

By the Committees on Appropriations; and Education; and Senators Legg, Stargel, Brandes, Benacquisto, Bean, and Sobel

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

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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; creating s. 1003.4282, F.S.;
57 providing requirements for a standard high school
58 diploma; establishing a 24-credit requirement;

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59 providing course and assessment requirements;
60 providing requirements relating to online courses,
61 remediation, grade forgiveness, award of a standard
62 high school diploma, transfer of high school credits,
63 and career education courses that earn high school
64 credits; requiring the State Board of Education to
65 adopt rules; amending s. 1003.4285, F.S.; revising
66 standard high school diploma designations; requiring a
67 school district to provide each student and parent
68 information about diploma designations through an
69 online education and career planning tool; requiring
70 the State Board of Education to approve academic
71 eligibility designations; requiring the State Board of
72 Education to review academic eligibility designations
73 and make recommendations to the Legislature; creating
74 s. 1003.4286, F.S.; authorizing the Commissioner of
75 Education to award a standard high school diploma to
76 certain honorably discharged veterans; amending s.
77 1003.429, F.S.; revising requirements for accelerated
78 high school graduation to include financial literacy
79 and a rigorous industry certification program of
80 study; requiring students to pass certain assessments
81 before high school graduation; creating s. 1003.4291,
82 F.S.; providing requirements for accelerated high
83 school graduation options; establishing an 18-credit
84 requirement; providing course and assessment
85 requirements; amending s. 1003.4295, F.S.; requiring
86 the department to develop, the State Board of
87 Education to approve, and each school district to

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88 provide alternative pathways of earning accelerated
89 credit toward meeting general credit requirements for
90 high school graduation; amending s. 1003.433, F.S.;
91 deleting a provision that exempts students attending
92 adult basic, adult secondary, or vocational-
93 preparatory instruction from payment of certain fees
94 and tuition; repealing s. 1003.4935(4), F.S., relating
95 to the adoption of rules by the State Board of
96 Education that identify industry certifications in
97 science, technology, engineering, and mathematics
98 offered in middle school to be included on the
99 Industry Certification Funding List and which are
100 eligible for additional full-time equivalent
101 membership; amending s. 1004.02, F.S.; revising
102 definitions; creating s. 1004.082, F.S.; requiring the
103 Chancellor of the State University System to cooperate
104 with the Commissioner of Education to support the
105 operation of programs to encourage talented secondary
106 school students and students of physics or mathematics
107 programs to pursue a postsecondary education at a
108 state university; amending s. 1004.91, F.S.; providing
109 requirements for basic skills for a career education
110 program; requiring each school district and Florida
111 College System institution that conducts programs that
112 confer career and technical certificates to provide
113 applied academics instruction through which students
114 receive basic skills instruction; requiring certain
115 students to be referred to applied academics
116 instruction or another adult general education program

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117 for a structured program or basic skills instruction;
118 revising the types of students who are exempt from
119 completing the basic skills for a career education
120 program; amending s. 1004.93, F.S.; requiring students
121 who are entering adult general education programs to
122 complete certain activities before a specified date in
123 order to accelerate employment; providing for the
124 development of the action-steps-to-employment
125 activities; amending s. 1007.263, F.S.; conforming a
126 provision to changes made by the act; amending s.
127 1007.271, F.S.; conforming a provision to changes made
128 by the act; revising requirements for career dual
129 enrollment programs to include the earning of an
130 industry certification; amending s. 1008.22, F.S.;
131 substantially rewording the student assessment program
132 for public schools; providing requirements for a
133 statewide, standardized assessment program aligned to
134 core curricular content in the Next Generation
135 Sunshine State Standards; providing requirements for
136 end-of-course assessments; providing requirements for
137 instruction for students with disabilities; providing
138 for transition to common core assessments in English
139 language arts and mathematics; providing requirements
140 for assessment scores, achievement levels, assessment
141 schedules, and reporting of assessment results;
142 providing prohibited and authorized assessment-
143 preparation activities; authorizing contracts for
144 assessments; requiring analysis of data,
145 administration of local assessments, and

