

Amendment No. 4

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	<u>      </u>	(Y/N)
ADOPTED AS AMENDED	<u>      </u>	(Y/N)
ADOPTED W/O OBJECTION	<u>      </u>	(Y/N)
FAILED TO ADOPT	<u>      </u>	(Y/N)
WITHDRAWN	<u>      </u>	(Y/N)
OTHER	<u>      </u>	

1 Committee/Subcommittee hearing bill: Education Committee  
 2 Representative Stargel offered the following:

**Amendment (with title amendment)**

5 Between lines 399 and 400, insert:

6 Section 1. Section 1003.493, Florida Statutes, is amended  
 7 to read:

8 1003.493 Career and professional academies and career-  
 9 themed courses.—

10 (1) (a) A "career and professional academy" is a research-  
 11 based program that integrates a rigorous academic curriculum  
 12 with an industry-specific curriculum aligned directly to  
 13 priority workforce needs established by the regional workforce  
 14 board or the Department of Economic Opportunity. Career and  
 15 professional academies shall be offered by public schools and  
 16 school districts. The Florida Virtual School is encouraged to  
 17 develop and offer rigorous career and professional courses as  
 18 appropriate. Students completing career and professional academy  
 19 programs must receive a standard high school diploma, the

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20 highest available industry certification, and opportunities to  
21 earn postsecondary credit if the academy partners with a  
22 postsecondary institution approved to operate in the state.

23 (b) A "career-themed course" is a course, or a course in a  
24 series of courses, that lead to an industry certification  
25 identified in the Industry Certification Funding List pursuant  
26 to rules adopted by the State Board of Education. Career-themed  
27 courses have industry-specific curriculum aligned directly to  
28 priority workforce needs established by the regional workforce  
29 board or the Department of Economic Opportunity. School  
30 districts shall offer at least two career-themed courses and  
31 each secondary school is encouraged to offer at least one  
32 career-themed course. The Florida Virtual School is encouraged  
33 to develop and offer rigorous career-themed courses as  
34 appropriate. Students completing a career-themed course must be  
35 provided opportunities to earn postsecondary credit if the  
36 credit for the career-themed course can be articulated to a  
37 postsecondary institution approved to operate in the state.

38 (2) The goals of a career and professional academy and  
39 career-themed courses are to:

40 (a) Increase student academic achievement and graduation  
41 rates through integrated academic and career curricula.

42 (b) Prepare graduating high school students to make  
43 appropriate choices relative to employment and future  
44 educational experiences.

45 (c) Focus on career preparation through rigorous academics  
46 and industry certification.

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47 (d) Raise student aspiration and commitment to academic  
48 achievement and work ethics through relevant coursework.

49 (e) Promote acceleration mechanisms, such as dual  
50 enrollment, articulated credit, ~~or occupational completion~~  
51 ~~points~~, so that students may earn postsecondary credit while in  
52 high school.

53 (f) Support the state's economy by meeting industry needs  
54 for skilled employees in high-skill, high wage, and high-demand  
55 occupations.

56 (3) (a) Career-themed courses may be offered in any public  
57 secondary school.

58 (b) Existing career education courses may serve as a  
59 foundation for the creation of a career and professional  
60 academy. A career and professional academy may be offered as one  
61 of the following small learning communities:

62 1.(a) A school-within-a-school career academy, as part of  
63 an existing high school, that provides courses in one or more  
64 occupational clusters ~~cluster~~. Students who attend ~~in~~ the high  
65 school are not required to attend ~~be students in~~ the academy.

66 2.(b) A total school configuration that provides courses  
67 in one or more ~~providing multiple academies, each structured~~  
68 ~~around an occupational~~ clusters ~~cluster~~. Every student who  
69 attends ~~in~~ the school also attends the ~~is in an~~ academy.

70 (4) Each career and professional academy and secondary  
71 school providing a career-themed course must:

72 (a) Provide a rigorous standards-based academic curriculum  
73 integrated with a career curriculum; ~~- consider~~ The curriculum  
74 ~~must take into consideration~~ multiple styles of student

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75 learning; promote learning by doing through application and  
76 adaptation; maximize relevance of the subject matter; enhance  
77 each student's capacity to excel; and include an emphasis on  
78 work habits and work ethics.

