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Proposed Committee Substitute by the Committee on Appropriations
(Appropriations Subcommittee on Education)

A bill to be entitled

An act relating to education; providing a short title; amending s. 1001.42, F.S.; authorizing a district school board to appoint a governing board for a school district technical center or a system of technical centers; providing for membership of the board; amending s. 1001.706, F.S.; revising the Board of Governors' strategic plan to include criteria for the designation of certain baccalaureate degree programs and graduate degree programs as high-demand programs; amending s. 1002.3105, F.S.; adding attainment of industry certifications to the list of acceleration options available to public school students; amending s. 1003.41, F.S.; revising the core curricular content for mathematics and social studies within the Next Generation Sunshine State Standards; amending s. 1003.4156, F.S.; revising the requirements for the course in career and education planning which students in middle grades must successfully complete for promotion; amending s. 1003.4203, F.S.; requiring each district school board to make available digital materials for students in kindergarten through grade 12; revising the digital curriculum; authorizing the digital materials to be integrated into subject area curricula, offered as a separate course, or made available through other options; requiring the Department of Education to confirm that each school



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



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



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



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115 provision to changes made by the act; creating s.
116 1008.44, F.S.; requiring the Department of Education
117 to annually identify the Industry Certification
118 Funding List; requiring the State Board of Education
119 to adopt the Postsecondary Industry Certification
120 Funding List; requiring the Commissioner of Education
121 to recommend to the State Board of Education the
122 Postsecondary Industry Certification Funding List;
123 authorizing the commissioner to recommend adding
124 certifications; requiring the Chancellor of the State
125 University System, the Chancellor of the Florida
126 College System, and the Chancellor of Career and Adult
127 Education to recommend to the commissioner industry
128 certifications to be placed on the funding list;
129 requiring that the Postsecondary Industry
130 Certification Funding List be used in determining
131 annual performance funding distributions to school
132 districts and Florida College System institutions;
133 requiring the chancellors to consider results of the
134 economic security report of employment and earnings
135 outcomes when recommending certifications for the
136 list; requiring the commissioner to differentiate
137 content, instructional, and assessment requirements
138 that, when provided by a public institution and
139 satisfactorily attained by a student, indicate
140 accomplishment of requirements necessary for funding
141 under certain circumstances; requiring differentiated
142 requirements to be included in the Industry
143 Certification Funding List; amending ss. 1009.22 and



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144 1009.25, F.S.; conforming provisions to changes made
145 by the act; amending s. 1011.62, F.S.; conforming
146 provisions to changes made by the act; revising the
147 procedure for annual allocation of funds to each
148 school district; revising the bonus funding for
149 enrollment in advanced placement courses; increasing
150 the funding cap on funding associated with industry
151 certifications; providing a performance bonus for
152 teachers of specified subjects; revising the
153 calculation of additional full-time equivalent
154 membership based on certification of successful
155 completion of a career-themed course and issuance of
156 an industry certification; requiring that industry
157 certification courses be reported and funded;
158 authorizing bonus funding for elementary and middle
159 schools where students earn certain recognitions and
160 digital competency certificates; amending s. 1011.80,
161 F.S.; deleting the performance output measure for a
162 career program of study; providing that continuing
163 postsecondary education at a level that will further
164 enhance employment is a performance outcome for adult
165 general education programs; providing distribution and
166 calculation of performance funding for school district
167 workforce education programs; amending s. 1011.81,
168 F.S.; providing for performance funding for industry
169 certifications for Florida College System
170 institutions; amending s. 1011.905, F.S.; revising
171 requirements for performance funding for state
172 universities; providing an effective date.



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

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

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

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

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



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

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

208 1001.706 Powers and duties of the Board of Governors.—

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

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

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

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

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



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

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

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

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

249 1002.3105 Academically Challenging Curriculum to Enhance
250 Learning (ACCEL) options.—

251 (1) ACCEL OPTIONS.—

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



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

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

267 1003.41 Sunshine State Standards.—

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

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

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



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289 comprehensive range of historical periods. Beginning with the
290 2011-2012 school year, the reading portion of the language arts
291 curriculum shall include civics education content for all grade
292 levels. The State Board of Education shall, in accordance with
293 the expedited schedule established under subsection (2), review
294 and replace the language arts standards adopted by the state
295 board in 2007 with Next Generation Sunshine State Standards that
296 comply with this subparagraph.

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

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

314 4. Social studies standards must establish specific
315 curricular content for, at a minimum, geography;i ~~;~~ United States
316 and world history;i ~~;~~ government;i ~~;~~ civics;i ~~;~~ economics, to include
317 financial literacy; and humanities. The standards must include



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318 distinct grade level expectations for the core content knowledge
319 and skills that a student is expected to have acquired by each
320 individual grade level from kindergarten through grade 8. The
321 social studies standards for grades 9 through 12 may be
322 organized by grade clusters of more than one grade level.