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146 identification of concordant and comparative scores;
147 requiring annual reporting of student performance
148 data; requiring the state board to adopt rules;
149 amending s. 1008.25, F.S.; requiring each school
150 district to establish a comprehensive plan for student
151 progression which must provide instructional sequences
152 for students in kindergarten through high school to
153 progressively higher levels of competency in the use
154 of digital tools; amending s. 1008.37, F.S.;

155 conforming a provision to changes made by the act;
156 creating s. 1008.44, F.S.; requiring the Department of
157 Education to annually identify the Industry
158 Certification Funding List; requiring the State Board
159 of Education to adopt the Postsecondary Industry
160 Certification Funding List; requiring the Commissioner
161 of Education to recommend to the State Board of
162 Education the Postsecondary Industry Certification
163 Funding List; authorizing the commissioner to
164 recommend adding certifications; requiring the
165 Chancellor of the State University System, the
166 Chancellor of the Florida College System, and the
167 Chancellor of Career and Adult Education to recommend
168 to the commissioner industry certifications to be
169 placed on the funding list; requiring that the
170 Postsecondary Industry Certification Funding List be
171 used in determining annual performance funding
172 distributions to school districts and Florida College
173 System institutions; requiring the chancellors to
174 consider results of the economic security report of

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175 employment and earnings outcomes when recommending
176 certifications for the list; requiring the
177 commissioner to differentiate content, instructional,
178 and assessment requirements that, when provided by a
179 public institution and satisfactorily attained by a
180 student, indicate accomplishment of requirements
181 necessary for funding under certain circumstances;
182 requiring differentiated requirements to be included
183 in the Industry Certification Funding List; amending
184 ss. 1009.22 and 1009.25, F.S.; conforming provisions
185 to changes made by the act; amending s. 1011.62, F.S.;
186 conforming provisions to changes made by the act;
187 revising the procedure for annual allocation of funds
188 to each school district; revising the bonus funding
189 for enrollment in advanced placement and International
190 Baccalaureate courses; increasing the funding cap on
191 funding associated with industry certifications;
192 providing a performance bonus for teachers of
193 specified subjects; revising the calculation of
194 additional full-time equivalent membership based on
195 certification of successful completion of a career-
196 themed course and issuance of an industry
197 certification; requiring that industry certification
198 courses be reported and funded; requiring each school
199 district to certify to the department each elementary
200 school that achieves a certain percentage of student
201 attainment of certain recognitions; authorizing bonus
202 funding for middle schools where students earn the
203 Florida Digital Tools Certificate; amending s.

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204 1011.80, F.S.; deleting the performance output measure
205 for a career program of study; providing that
206 continuing postsecondary education at a level that
207 will further enhance employment is a performance
208 outcome for adult general education programs;
209 providing distribution and calculation of performance
210 funding for school district workforce education
211 programs; amending s. 1011.81, F.S.; providing for
212 performance funding for industry certifications for
213 Florida College System institutions; amending s.
214 1011.905, F.S.; revising requirements for performance
215 funding for state universities; providing an effective
216 date.

217

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

219

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

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

225 1001.42 Powers and duties of district school board.—The
226 district school board, acting as a board, shall exercise all
227 powers and perform all duties listed below:

228 (26) TECHNICAL CENTER GOVERNING BOARD.—Each district school
229 board may appoint a governing board for a school district
230 technical center or a system of technical centers for the
231 purpose of aligning the educational programs of the technical
232 center with the needs of local businesses and responding quickly

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233 to local businesses' needs for employees holding industry
234 certifications. A technical center governing board must be
235 comprised of seven members, three of whom must be members of the
236 school board or their designees and four of whom must be local
237 business leaders. The district school board shall delegate to
238 the technical center governing board decisions regarding
239 entrance requirements for students, curriculum, program
240 development, budget and funding allocations, and the development
241 of partnership agreements and appropriate industry
242 certifications with local businesses in order to meet local and
243 regional economic needs. A technical center governing board may
244 approve only courses and programs that contain industry
245 certifications. A course may be continued if at least 25 percent
246 of the students enrolled in the course attain an industry
247 certification. If fewer than 25 percent of the students enrolled
248 in a course attain an industry certification, the course must be
249 discontinued the following year.