79 (b) Include one or more partnerships with postsecondary  
80 institutions, businesses, industry, employers, economic  
81 development organizations, or other appropriate partners from  
82 the local community. Such partnerships with postsecondary  
83 institutions shall be delineated in articulation agreements and  
84 include any career and professional academy courses or career-  
85 themed ~~to provide for career-based~~ courses that earn  
86 postsecondary credit. Such agreements may include articulation  
87 between the secondary school academy and public or private 2-  
88 year and 4-year postsecondary institutions and technical  
89 centers. The Department of Education, in consultation with the  
90 Board of Governors, shall establish a mechanism to ensure  
91 articulation and transfer of credits to postsecondary  
92 institutions in this state. Such partnerships must provide  
93 opportunities for:

94 1. Instruction from highly skilled professionals who  
95 possess industry-certification credentials for courses they are  
96 teaching.

97 2. Internships, externships, and on-the-job training.

98 3. A postsecondary degree, diploma, or certificate.

99 4. The highest available level of industry certification.

100 5. Maximum articulation of credits pursuant to s. 1007.23  
101 upon program completion.

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102 ~~(c) Provide shared, maximum use of private sector~~  
103 ~~facilities and personnel.~~

104 ~~—— (d) Provide personalized student advisement, including a~~  
105 ~~parent participation component, and coordination with middle~~  
106 ~~schools to promote and support career exploration and education~~  
107 ~~planning as required under s. 1003.4156. Coordination with~~  
108 ~~middle schools must provide information to middle school~~  
109 ~~students about secondary and postsecondary career education~~  
110 ~~programs and academies.~~

111 (c)-(e) Promote and provide opportunities for students  
112 enrolled in a career and professional academy or a career-themed  
113 course ~~students~~ to attain, at minimum, the Florida Gold Seal  
114 Vocational Scholars award pursuant to s. 1009.536.

115 (d)-(f) Provide instruction in careers designated as high-  
116 skill, high-wage, and high-demand ~~high growth, high demand, and~~  
117 ~~high pay~~ by the regional workforce development board, the  
118 chamber of commerce, economic development agencies, or the  
119 Department of Economic Opportunity.

120 (e)-(g) Deliver academic content through instruction  
121 relevant to the career, including intensive reading and  
122 mathematics intervention required by s. 1003.428, with an  
123 emphasis on strengthening reading for information skills.

124 (f)-(h) Offer applied courses that combine academic content  
125 with technical skills.

126 (g)-(i) Provide instruction resulting in competency,  
127 certification, or credentials in workplace skills, including,  
128 but not limited to, communication skills, interpersonal skills,

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129 decisionmaking skills, the importance of attendance and  
130 timeliness in the work environment, and work ethics.

131 ~~(j) Include a plan to sustain career and professional~~  
132 ~~academies.~~

133 ~~(k) Redirect appropriated career funding to career and~~  
134 ~~professional academies.~~

135 (5) All career courses offered in a career and  
136 professional academy and each career-themed course offered by a  
137 secondary school must lead to industry certification or college  
138 credit ~~linked directly to the career theme of the course~~. If the  
139 passage rate on an industry certification examination that is  
140 associated with the career and professional academy or a career-  
141 themed course falls below 50 percent, the strategic 3-year plan  
142 must be amended to include specific strategies to improve the  
143 passage rate of the academy or career-themed course ~~the academy~~  
144 ~~must discontinue enrollment of new students the following school~~  
145 ~~year and each year thereafter until such time as the passage~~  
146 ~~rate is above 50 percent or the academy is discontinued.~~

147 (6) Workforce Florida, Inc., ~~through the secondary career~~  
148 ~~academies initiatives~~, shall serve in an advisory role and offer  
149 technical assistance in the development and deployment of newly  
150 established career and professional academies and career-themed  
151 courses.