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

325 1003.4156 General requirements for middle grades
326 promotion.—

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

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

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

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

334 b. Reading.

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



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

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

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



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376 445.07. The required personalized academic and career plan must
377 inform students of high school graduation requirements, high
378 school assessment and college entrance test requirements,
379 Florida Bright Futures Scholarship Program requirements, state
380 university and Florida College System institution admission
381 requirements, and programs through which a high school student
382 can earn college credit, including Advanced Placement,
383 International Baccalaureate, Advanced International Certificate
384 of Education, dual enrollment, career academy and career-themed
385 course opportunities, and courses that lead to national industry
386 certification.

387
388 A student with a disability, as defined in s. 1007.02(2), for
389 whom the individual education plan team determines that an end-
390 of-course assessment cannot accurately measure the student's
391 abilities, taking into consideration all allowable
392 accommodations, shall have the end-of-course assessment results
393 waived for purposes of determining the student's course grade
394 and completing the requirements for middle grades promotion.
395 Each school must inform parents about the course curriculum and
396 activities. Each student shall complete a personal education
397 plan that must be signed by the student and the student's
398 parent. The Department of Education shall develop course
399 frameworks and professional development materials for the career
400 and education planning course. The course may be implemented as
401 a stand-alone course or integrated into another course or
402 courses. The Commissioner of Education shall collect
403 longitudinal high school course enrollment data by student
404 ethnicity in order to analyze course-taking patterns.



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405 Section 7. Section 1003.4203, Florida Statutes, is amended
406 to read:

407 1003.4203 Digital technology materials, certificates, and
408 technical assistance curriculum.-

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

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

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

431 (3) Subject to available funding, the department shall
432 contract by December 1, 2013, with one or more of the technology
433 companies or affiliated nonprofit organizations that have



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

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

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

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

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

458 (4) Subject to available funding, the department shall
459 contract, by December 1, 2013, with one or more of the
460 technology companies that have approved industry certifications
461 identified on the Industry Certification Funding List or the
462 Postsecondary Industry Certification Funding List, pursuant to



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463 s. 1003.492 or s. 1008.44, to develop a Florida Digital Tools
464 Certificate to indicate a student's technology skills. The
465 certificate shall be made available to all public middle school
466 students, at no cost to school districts.

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

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

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

484 (5)(3) The Department of Education or company or companies
485 contracted under subsection (4) or this subsection shall provide
486 technical assistance to ~~develop a model digital curriculum to~~
487 ~~serve as a guide for~~ district school boards in the
488 implementation ~~development~~ of this section. Assistance to
489 districts shall include, but need not be limited to:
490 identification of digital technology resources, primarily open-
491 access resources, including digital curriculum, instructional



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492 materials, media assets, and other digital tools and
493 applications; training mechanisms for teachers and others to
494 facilitate integration of digital technologies into
495 instructional strategies; and model policies and procedures that
496 support sustainable implementation practices a digital
497 curriculum.

498 (6)-(4) A district school board may seek partnerships with
499 other school districts, private businesses, colleges,
500 universities, or and consultants to offer classes and
501 instruction to teachers and students to assist the school
502 district in providing digital materials and certifications
503 established pursuant to this section curriculum instruction.

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

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

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



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521 assessment adopted pursuant to s. 1008.22 before high school
522 graduation. Students must be advised of eligibility requirements
523 for state scholarship programs and postsecondary admissions.

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

528 (a) Sixteen core curriculum credits:

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

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



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550 entering grade 9 in the 2012-2013 school year, in addition to
551 the Algebra I and geometry credit requirements, one of the four
552 credits in mathematics must be Algebra II or a series of courses
553 equivalent to Algebra II as approved by the State Board of
554 Education.

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

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

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



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579 through the Course Code Directory.

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

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

606 1003.429 Accelerated high school graduation options.—

607 (1) Students who enter grade 9 in the 2006-2007 school year



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608 and thereafter may select, upon receipt of each consent required
609 by this section, one of the following three high school
610 graduation options:

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

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

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



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637 graduation. Beginning with students entering grade 9 in the
638 2010-2011 school year, in addition to the Algebra I credit
639 requirement, one of the four credits in mathematics must be
640 geometry or a series of courses equivalent to geometry as
641 approved by the State Board of Education. Beginning with
642 students entering grade 9 in the 2010-2011 school year, the end-
643 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
644 must be met in order for a student to earn the required credit
645 in Algebra I. Beginning with students entering grade 9 in the
646 2011-2012 school year, the end-of-course assessment requirements
647 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
648 to earn the required credit in geometry. Beginning with students
649 entering grade 9 in the 2012-2013 school year, in addition to
650 the Algebra I and geometry credit requirements, one of the four
651 credits in mathematics must be Algebra II or a series of courses
652 equivalent to Algebra II as approved by the State Board of
653 Education;

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



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

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

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

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

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

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

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



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

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



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

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

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

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

740

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

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

748 1003.4295 Acceleration options.-

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



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753 the credit requirements for the core curricula established in
754 ss. 1003.428, 1003.4281, 1003.429, and 1003.43 for high school
755 graduation.