250 Section 3. Paragraph (b) of subsection (5) of section
251 1001.706, Florida Statutes, is amended to read:

252 1001.706 Powers and duties of the Board of Governors.—

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

254 (b) The Board of Governors shall develop a strategic plan
255 specifying goals and objectives for the State University System
256 and each constituent university, including each university's
257 contribution to overall system goals and objectives. The
258 strategic plan must:

259 1. Include performance metrics and standards common for all
260 institutions and metrics and standards unique to institutions
261 depending on institutional core missions, including, but not

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262 limited to, student admission requirements, retention,
263 graduation, employment, continued education, licensure passage,
264 excess hours, student loan burden and default rates, faculty
265 awards, total annual research expenditures, patents, licenses
266 and royalties, intellectual property, startup companies, annual
267 giving, endowments, and well-known, highly respected national
268 rankings for institutional and program achievements.

269 2. Consider reports and recommendations of the Higher
270 Education Coordinating Council pursuant to s. 1004.015 and the
271 Articulation Coordinating Committee pursuant to s. 1007.01.

272 3. Include student enrollment and performance data
273 delineated by method of instruction, including, but not limited
274 to, traditional, online, and distance learning instruction.

275 4. Include criteria for designating baccalaureate degree
276 and master's degree programs at specified universities as high-
277 demand programs. Fifty percent of the criteria for designation
278 as high-demand programs of emphasis must be based on achievement
279 of performance measures and performance outcome thresholds
280 determined by the Board of Governors, and 50 percent of the
281 criteria must be based on achievement of performance measures
282 and performance outcome thresholds specifically linked to:

283 a. Job placement in employment of 36 hours or more per week
284 and average full-time wages of graduates of the degree programs
285 1 year and 5 years after graduation, based in part on data
286 provided in the economic security report of employment and
287 earnings outcomes produced annually pursuant to s. 445.07; and

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

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291 Section 4. Paragraph (b) of subsection (1) of section
292 1002.3105, Florida Statutes, is amended to read:

293 1002.3105 Academically Challenging Curriculum to Enhance
294 Learning (ACCEL) options.—

295 (1) ACCEL OPTIONS.—

296 (b) At a minimum, each school must offer the following
297 ACCEL options: whole-grade and midyear promotion; subject-matter
298 acceleration; virtual instruction in higher grade level
299 subjects; acceleration options, pathways, and the Credit
300 Acceleration Program under s. 1003.4295. Additional ACCEL
301 options may include, but are not limited to, enriched science,
302 technology, engineering, and mathematics ~~(STEM)~~ coursework;
303 enrichment programs; flexible grouping; advanced academic
304 courses; combined classes; self-paced instruction; curriculum
305 compacting; advanced-content instruction; rigorous industry
306 certifications that are articulated to college credit and
307 approved pursuant to ss. 1003.492 and 1008.44; work-related
308 internships or apprenticeships; and telescoping curriculum.

309 Section 5. Paragraph (a) of subsection (1) of section
310 1003.41, Florida Statutes, is amended to read:

311 1003.41 Sunshine State Standards.—

312 (1) Public K-12 educational instruction in Florida is based
313 on the "Sunshine State Standards." The State Board of Education
314 shall review the Sunshine State Standards and replace them with
315 the Next Generation Sunshine State Standards that establish the
316 core content of the curricula to be taught in this state and
317 that specify the core content knowledge and skills that K-12
318 public school students are expected to acquire. The Next
319 Generation Sunshine State Standards must, at a minimum:

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

322 1. Language arts standards must establish specific
323 curricular content for, at a minimum, the reading process,
324 literary analysis, the writing process, writing applications,
325 communication, and information and media literacy. The standards
326 must include distinct grade level expectations for the core
327 content knowledge and skills that a student is expected to have
328 acquired by each individual grade level from kindergarten
329 through grade 8. The language arts standards for grades 9
330 through 12 may be organized by grade clusters of more than one
331 grade level. The language arts standards must also identify
332 significant literary genres and authors that encompass a
333 comprehensive range of historical periods. Beginning with the
334 2011-2012 school year, the reading portion of the language arts
335 curriculum shall include civics education content for all grade
336 levels. The State Board of Education shall, in accordance with
337 the expedited schedule established under subsection (2), review
338 and replace the language arts standards adopted by the state
339 board in 2007 with Next Generation Sunshine State Standards that
340 comply with this subparagraph.