152 Section 2. Section 1003.491, Florida Statutes, is amended  
153 to read:

154 1003.491 Florida Career and Professional Education Act.—  
155 The Florida Career and Professional Education Act is created to  
156 provide a statewide planning partnership between the business

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157 and education communities in order to attract, expand, and  
158 retain targeted, high-value industry and to sustain a strong,  
159 knowledge-based economy.

160 (1) The primary purpose of the Florida Career and  
161 Professional Education Act is to:

162 (a) Improve middle and high school academic performance by  
163 providing rigorous and relevant curriculum opportunities;

164 (b) Provide rigorous and relevant career-themed courses  
165 that articulate to postsecondary-level coursework and lead to  
166 industry certification;

167 (c) Support local and regional economic development;

168 (d) Respond to Florida's critical workforce needs; and

169 (e) Provide state residents with access to high-wage and  
170 high-demand careers.

171 (2) Each district school board shall develop, in  
172 collaboration with regional workforce boards, economic  
173 development agencies, and postsecondary institutions approved to  
174 operate in the state, a strategic 3-year ~~5-year~~ plan to address  
175 and meet local and regional workforce demands. If involvement of  
176 a regional workforce board or an economic development agency in  
177 the strategic plan development is not feasible, the local school  
178 board, with the approval of the Department of Economic  
179 Opportunity, shall collaborate with the most appropriate  
180 regional business leadership board. Two or more school districts  
181 may collaborate in the development of the strategic plan and  
182 offer career-themed courses, as defined in s. 1003.493(1)(b), or  
183 a career and professional academy as a joint venture. The  
184 strategic plan must describe in detail provisions for the

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185 efficient transportation of students, the maximum use of shared  
186 resources, access to courses aligned to state curriculum  
187 standards through virtual education providers legislatively  
188 authorized to provide part-time instruction to middle school  
189 students, and an objective review of proposed career and  
190 professional academy courses and other career-themed courses to  
191 determine if the courses will lead to the attainment of industry  
192 certifications included on the Industry Certified Funding List  
193 pursuant to rules adopted by the State Board of Education. Each  
194 strategic plan shall be reviewed, updated, and jointly approved  
195 every 3 ~~5~~ years by the local school district, regional workforce  
196 boards, economic development agencies, and state-approved  
197 postsecondary institutions.

198 (3) The strategic 3-year ~~5-year~~ plan developed jointly by  
199 the local school district, regional workforce boards, economic  
200 development agencies, and state-approved postsecondary  
201 institutions shall be constructed and based on:

202 (a) Research conducted to objectively determine local and  
203 regional workforce needs for the ensuing 3 ~~5~~ years, using labor  
204 projections of the United States Department of Labor and the  
205 Department of Economic Opportunity;

206 (b) Strategies to develop and implement career academies  
207 or career-themed courses based on those careers determined to be  
208 high wage, high skill, and ~~in~~ high demand;

209 (c) Strategies to provide shared, maximum use of private  
210 sector facilities and personnel;

211 (d) Strategies that ensure instruction by industry-  
212 certified faculty and standards and strategies to maintain



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213 current industry credentials and for recruiting and retaining  
214 faculty to meet those standards;

215 (e) Strategies to provide personalized student advisement,  
216 including a parent-participation component, and coordination  
217 with middle schools to promote and support career-themed courses  
218 and education planning as required under s. 1003.4156.

219 (f)(e) Alignment of requirements for middle school career  
220 exploration, middle and high school career and professional  
221 academies or career-themed courses leading to industry  
222 certification or postsecondary credit, and high school  
223 graduation requirements;

224 (g)(f) Provisions to ensure that career-themed courses and  
225 courses offered through career and professional academies are  
226 academically rigorous, meet or exceed appropriate state-adopted  
227 subject area standards, result in attainment of industry  
228 certification, and, when appropriate, result in postsecondary  
229 credit;

230 (h) Plans to sustain and improve career-themed courses and  
231 career and professional academies;

232 (i)(g) Strategies to improve the passage rate for industry  
233 certification examinations if the rate falls below 50 percent;

234 (j)(h) Strategies to recruit students into career-themed  
235 courses and ~~Establishment of student eligibility criteria in~~  
236 career and professional academies which include opportunities  
237 for students who have been unsuccessful in traditional  
238 classrooms but who are interested in enrolling in career-themed  
239 courses or a career and professional academy ~~show aptitude to~~  
240 ~~participate in academies.~~ School boards shall ~~address the~~