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

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

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



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782 or more courses or credits in mathematics and science,
783 including, but not limited to, Algebra II, chemistry, and
784 physics.

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

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

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

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

802 1003.433 Learning opportunities for out-of-state and out-
803 of-country transfer students and students needing additional
804 instruction to meet high school graduation requirements.-

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

809 (c) Participation in an adult general education program as
810 provided in s. 1004.93 for such time as the student requires to



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

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

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

823 1004.02 Definitions.—As used in this chapter:

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

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

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



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840 1004.082 Talent retention program.—The Chancellor of the
841 State University System shall cooperate with the Commissioner of
842 Education to support talent retention programs that encourage
843 middle school and high school students who indicate an interest
844 in or aptitude for physics or mathematics to continue their
845 education at a state university that has excellent departments
846 in selected fields. The commissioner and chancellor shall work
847 with state university department chairs to enable department
848 chairs of outstanding state university departments to send
849 letters to students who indicate an interest in and aptitude for
850 those subjects. At a minimum, the letter should provide an open
851 invitation for the student to communicate with the department,
852 at least annually, and to schedule a tour of the department and
853 the campus.

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

856 1004.91 Requirements for career education program basic
857 skills ~~career-preparatory instruction.~~—

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

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



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

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

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

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

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

895 (d) A student ~~Students who~~ passes ~~have passed~~ a state or,
896 ~~national, or~~ industry certification or licensure exam that is
897 identified in the rules of the State Board of Education and



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898 aligned to the career education program in which the student is
899 enrolled ~~are exempt from this section.~~

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

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

908 1004.93 Adult general education.—

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

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

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

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

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

- 924 1. Obtain or maintain employment or benefit from
925 certificate career education programs;
926 2. Pursue a postsecondary degree; or



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927 3. Develop competence in the English language to qualify
928 for employment.

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

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

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

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

944 (b) Create a personalized employment goal.

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

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

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

952
953 The action-steps-to-employment activities may be developed
954 through a blended approach with assistance provided to adult
955 general education students by teachers, employment specialists,



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

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

963 1007.263 Florida College System institutions; admissions of
964 students.—Each Florida College System institution board of
965 trustees is authorized to adopt rules governing admissions of
966 students subject to this section and rules of the State Board of
967 Education. These rules shall include the following:

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

975
976 Each board of trustees shall establish policies that notify
977 students about, and place students into, adult basic education,
978 adult secondary education, or other instructional programs that
979 provide students with alternatives to traditional college-
980 preparatory instruction, including private provider instruction.
981 A student is prohibited from enrolling in additional college-
982 level courses until the student scores above the cut-score on
983 all sections of the common placement test.

984 Section 18. Subsections (2), (7), and (11) of section



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985 1007.271, Florida Statutes, are amended to read:
986 1007.271 Dual enrollment programs.—
987 (2) For the purpose of this section, an eligible secondary
988 student is a student who is enrolled in a Florida public
989 secondary school or in a Florida private secondary school which
990 is in compliance with s. 1002.42(2) and provides a secondary
991 curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43.
992 Students who are eligible for dual enrollment pursuant to this
993 section may enroll in dual enrollment courses conducted during
994 school hours, after school hours, and during the summer term.
995 However, if the student is projected to graduate from high
996 school before the scheduled completion date of a postsecondary
997 course, the student may not register for that course through
998 dual enrollment. The student may apply to the postsecondary
999 institution and pay the required registration, tuition, and fees
1000 if the student meets the postsecondary institution's admissions
1001 requirements under s. 1007.263. Instructional time for dual
1002 enrollment may vary from 900 hours; however, the school district
1003 may only report the student for a maximum of 1.0 FTE, as
1004 provided in s. 1011.61(4). Any student enrolled as a dual
1005 enrollment student is exempt from the payment of registration,
1006 tuition, and laboratory fees. Applied academics for adult
1007 education ~~Vocational-preparatory~~ instruction, college-
1008 preparatory instruction, and other forms of precollegiate
1009 instruction, as well as physical education courses that focus on
1010 the physical execution of a skill rather than the intellectual
1011 attributes of the activity, are ineligible for inclusion in the
1012 dual enrollment program. Recreation and leisure studies courses
1013 shall be evaluated individually in the same manner as physical



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1014 education courses for potential inclusion in the program.