341 2. Science standards must establish specific curricular
342 content for, at a minimum, the nature of science, earth and
343 space science, physical science, and life science. The standards
344 must include distinct grade level expectations for the core
345 content knowledge and skills that a student is expected to have
346 acquired by each individual grade level from kindergarten
347 through grade 8. The science standards for grades 9 through 12
348 may be organized by grade clusters of more than one grade level.

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349 3. Mathematics standards must establish specific curricular
350 content for, at a minimum, algebra, geometry, probability,
351 statistics, calculus, discrete mathematics, ~~financial literacy,~~
352 and trigonometry. The standards must include distinct grade
353 level expectations for the core content knowledge and skills
354 that a student is expected to have acquired by each individual
355 grade level from kindergarten through grade 8. The mathematics
356 standards for grades 9 through 12 may be organized by grade
357 clusters of more than one grade level.

358 4. Social studies standards must establish specific
359 curricular content for, at a minimum, geography;; United States
360 and world history;; government;; civics;; economics, to include
361 financial literacy; and humanities. The standards must include
362 distinct grade level expectations for the core content knowledge
363 and skills that a student is expected to have acquired by each
364 individual grade level from kindergarten through grade 8. The
365 social studies standards for grades 9 through 12 may be
366 organized by grade clusters of more than one grade level.

367 Section 6. Paragraph (a) of subsection (1) of section
368 1003.4156, Florida Statutes, is amended to read:

369 1003.4156 General requirements for middle grades
370 promotion.—

371 (1) Promotion from a school composed of middle grades 6,
372 7, and 8 requires that:

373 (a) The student must successfully complete academic courses
374 as follows:

375 1. Three middle school or higher courses in English. These
376 courses shall emphasize:

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

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378 b. Reading.

379 2. Three middle school or higher courses in mathematics.
380 Each middle school must offer at least one high school level
381 mathematics course for which students may earn high school
382 credit. Successful completion of a high school level Algebra I
383 or geometry course is not contingent upon the student's
384 performance on the end-of-course assessment required under s.
385 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012
386 school year, to earn high school credit for an Algebra I course,
387 a middle school student must pass the Algebra I end-of-course
388 assessment, and beginning with the 2012-2013 school year, to
389 earn high school credit for a geometry course, a middle school
390 student must pass the geometry end-of-course assessment.

391 3. Three middle school or higher courses in social studies,
392 one semester of which must include the study of state and
393 federal government and civics education. Beginning with students
394 entering grade 6 in the 2012-2013 school year, one of these
395 courses must be at least a one-semester civics education course
396 that a student successfully completes in accordance with s.
397 1008.22(3)(c) and that includes the roles and responsibilities
398 of federal, state, and local governments; the structures and
399 functions of the legislative, executive, and judicial branches
400 of government; and the meaning and significance of historic
401 documents, such as the Articles of Confederation, the
402 Declaration of Independence, and the Constitution of the United
403 States.

404 4. Three middle school or higher courses in science.
405 Successful completion of a high school level Biology I course is
406 not contingent upon the student's performance on the end-of-

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407 course assessment required under s. 1008.22(3)(c)2.a.(II).
408 However, beginning with the 2012-2013 school year, to earn high
409 school credit for a Biology I course, a middle school student
410 must pass the Biology I end-of-course assessment.

411 5. One course in career and education planning to be
412 completed in 6th, 7th, or 8th grade. The course may be taught by
413 any member of the instructional staff; must result in a
414 completed personalized academic and career plan for the student;
415 must emphasize the importance of entrepreneurship skills; must
416 emphasize technology or the application of technology in career
417 fields; and, beginning in the 2014-2015 academic year, must
418 include information from the Department of Economic
419 Opportunity's economic security report as described in s.
420 445.07. The required personalized academic and career plan must
421 inform students of high school graduation requirements, high
422 school assessment and college entrance test requirements,
423 Florida Bright Futures Scholarship Program requirements, state
424 university and Florida College System institution admission
425 requirements, and programs through which a high school student
426 can earn college credit, including Advanced Placement,
427 International Baccalaureate, Advanced International Certificate
428 of Education, dual enrollment, career academy and career-themed
429 course opportunities, and courses that lead to national industry
430 certification.