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241 ~~analysis of eighth grade student achievement data to provide~~  
242 opportunities for students who may be deemed as potential  
243 dropouts to enroll in career-themed courses or participate in  
244 career and professional academies;

245 (k)-(i) Strategies to provide sufficient space within  
246 academies to meet workforce needs and to provide access to all  
247 interested and qualified students;

248 (l)-(j) Strategies to implement career-themed courses or  
249 career and professional academy training that lead ~~leads~~ to  
250 industry certification in juvenile justice education programs at  
251 ~~Department of Juvenile Justice facilities;~~

252 (m)-(k) Opportunities for high school students to earn  
253 weighted or dual enrollment credit for higher-level career and  
254 technical courses;

255 (n)-(l) Promotion of the benefits of the Gold Seal Bright  
256 Futures Scholarship;

257 (o)-(m) Strategies to ensure the review of district pupil-  
258 progression plans and to amend such plans to include career-  
259 themed courses and career and professional academy courses and  
260 to include courses that may qualify as substitute courses for  
261 core graduation requirements and those that may be counted as  
262 elective courses; ~~and~~

263 (p)-(n) Strategies to provide professional development for  
264 secondary guidance counselors on the benefits of career and  
265 professional academies and career-themed courses that lead to  
266 industry certification;

267 (q) Strategies to redirect appropriated career funding in  
268 secondary and postsecondary institutions to support career

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269 academies and career-themed courses that lead to industry  
270 certification.

271 (4) The State Board of Education shall establish a process  
272 for the continual and uninterrupted review of newly proposed  
273 core secondary courses and existing courses requested to be  
274 considered as core courses to ensure that sufficient rigor and  
275 relevance is provided for workforce skills and postsecondary  
276 education and aligned to state curriculum standards.

277 (a) The review of newly proposed core secondary courses  
278 shall be the responsibility of a curriculum review committee  
279 whose membership is approved by the Workforce Florida, Inc.,  
280 ~~Board as described in s. 445.004,~~ and shall include:

281 1.(a) Three certified high school guidance counselors  
282 recommended by the Florida Association of Student Services  
283 Administrators.

284 2.(b) Three assistant superintendents for curriculum and  
285 instruction, recommended by the Florida Association of District  
286 School Superintendents and who serve in districts that operate  
287 successful career and professional academies pursuant to s.  
288 1003.492 or a successful series of courses that lead to industry  
289 certification. Committee members in this category shall employ  
290 the expertise of appropriate subject area specialists in the  
291 review of proposed courses.

292 3.(c) Three workforce representatives recommended by the  
293 Department of Economic Opportunity.

294 4.(d) Three admissions directors of postsecondary  
295 institutions accredited by the Southern Association of Colleges  
296 and Schools, representing both public and private institutions.

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297 5.(e) The ~~Deputy~~ Commissioner of Education, or his or her  
298 designee, responsible for K-12 curriculum and instruction. The  
299 ~~Deputy~~ Commissioner shall employ the expertise of appropriate  
300 subject area specialists in the review of proposed courses.

301 (b)(5) The curriculum review committee shall review  
302 ~~submission and review of~~ newly proposed core courses ~~shall be~~  
303 ~~conducted electronically.~~, ~~and~~ Each proposed core course shall  
304 be approved or denied within ~~3060~~ days of submission by a  
305 district school board or regional workforce board. All courses  
306 approved as core courses for purposes of middle school promotion  
307 and high school graduation shall be immediately added to the  
308 Course Code Directory. Approved core courses shall also be  
309 reviewed and considered for approval for dual enrollment credit.  
310 The Board of Governors and the Commissioner of Education shall  
311 jointly recommend an annual deadline for approval of new core  
312 courses to be included for purposes of postsecondary admissions  
313 and dual enrollment credit the following academic year. The  
314 State Board of Education shall establish an appeals process in  
315 the event that a proposed course is denied which shall require a  
316 consensus ruling by the Department of Economic Opportunity and  
317 the Commissioner of Education within 15 days.