1015 (7) Career dual enrollment shall be provided as a
1016 curricular option for secondary students to pursue in order to
1017 earn industry certifications adopted pursuant to s. 1008.44,
1018 which count as a series of elective credits toward the high
1019 school diploma. Career dual enrollment shall be available for
1020 secondary students seeking a degree and industry certification
1021 through or certificate from a complete career-preparatory
1022 program or a career course and may not be used to enroll
1023 students in isolated career courses.

1024 (11) Career early admission is a form of career dual
1025 enrollment through which eligible secondary students enroll full
1026 time in a career center or a Florida College System institution
1027 in postsecondary programs leading to industry certifications, as
1028 listed in the Postsecondary Industry Certification Funding List
1029 pursuant to s. 1008.44, which courses that are creditable toward
1030 the high school diploma and ~~the~~ certificate or associate degree.
1031 Participation in the career early admission program is limited
1032 to students who have completed a minimum of 6 semesters of full-
1033 time secondary enrollment, including studies undertaken in the
1034 ninth grade. Students enrolled pursuant to this section are
1035 exempt from the payment of registration, tuition, and laboratory
1036 fees.

1037 Section 19. Paragraph (h) is added to subsection (2) of
1038 section 1008.25, Florida Statutes, to read:

1039 1008.25 Public school student progression; remedial
1040 instruction; reporting requirements.—

1041 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
1042 school board shall establish a comprehensive plan for student



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1043 progression which must:

1044 (h) Provide instructional sequences by which students in
1045 kindergarten through high school may attain progressively higher
1046 levels of skill in the use of digital tools and applications.
1047 The instructional sequences must include participation in
1048 curricular and instructional options and the demonstration of
1049 competence of standards required pursuant to ss. 1003.41 and
1050 1003.4203 through attainment of industry certifications and
1051 other means of demonstrating credit requirements identified
1052 under ss. 1002.3105, 1003.4203, and 1003.4295.

1053 Section 20. Subsection (2) of section 1008.37, Florida
1054 Statutes, is amended to read:

1055 1008.37 Postsecondary feedback of information to high
1056 schools.-

1057 (2) The Commissioner of Education shall report, by high
1058 school, to the State Board of Education, the Board of Governors,
1059 and the Legislature, no later than November 30 of each year, on
1060 the number of prior year Florida high school graduates who
1061 enrolled for the first time in public postsecondary education in
1062 this state during the previous summer, fall, or spring term,
1063 indicating the number of students whose scores on the common
1064 placement test indicated the need for remediation through
1065 applied academics instruction or college-preparatory or
1066 vocational-preparatory instruction pursuant to s. 1004.91 or s.
1067 1008.30.

1068 Section 21. Section 1008.44, Florida Statutes, is created
1069 to read:

1070 1008.44 Industry certifications; Industry Certification
1071 Funding List and Postsecondary Industry Certification Funding



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1072 List.-

1073 (1) Pursuant to s. 1003.492, the Department of Education
1074 shall, at least annually, identify, under rules approved by the
1075 State Board of Education, the Industry Certification Funding
1076 List that must be applied in the distribution of funding to
1077 school districts pursuant to s. 1011.62.

1078 (2) The State Board of Education shall adopt, at least
1079 annually, the Postsecondary Industry Certification Funding List
1080 pursuant to this section. The commissioner shall recommend, at
1081 least annually, the Postsecondary Industry Certification Funding
1082 List to the State Board of Education and may at any time
1083 recommend adding certifications. The Chancellor of the State
1084 University System, the Chancellor of the Florida College System,
1085 and the Chancellor of Career and Adult Education shall recommend
1086 to the commissioner industry certifications to be placed on the
1087 funding list. The list shall be used in determining annual
1088 performance funding distributions to school districts and
1089 Florida College System institutions as specified in ss. 1011.80
1090 and 1011.81, respectively. The chancellors shall consider
1091 results of the economic security report of employment and
1092 earnings outcomes produced annually pursuant to s. 445.07 when
1093 recommending certifications for the list.

1094 (3) In the case of rigorous industry certifications that
1095 have embedded prerequisite minimum age, grade level, diploma or
1096 degree, post-graduation period of work experience of at least 12
1097 months, or other reasonable requirements that may limit the
1098 extent to which a student can complete all requirements of the
1099 certification recognized by industry for employment purposes,
1100 the commissioner shall differentiate content, instructional, and



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1101 assessment requirements that, when provided by a public
1102 institution and satisfactorily attained by a student, indicate
1103 accomplishment of requirements necessary for funding pursuant to
1104 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
1105 prerequisite requirements necessary for recognition by industry
1106 for employment purposes. The differentiated requirements
1107 established by the commissioner shall be included in the
1108 Industry Certification Funding List at the time the
1109 certification is adopted.