431
432 A student with a disability, as defined in s. 1007.02(2), for
433 whom the individual education plan team determines that an end-
434 of-course assessment cannot accurately measure the student's
435 abilities, taking into consideration all allowable

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436 accommodations, shall have the end-of-course assessment results
437 waived for purposes of determining the student's course grade
438 and completing the requirements for middle grades promotion.
439 Each school must inform parents about the course curriculum and
440 activities. Each student shall complete a personal education
441 plan that must be signed by the student and the student's
442 parent. The Department of Education shall develop course
443 frameworks and professional development materials for the career
444 and education planning course. The course may be implemented as
445 a stand-alone course or integrated into another course or
446 courses. The Commissioner of Education shall collect
447 longitudinal high school course enrollment data by student
448 ethnicity in order to analyze course-taking patterns.

449 Section 7. Section 1003.4203, Florida Statutes, is amended
450 to read:

451 1003.4203 Digital technology materials, certificates, and
452 technical assistance curriculum.-

453 (1) Each district school board, in consultation with the
454 district school superintendent, shall make available ~~may develop~~
455 ~~and implement a~~ digital materials curriculum for students in
456 prekindergarten through grade ~~grades 6 through~~ 12 in order to
457 enable students to attain digital skills ~~competencies in web~~
458 ~~communications and web design. A digital curriculum may include~~
459 ~~web-based skills, web-based core technologies, web design, use~~
460 ~~of digital technologies and markup language to show competency~~
461 ~~in computer skills, and use of web-based core technologies to~~
462 ~~design creative, informational, and content standards for web-~~
463 ~~based digital products that demonstrate proficiency in creating,~~
464 ~~publishing, testing, monitoring, and maintaining a website.~~

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

470 (2) Beginning with the 2013-2014 school year, each district
471 school board, in consultation with the district school
472 superintendent, shall make available digital instructional
473 materials, including software applications, for students with
474 disabilities who are in prekindergarten through grade 12.

475 (3) Subject to available funding, the department shall
476 contract by December 1, 2013, with one or more of the technology
477 companies or affiliated nonprofit organizations that have
478 approved industry certifications identified on the Industry
479 Certification Funding List or the Postsecondary Industry
480 Certification Funding List, pursuant to s. 1003.492 or s.
481 1008.44, for the development of a Florida Cyber Security
482 Recognition and a Florida Digital Arts Recognition to indicate a
483 student's attainment of knowledge and skills in digital
484 technology. The recognitions shall be made available to all
485 public elementary school students, at no cost to the districts.

486 (a) Targeted knowledge and skills to be mastered for each
487 recognition shall be identified by the department. Knowledge and
488 skills may be demonstrated through student attainment of
489 recognitions in particular content areas.

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

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

496 (b) The companies that provide the recognitions must
497 provide open access to materials for teaching and assessing the
498 skills necessary to earn the recognitions. Each elementary
499 school advisory council shall be notified of the methods of
500 delivery of the open-access content and assessments for the
501 recognitions.

502 (4) Subject to available funding, the department shall
503 contract, by December 1, 2013, with one or more of the
504 technology companies that have approved industry certifications
505 identified on the Industry Certification Funding List or the
506 Postsecondary Industry Certification Funding List, pursuant to
507 s. 1003.492 or s. 1008.44, to develop a Florida Digital Tools
508 Certificate to indicate a student's technology skills. The
509 certificate shall be made available to all public middle school
510 students, at no cost to school districts.

511 (a) Targeted skills to be mastered for the certificate must
512 be digital technology skills that are necessary in the student's
513 academic work and digital technology skills the student may need
514 in future employment. The skills must include, but need not be
515 limited to, word processing, spreadsheet display, and the
516 creation of presentations, including sound, text, and graphic
517 presentations, consistent with industry certifications that are
518 listed on the Industry Certification Funding List, pursuant to
519 s. 1003.492.

520 (b) The companies that provide the certificate must provide
521 open access to materials for teaching and assessing the skills
522 necessary to earn the certificate. Each middle school advisory

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523 council shall be notified of the methods of delivery of the
524 open-access content and assessments for the recognitions.

525 (c) The Legislature intends that at least 75 percent of
526 public middle school students earn the certificate by July 1,
527 2018.