318 Section 3. Section 1003.492, Florida Statutes, is amended  
319 to read:

320 1003.492 Industry-certified career education programs.—

321 (1) Secondary schools offering career-themed courses, as  
322 defined in s. 1003.493(1)(b), and career and professional  
323 academies shall be coordinated with the relevant and appropriate  
324 industry indicating that all components of the program are

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325 ~~relevant and appropriate~~ to prepare a ~~the~~ student for further  
326 education or for employment in that industry.

327 (2) The State Board of Education shall use the expertise  
328 of Workforce Florida, Inc., to develop and adopt rules pursuant  
329 to ss. 120.536(1) and 120.54 for implementing an industry  
330 certification process. Industry certification shall be defined  
331 by the Department of Economic Opportunity, based upon the  
332 highest available national standards for specific industry  
333 certification, to ensure student skill proficiency and to  
334 address emerging labor market and industry trends. A regional  
335 workforce board or a school principal ~~career and professional~~  
336 ~~academy~~ may apply to Workforce Florida, Inc., to request  
337 additions to the approved list of industry certifications based  
338 on high-skill, high-wage, and high-demand job requirements in  
339 the regional economy. The list of industry certifications  
340 approved by Workforce Florida, Inc., and the Department of  
341 Education shall be published and updated annually by a date  
342 certain, to be included in the adopted rule.

343 (3) The Department of Education shall collect student  
344 achievement and performance data in industry-certified career  
345 education programs and career-themed courses and shall work with  
346 Workforce Florida, Inc., in the analysis of collected data. The  
347 data collection and analyses shall examine the performance of  
348 participating students over time. Performance factors shall  
349 include, but not be limited to, graduation rates, retention  
350 rates, Florida Bright Futures Scholarship awards, additional  
351 educational attainment, employment records, earnings, industry  
352 certification, and employer satisfaction. The results of this

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353 study shall be submitted to the President of the Senate and the  
354 Speaker of the House of Representatives annually by December 31.

355 Section 4. Section 1003.4935, Florida Statutes, is amended  
356 to read:

357 1003.4935 Middle school career and professional academy  
358 courses and career-themed courses.-

359 (1) Beginning with the 2011-2012 school year, each  
360 district school board, in collaboration with regional workforce  
361 boards, economic development agencies, and state-approved  
362 postsecondary institutions, shall include plans to implement a  
363 career and professional academy or a career-themed course, as  
364 defined in s. 1003.493(1)(b), in at least one middle school in  
365 the district as part of the strategic 3-year ~~5-year~~ plan  
366 pursuant to s. 1003.491(2). The ~~middle school career and~~  
367 ~~professional academy component of the~~ strategic plan must  
368 provide students ~~ensure the~~ opportunity to transfer ~~transition~~  
369 from a ~~of~~ middle school career and professional academy or a  
370 career-themed course ~~students~~ to a high school career and  
371 professional academy or a career-themed course currently  
372 operating within the school district. Students who complete a  
373 middle school career and professional academy or a career-themed  
374 course must have the opportunity to earn an industry certificate  
375 and high school credit and participate in career planning, job  
376 shadowing, and business leadership development activities.

377 (2) Each middle school career and professional academy or  
378 career-themed course must be aligned with at least one high  
379 school career and professional academy or career-themed course  
380 offered in the district and maintain partnerships with local

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381 business and industry and economic development boards. Middle  
382 school career and professional academies and career-themed  
383 courses must:

384 (a) ~~Lead Provide instruction in courses leading to careers~~  
385 in occupations designated as high-skill, high-wage, and high-  
386 demand ~~high growth, high demand, and high pay~~ in the Industry  
387 Certification Funding List approved under rules adopted by the  
388 State Board of Education;

389 (b) ~~Offer career and professional academy courses that~~  
390 Integrate content from core subject areas;

391 (c) ~~Offer courses that~~ Integrate career and professional  
392 academy or career-themed course content with intensive reading  
393 and mathematics pursuant to s. 1003.428;