1110 Section 22. Paragraph (a) of subsection (3) of section
1111 1009.22, Florida Statutes, is amended to read:

1112 1009.22 Workforce education postsecondary student fees.—

1113 (3) (a) Except as otherwise provided by law, fees for
1114 students who are nonresidents for tuition purposes must offset
1115 the full cost of instruction. Residency of students shall be
1116 determined as required in s. 1009.21. Fee-nonexempt students
1117 enrolled in applied academics for adult education ~~vocational-~~
1118 ~~preparatory~~ instruction shall be charged fees equal to the fees
1119 charged for adult general education programs. Each Florida
1120 College System institution that conducts college-preparatory and
1121 applied academics for adult education ~~vocational-preparatory~~
1122 instruction in the same class section may charge a single fee
1123 for both types of instruction.

1124 Section 23. Paragraphs (c) and (d) of subsection (1) of
1125 section 1009.25, Florida Statutes, are amended to read:

1126 1009.25 Fee exemptions.—

1127 (1) The following students are exempt from the payment of
1128 tuition and fees, including lab fees, at a school district that
1129 provides workforce education programs, Florida College System



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1130 institution, or state university:

1131 (c) A student who is or was at the time he or she reached
1132 18 years of age in the custody of the Department of Children and
1133 Family Services or who, after spending at least 6 months in the
1134 custody of the department after reaching 16 years of age, was
1135 placed in a guardianship by the court. Such exemption includes
1136 fees associated with enrollment in applied academics for adult
1137 education ~~career-preparatory~~ instruction. The exemption remains
1138 valid until the student reaches 28 years of age.

1139 (d) A student who is or was at the time he or she reached
1140 18 years of age in the custody of a relative under s. 39.5085 or
1141 who was adopted from the Department of Children and Family
1142 Services after May 5, 1997. Such exemption includes fees
1143 associated with enrollment in applied academics for adult
1144 education ~~career-preparatory~~ instruction. The exemption remains
1145 valid until the student reaches 28 years of age.

1146 Section 24. Present paragraphs (s) and (t) of subsection
1147 (1) of section 1011.62, Florida Statutes, are redesignated as
1148 paragraphs (t) and (u), respectively, a new paragraph (s) is
1149 added to that subsection, and paragraphs (c), (n), and (o) and
1150 present paragraph (t) of that subsection are amended, to read:

1151 1011.62 Funds for operation of schools.—If the annual
1152 allocation from the Florida Education Finance Program to each
1153 district for operation of schools is not determined in the
1154 annual appropriations act or the substantive bill implementing
1155 the annual appropriations act, it shall be determined as
1156 follows:

1157 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1158 OPERATION.—The following procedure shall be followed in



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1159 determining the annual allocation to each district for
1160 operation:

1161 (c) *Determination of programs.*—Cost factors based on
1162 desired relative cost differences between the following programs
1163 shall be established in the annual General Appropriations Act.
1164 The cost factor for secondary career education programs and
1165 basic programs grades 9 through 12 shall be equal. The
1166 Commissioner of Education shall specify a matrix of services and
1167 intensity levels to be used by districts in the determination of
1168 the two weighted cost factors for exceptional students with the
1169 highest levels of need. For these students, the funding support
1170 level shall fund the exceptional students' education program,
1171 with the exception of extended school year services for students
1172 with disabilities.

- 1173 1. Basic programs.—
- 1174 a. Kindergarten and grades 1, 2, and 3.
 - 1175 b. Grades 4, 5, 6, 7, and 8.
 - 1176 c. Grades 9, 10, 11, and 12.
- 1177 2. Programs for exceptional students.—
- 1178 a. Support Level IV.
 - 1179 b. Support Level V.
- 1180 3. Secondary career education programs.—
- 1181 4. English for Speakers of Other Languages.—

1182 (n) *Calculation of additional full-time equivalent*
1183 *membership based on college board advanced placement scores of*
1184 *students.*—A value of 0.16 full-time equivalent student
1185 membership shall be calculated for each student in each advanced
1186 placement course who receives a score of 3 or higher on the
1187 College Board Advanced Placement Examination for the prior year



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1188 and added to the total full-time equivalent student membership
1189 in basic programs for grades 9 through 12 in the subsequent
1190 fiscal year. Each district must allocate at least 80 percent of
1191 the funds provided to the district for advanced placement
1192 instruction, in accordance with this paragraph, to the high
1193 school that generates the funds. The school district shall
1194 distribute to each classroom teacher who provided advanced
1195 placement instruction:

1196 1. A bonus in the amount of \$50 for each student taught by
1197 the Advanced Placement teacher in each advanced placement course
1198 who receives a score of 3 or higher on the College Board
1199 Advanced Placement Examination.

