name Adam Giery (Gear-e')

Amendment Barcode _____
(if applicable)

Job Title Dir of Policy

Address 136 South Brandon
Street

Phone _____

Tallahassee FL
City State Zip

E-mail _____

Speaking: For Against Information

Representing FL Chamber

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

THE FLORIDA SENATE

Waive in Suppo

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

3/13/13

Meeting Date

Topic Education

Bill Number SB 1076
(if applicable)

Name NANCY STEPHENS

Amendment Barcode _____
(if applicable)

Job Title EXECUTIVE DIRECTOR

Address 1625 SUMMIT LAKE DR, STE 300

Phone 402-8954

Street

TALLAHASSEE

FL

32317

City

State

Zip

E-mail _____

Speaking: For Against Information

Representing MANUFACTURERS ASSOCIATION OF FL

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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Waive in Support

THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date _____

Topic _____

Bill Number 1276
(if applicable)

Name Pablo Diaz

Amendment Barcode _____
(if applicable)

Job Title Legislative Director

Address _____
Street

Phone 852-681-2416

City _____ State _____ Zip _____

E-mail _____

Speaking: For Against Information

Representing National Federation of Independent Business

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

CourtSmart Tag Report

Room: KN 412
Caption: Senate Appropriations Subcommittee on Education

Type:
Judge:

Started: 3/13/2013 9:03:04 AM
Ends: 3/13/2013 10:23:14 AM Length: 01:20:11

9:03:08 AM Meeting called to order
9:03:17 AM Roll call
9:03:24 AM Opening remarks by Chair Galvano
9:04:50 AM SB 318 by Sen. Grimsley; Background Screening for Non-Instructional Contractors on School Grounds; Marty Mielke speaking
9:05:27 AM Public Testimony
9:05:55 AM Gail Perry, Chair, CWA
9:06:57 AM Sen. Montford speaking
9:09:50 AM CS/SB 1076 by Sen. Legg; Education
9:10:51 AM Amendment #1 - 779284 - Replaced by Substitute Amendment
9:11:48 AM Amendment #3 - 651118 - Substitute for Barcode 779284-FAVORABLE
9:12:35 AM Amendment #2 - 728818-FAVORABLE
9:12:53 AM Amendment #4 - 416726 - FAVORABLE
9:13:59 AM Public Testimony
9:14:34 AM Jim Horne, AIF
9:16:30 AM Robin Warren, Executive Director FL. Council on Economic Education
9:23:00 AM Sen. Richter speaking
9:24:31 AM Sen. Bullard speaking
9:26:22 AM Robin Warren speaking
9:28:11 AM Sen. Montford speaking
9:31:48 AM Sen. Legg speaking
9:33:23 AM Brett Burney, Teacher P.B.C.
9:38:13 AM Sen. Bullard speaking
9:40:02 AM Sen. Sachs speaking
9:41:27 AM Gladys Nobriga, FSU Student
9:44:01 AM Patricia Levesque, Executive Director Foundation for Florida's Future
9:45:03 AM Sen. Montford speaking
9:46:48 AM Sen. Bullard speaking
9:47:03 AM Sen. Bean speaking
9:48:05 AM Sen. Sachs speaking
9:49:05 AM Sen. Legg speaking
9:49:55 AM Chair Galvano speaking
9:51:06 AM Amy Baker, Coordinator, Office of Economic & Demographic Research (EDR)
10:06:29 AM Sen. Bullard speaking
10:17:34 AM Sen. Bullard speaking
10:21:46 AM Sen. Richter speaking
10:22:46 AM Meeting Adjourned



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Commerce and Tourism, *Chair*
Appropriations Subcommittee on Education
Appropriations Subcommittee on General
Government
Banking and Insurance
Children, Families, and Elder Affairs
Regulated Industries

JOINT COMMITTEE:

Joint Administrative Procedures Committee

SENATOR NANCY C. DETERT
28th District

March 11, 2013

The Honorable Bill Galvano
Chair
Senate Subcommittee on Education Appropriations
201 The Capitol
404 S. Monroe Street
Tallahassee, FL 32399-1100

Dear Mr. Chair:

I respectfully request that I be granted an excused absence from Wednesday's Senate Subcommittee on Education Appropriations meeting. I will not miss the entire meeting, but I will be arriving there late.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in cursive script that reads "Nancy C. Detert".

Nancy C. Detert

NCD/ca

cc: Tim Elwell, Staff Director
JoAnne Bennett, Committee Administrative Assistant

REPLY TO:

- 417 Commercial Court, Suite D, Venice, Florida 34292 (941) 480-3547 FAX: (941) 480-3549
- 416 Senate Office Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5028

Senate's Website: www.flsenate.gov

DON GAETZ
President of the Senate

GARRETT RICHTER
President Pro Tempore



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Appropriations Subcommittee on Finance and Tax, *Chair*
Appropriations
Appropriations Subcommittee on Education
Commerce and Tourism
Communications, Energy, and Public Utilities
Community Affairs
Governmental Oversight and Accountability

JOINT COMMITTEE:

Joint Committee on Public Counsel Oversight

SENATOR DOROTHY L. HUKILL
8th District

March 13, 2013

Chairman Bill Galvano
Appropriations Subcommittee on Education
326 Senate Office Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Dear Chairman Galvano:

I respectfully ask to be excused from the Appropriations Subcommittee on Education being held on Wednesday, March 13, 2013 at 9:00am. Due to a death in the family I will not be able to attend.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Dorothy L. Hukill".

cc: Tim Elwell, Staff Director
JoAnne Bennett, Committee Administrative Assistant

REPLY TO:

- 209 Dunlawton Avenue, Unit 17, Port Orange, Florida 32127 (386) 304-7830 FAX: (888) 263-3818
- Ocala City Hall, 110 SE Watula Avenue, 3rd Floor, Ocala, Florida 34471 (352) 694-0160

Senate's Website: www.flsenate.gov

DON GAETZ
President of the Senate

GARRETT RICHTER
President Pro Tempore