394 (d) Coordinate with high schools to maximize opportunities  
395 for middle school ~~career and professional academy~~ students to  
396 earn high school credit;

397 (e) Provide access to virtual instruction courses provided  
398 by virtual education providers legislatively authorized to  
399 provide part-time instruction to middle school students. The  
400 virtual instruction courses must be aligned to state curriculum  
401 standards for middle school career and professional academy  
402 courses or career-themed courses ~~students~~, with priority given  
403 to students who have required course deficits;

404 (f) Provide instruction from highly skilled professionals  
405 who hold industry certificates in the career area in which they  
406 teach;

407 (g) Offer externships; and

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408 (h) Provide personalized student advisement that includes  
409 a parent-participation component.

410 (3) Beginning with the 2012-2013 school year, if a school  
411 district implements a middle school career and professional  
412 academy or a career-themed course, the Department of Education  
413 shall collect and report student achievement data pursuant to  
414 performance factors identified under s. 1003.492(3) for ~~academy~~  
415 students enrolled in an academy or a career-themed course.

416 Section 5. Paragraph (o) of subsection (1) of section  
417 1011.62, Florida Statutes, is amended to read:

418 1011.62 Funds for operation of schools.—If the annual  
419 allocation from the Florida Education Finance Program to each  
420 district for operation of schools is not determined in the  
421 annual appropriations act or the substantive bill implementing  
422 the annual appropriations act, it shall be determined as  
423 follows:

424 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
425 OPERATION.—The following procedure shall be followed in  
426 determining the annual allocation to each district for  
427 operation:

428 (o) Calculation of additional full-time equivalent  
429 membership based on certification of successful completion of  
430 industry-certified career and professional academy programs or a  
431 career-themed course pursuant to ss. 1003.491, 1003.492,  
432 1003.493, and 1003.4935 and who is issued the highest level of  
433 industry certification identified in the Industry Certified  
434 Funding List pursuant to rules adopted by the State Board of  
435 Education.—A value of 0.1, 0.2, or 0.3 full-time equivalent



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436 student membership shall be calculated for each student who  
437 completes an industry-certified career and professional academy  
438 program or a career-themed course under ss. 1003.491, 1003.492,  
439 1003.493, and 1003.4935 and who is issued the highest level of  
440 industry certification identified annually in the Industry  
441 Certification Funding List approved under rules adopted by the  
442 State Board of Education and a high school diploma. The maximum  
443 full-time equivalent student membership value for any student is  
444 0.3. The Department of Education shall assign the appropriate  
445 full-time equivalent value for each certification, 50 percent of  
446 which is based on rigor and the remaining 50 percent on  
447 employment value. The State Board of Education shall include the  
448 assigned values in the Industry Certification Funding List under  
449 rules adopted by the state board. Rigor shall be based on the  
450 number of instructional hours, including work experience hours,  
451 required to earn the certification, with a bonus for industry  
452 certifications that have a statewide articulation agreement for  
453 college credit approved by the State Board of Education.  
454 Employment value shall be based on the entry wage, growth rate  
455 in employment for each occupational category, and average annual  
456 openings for the primary occupation linked to the industry  
457 certification. The ~~Such~~ value shall be added to the total full-  
458 time equivalent student membership in secondary career education  
459 programs for grades 9 through 12 in the subsequent year for  
460 courses that were not funded through dual enrollment. The  
461 additional full-time equivalent membership authorized under this  
462 paragraph may not exceed 0.3 per student. Each district must  
463 allocate at least 80 percent of the funds provided for industry

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464 certification, in accordance with this paragraph, to the program  
465 that generated the funds. Unless a different amount is specified  
466 in the General Appropriations Act, the appropriation for this  
467 calculation is limited to \$15 million annually. If the  
468 appropriation is insufficient to fully fund the total  
469 calculation, the appropriation shall be prorated.

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**T I T L E   A M E N D M E N T**

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Remove line 36 and insert:

477

System applies to the course level; amending s. 1003.493, F.S.;

478

amending s. 1003.491, F.S.; amending s. 1003.492, F.S.; amending

479

s. 1003.4935, F.S.; amending s. 1011.62, F.S.; repealing s.

480