1200 2. An additional bonus of \$500 to each Advanced Placement
1201 teacher in a school designated with a grade of "D" or "F" who
1202 has at least one student scoring 3 or higher on the College
1203 Board Advanced Placement Examination, regardless of the number
1204 of classes taught or of the number of students scoring a 3 or
1205 higher on the College Board Advanced Placement Examination.

1206
1207 Bonuses awarded to a teacher according to this paragraph shall
1208 not exceed \$2,000 in any given school year. However, the maximum
1209 bonus shall be \$3,000 if at least 50 percent of the students
1210 enrolled in a teacher's course earn a score of 3 or higher on
1211 the examination in a school with a grade of "A," "B," or "C"; or
1212 if at least 25 percent of the students enrolled in a teacher's
1213 course earn a score of 3 or higher on the examination in a
1214 school with a grade of "D" or "F." Bonuses awarded under this
1215 paragraph ~~and~~ shall be in addition to any regular wage or other
1216 bonus the teacher received or is scheduled to receive. For such



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1217 courses, the teacher shall earn an additional bonus of \$50 for
1218 each student who has a qualifying score up to the maximum of
1219 \$3,000 in any given school year.

1220 (o) *Calculation of additional full-time equivalent*
1221 *membership based on ~~certification of successful completion of a~~*
1222 *career-themed course ~~or career and professional academy program~~*
1223 *pursuant to ss. 1003.491, 1003.492, and 1003.493, and ~~1003.4935~~*
1224 *and issuance of ~~the highest level of~~ industry certification*
1225 *identified in the Industry Certification Certified Funding List*
1226 *pursuant to rules adopted by the State Board of Education.-*

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



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1246 The State Board of Education shall include the assigned values
1247 in the Industry Certification Funding List under rules adopted
1248 by the state board. ~~Rigor shall be based on the number of~~
1249 ~~instructional hours, including work experience hours, required~~
1250 ~~to earn the certification, with a bonus for industry~~
1251 ~~certifications that have a statewide articulation agreement for~~
1252 ~~college credit approved by the State Board of Education.~~
1253 ~~Employment value shall be based on the entry wage, growth rate~~
1254 ~~in employment for each occupational category, and average annual~~
1255 ~~openings for the primary occupation linked to the industry~~
1256 ~~certification.~~ Such value shall be added to the total full-time
1257 equivalent student membership in secondary career education
1258 programs for grades 9 through 12 in the subsequent year for
1259 courses that were not provided ~~funded~~ through dual enrollment.
1260 Industry certifications earned through dual enrollment must be
1261 reported and funded pursuant to ss. 1011.80 and 1011.81.

1262 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
1263 ~~time equivalent student membership shall be calculated for each~~
1264 ~~student who completes a career-themed course or a career and~~
1265 ~~professional academy program under s. 1003.4935 and who is~~
1266 ~~issued the highest level of industry certification in science,~~
1267 ~~technology, engineering, or mathematics identified on the~~
1268 ~~Industry Certification Funding List under rules adopted by the~~
1269 ~~State Board of Education.~~

1270 ~~2.3. The additional full-time equivalent membership~~
1271 ~~authorized under this paragraph may not exceed 0.3 per student.~~
1272 Each district must allocate at least 80 percent of the funds
1273 provided for industry certification, in accordance with this
1274 paragraph, to the program that generated the funds. This



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1275 allocation may not be used to supplant funds provided for basic
1276 operation of the program. Unless a different amount is specified
1277 in the General Appropriations Act, the appropriation for this
1278 calculation is limited to \$60 ~~\$15~~ million annually. If the
1279 appropriation is insufficient to fully fund the total
1280 calculation, the appropriation shall be prorated.

1281 3. For industry certifications earned in the 2013-2014
1282 school year and in subsequent years, the school district shall
1283 distribute to each classroom teacher who provided direct
1284 instruction toward the attainment of an industry certification
1285 that qualified for additional full-time equivalent membership
1286 under subparagraph 1.:

1287 a. A bonus in the amount of \$25 for each student taught by
1288 a teacher who provided instruction in a course that led to the
1289 attainment of an industry certification on the Industry
1290 Certification Funding List with a weight of 0.1.

1291 b. A bonus in the amount of \$50 for each student taught by
1292 a teacher who provided instruction in a course that led to the
1293 attainment of an industry certification on the Industry
1294 Certification Funding List with a weight of 0.2.

1295 4. For the 2013-14 fiscal year, the additional FTE
1296 membership calculation must include the additional FTE for any
1297 student who earned a certification in the 2009-2010, 2010-2011,
1298 and 2011-2012 fiscal years, who was not previously funded and
1299 was enrolled in 2012-2013.

1300
1301 Bonuses awarded according to this paragraph shall be provided to
1302 teachers who are employed by the district in the year in which
1303 the additional FTE membership calculation is included in the



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1304 calculation. Bonuses shall be calculated based upon the
1305 associated weight of an industry certification on the Industry
1306 Certification Funding List for the year in which the
1307 certification is earned by the student. Any bonus awarded to a
1308 teacher under this paragraph may not exceed \$2,000 in any given
1309 school year and is in addition to any regular wage or other
1310 bonus the teacher received or is scheduled to receive.

1311 (s) Florida Cyber Security Recognition, Florida Digital
1312 Arts Recognition, and Florida Digital Tools Certificate
1313 established pursuant to s. 1003.4203.

1314 1. Each public elementary school shall receive \$50 for each
1315 student who earns, annually, the Florida Cyber Security
1316 Recognition or the Florida Digital Arts Recognition established
1317 pursuant to s. 1003.4203. The maximum award per student is \$100
1318 per year. The minimum award per school shall be \$1,000 and the
1319 maximum \$15,000 annually. This performance payment shall be
1320 calculated in the FEFP as a full-time equivalent student.

1321 2. Each middle school shall receive \$50 for each student
1322 who earns the Florida Digital Tools Certificate established
1323 pursuant to s. 1003.4203, with a minimum award per school of
1324 \$1,000 annually and a maximum of \$15,000 annually. This
1325 performance payment shall be calculated in the FEFP as a full-
1326 time equivalent student.

1327 (u) ~~(t)~~ Computation for funding through the Florida
1328 Education Finance Program.—The State Board of Education may
1329 adopt rules establishing programs, industry certifications, and
1330 courses for which the student may earn credit toward high school
1331 graduation.

1332 Section 25. Subsection (4) of section 1011.80, Florida



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1333 Statutes, is amended, paragraph (b) of subsection (6) is
1334 redesignated as paragraph (c), and a new paragraph (b) is added
1335 to that subsection, to read:

1336 1011.80 Funds for operation of workforce education
1337 programs.—

1338 (4) Funding for all workforce education programs must be
1339 based on cost categories, performance output measures, and
1340 performance outcome measures.

1341 (a) The cost categories must be calculated to identify
1342 high-cost programs, medium-cost programs, and low-cost programs.
1343 The cost analysis used to calculate and assign a program of
1344 study to a cost category must include at least both direct and
1345 indirect instructional costs, consumable supplies, equipment,
1346 and standard program length.

1347 ~~(b)1. The performance output measure for career education~~
1348 ~~programs of study is student completion of a career program of~~
1349 ~~study that leads to an occupational completion point associated~~
1350 ~~with a certificate; an apprenticeship program; or a program that~~
1351 ~~leads to an applied technology diploma or an associate in~~
1352 ~~applied science or associate in science degree. Performance~~
1353 ~~output measures for registered apprenticeship programs shall be~~
1354 ~~based on program lengths that coincide with lengths established~~
1355 ~~pursuant to the requirements of chapter 446.~~

1356 ~~2.~~ The performance output measure for an adult general
1357 education course of study is measurable improvement in student
1358 skills. This measure shall include improvement in literacy
1359 skills, grade level improvement as measured by an approved test,
1360 or attainment of a State of Florida diploma or an adult high
1361 school diploma.



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1362 (c) The performance outcome measures for adult general
1363 ~~workforce~~ education programs are associated with placement and
1364 retention of students after reaching a completion point or
1365 completing a program of study. These measures include placement
1366 or retention in employment ~~that is related to the program of~~
1367 ~~study; placement into or retention in employment in an~~
1368 ~~occupation on the Workforce Estimating Conference list of high-~~
1369 ~~wage, high-skill occupations with sufficient openings, or other~~
1370 ~~High Wage/High Skill Program occupations as determined by~~
1371 ~~Workforce Florida, Inc.; and placement and retention of~~
1372 ~~participants or former participants in the welfare transition~~
1373 ~~program in employment.~~ Continuing postsecondary education at a
1374 level that will further enhance employment is a performance
1375 outcome for adult general education programs. ~~Placement and~~
1376 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

1377 (6)

1378 (b) Performance funding for industry certifications for
1379 school district workforce education programs shall be determined
1380 as follows:

1381 1. The General Appropriations Act must specify occupational
1382 areas for which industry certifications may be earned for
1383 performance funding. Priority shall be given to the occupational
1384 areas emphasized in state, national, or corporate grants
1385 provided to Florida educational institutions.

1386 2. The Chancellor of Career and Adult Education shall
1387 identify the industry certifications eligible for funding on the
1388 Postsecondary Industry Certification Funding List adopted
1389 pursuant to s. 1008.44, based on the occupational areas
1390 specified in the General Appropriations Act.



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1391 3. Each school district shall be provided \$1,000 for each
1392 industry certification earned by a workforce education student.
1393 The maximum amount of funding appropriated for performance
1394 funding pursuant to this paragraph shall be limited to \$15
1395 million annually. If funds are insufficient to fully fund the
1396 calculated total award, they shall be prorated.

1397 Section 26. Present subsections (2) and (3) of section
1398 1011.81, Florida Statutes, are redesignated as subsections (3)
1399 and (4), respectively, and a new subsection (2) is added to that
1400 section, to read:

1401 1011.81 Florida College System Program Fund.—

1402 (2) Performance funding for industry certifications for
1403 Florida College System institutions shall be determined as
1404 follows:

1405 (a) The General Appropriations Act must specify
1406 occupational areas for which industry certifications may be
1407 earned for performance funding. Priority shall be given to the
1408 occupational areas emphasized in state, national, or corporate
1409 grants provided to Florida educational institutions.

1410 (b) The Chancellor of the Florida College System shall
1411 identify the industry certifications eligible for funding on the
1412 Postsecondary Industry Certification Funding List adopted
1413 pursuant to s. 1008.44, based on the occupational areas
1414 specified in the General Appropriations Act.

1415 (c) Each Florida College System institution shall be
1416 provided \$1,000 for each industry certification earned by a
1417 student. The maximum amount of funding appropriated for
1418 performance funding pursuant to this subsection shall be limited
1419 to \$15 million annually. If funds are insufficient to fully fund



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1420 the calculated total award, they shall be prorated.

1421 Section 27. Section 1011.905, Florida Statutes, is amended
1422 to read:

1423 1011.905 Performance funding for state universities.-

1424 (1) The Legislature intends that state performance funds
1425 for the state university system be based on indicators of system
1426 and institutional attainment of performance expectations. For
1427 the 2012-2013 through at least 2016-2017 ~~2012-2013 and 2013-2014~~
1428 fiscal years, the Board of Governors shall review and rank each
1429 state university that applies for performance funding, as
1430 provided in the General Appropriations Act, based on the
1431 following formula:

1432 (a) Twenty-five percent of a state university's score shall
1433 be based on the percentage of employed graduates who have earned
1434 degrees which have a primary focus in the following programs:

1435 1. For the 2012-2013 and 2013-2014 fiscal years:

1436 a.1. Computer and information science;

1437 b.2. Computer engineering;

1438 c.3. Information systems technology;

1439 d.4. Information technology; and

1440 e.5. Management information systems.

1441
1442 In the 2013-2014 fiscal year, funds awarded under subparagraph
1443 1. may not be awarded on the basis of a new competition, and the
1444 universities that received awards under subparagraph 1. in the
1445 2012-2013 fiscal year shall be awarded the same amount in the
1446 2013-2014 fiscal year.

1447 2. For the 2013-2014 and 2014-2015 fiscal years, high-
1448 demand programs determined by the Board of Governors using gap



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1449 analysis data adopted pursuant to s. 1001.706(5).

1450 3. For the 2013-2014 and 2014-2015 fiscal years, a master's
1451 degree in cloud virtualization technology and related large data
1452 management.

1453 (b) Twenty-five percent of a state university's score shall
1454 be based on the percentage of graduates who have earned
1455 baccalaureate degrees in the programs in paragraph (a) and who
1456 have earned industry certifications, identified on the
1457 Postsecondary Industry Certification Funding List pursuant to s.
1458 1008.44, in a related field from a Florida College System
1459 institution or state university prior to graduation.

1460 (c) Fifty percent of a state university's score shall be
1461 based on factors determined by the Board of Governors which
1462 relate to increasing the probability that graduates who have
1463 earned degrees in the programs described in paragraph (a) will
1464 be employed in high-skill, high-wage, and high-demand
1465 employment.

1466 (2) The submission from a state university that has the
1467 highest score shall be ranked first, with each remaining
1468 submission from a state university ranked sequentially by score.

1469 (3) (a) Each year, the Board of Governors shall award up to
1470 \$15 million to the highest-ranked state universities in support
1471 of each program identified in paragraph (1) (a) from funds
1472 appropriated for the purposes in this section and as specified
1473 in the General Appropriations Act. The award per state
1474 university shall be a minimum of 25 percent of the total amount
1475 appropriated pursuant to this section.

1476 (b) The funds shall be awarded to the department of the
1477 state university which offers the degrees described in paragraph



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1478 (1) (a) .

1479 (c) The funds may not be used to supplant funding for the
1480 degree programs described in paragraph (1) (a) .

1481 (4) By December 31 of each year funds are appropriated for
1482 performance funding, the Board of Governors shall submit a
1483 report containing the rankings and award distributions to the
1484 Governor, the President of the Senate, and the Speaker of the
1485 House of Representatives.

1486 Section 28. This act shall take effect upon becoming a law.