528 (5) ~~(3)~~ The Department of Education or company or companies
529 contracted under subsection (4) or this subsection shall provide
530 technical assistance to ~~develop a model digital curriculum to~~
531 ~~serve as a guide for~~ district school boards in the
532 implementation ~~development~~ of this section. Assistance to
533 districts shall include, but need not be limited to:
534 identification of digital technology resources, primarily open-
535 access resources, including digital curriculum, instructional
536 materials, media assets, and other digital tools and
537 applications; training mechanisms for teachers and others to
538 facilitate integration of digital technologies into
539 instructional strategies; and model policies and procedures that
540 support sustainable implementation practices ~~a digital~~
541 curriculum.

542 (6) ~~(4)~~ A district school board may seek partnerships with
543 other school districts, private businesses, colleges,
544 universities, or ~~and~~ consultants to offer classes and
545 instruction to teachers and students to assist the school
546 district in providing digital materials and certifications
547 established pursuant to this section ~~curriculum instruction.~~

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

551 Section 8. Subsection (1) and paragraph (a) of subsection

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552 (2) of section 1003.428, Florida Statutes, are amended to read:

553 1003.428 General requirements for high school graduation;
554 revised.—

555 (1) Except as otherwise authorized pursuant to s. 1003.429,
556 beginning with students entering grade 9 in the 2007-2008 school
557 year, graduation requires the successful completion of a minimum
558 of 24 credits, an International Baccalaureate curriculum, or an
559 Advanced International Certificate of Education curriculum.
560 Beginning with the 2013-2014 school year, a student may meet
561 high school graduation requirements through a rigorous industry
562 certification program of study approved by the State Board of
563 Education; however, the student must pass the Algebra I end-of-
564 course assessment and the high school English/Language Arts
565 assessment adopted pursuant to s. 1008.22 before high school
566 graduation. Students must be advised of eligibility requirements
567 for state scholarship programs and postsecondary admissions.

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

572 (a) Sixteen core curriculum credits:

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

575 2. Four credits in mathematics, one of which must be
576 Algebra I, a series of courses equivalent to Algebra I, or a
577 higher-level mathematics course; however, beginning with the
578 2013-2014 school year, a student may repeat Algebra I courses
579 and count those courses toward satisfying the credit
580 requirements of this subparagraph if the student passes the

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581 Algebra I end-of-course assessment before high school
582 graduation. Beginning with students entering grade 9 in the
583 2010-2011 school year, in addition to the Algebra I credit
584 requirement, one of the four credits in mathematics must be
585 geometry or a series of courses equivalent to geometry as
586 approved by the State Board of Education. Beginning with
587 students entering grade 9 in the 2010-2011 school year, the end-
588 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
589 must be met in order for a student to earn the required credit
590 in Algebra I. Beginning with students entering grade 9 in the
591 2011-2012 school year, the end-of-course assessment requirements
592 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
593 to earn the required credit in geometry. Beginning with students
594 entering grade 9 in the 2012-2013 school year, in addition to
595 the Algebra I and geometry credit requirements, one of the four
596 credits in mathematics must be Algebra II or a series of courses
597 equivalent to Algebra II as approved by the State Board of
598 Education.

599 3. Three credits in science, two of which must have a
600 laboratory component. Beginning with students entering grade 9
601 in the 2011-2012 school year, one of the three credits in
602 science must be Biology I or a series of courses equivalent to
603 Biology I as approved by the State Board of Education. Beginning
604 with students entering grade 9 in the 2011-2012 school year, the
605 end-of-course assessment requirements under s.
606 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
607 the required credit in Biology I. Beginning with students
608 entering grade 9 in the 2013-2014 school year, one of the three
609 credits must be Biology I or a series of courses equivalent to

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610 Biology I as approved by the State Board of Education, one
611 credit must be chemistry or physics or a series of courses
612 equivalent to chemistry or physics as approved by the State
613 Board of Education, and one credit must be an equally rigorous
614 course, as determined by the State Board of Education.

615 4. Three credits in social studies as follows: one credit
616 in United States history; one credit in world history; one-half
617 credit in economics, to include financial literacy; and one-half
618 credit in United States government.

619 5. One credit in fine or performing arts, speech and
620 debate, or a practical arts course that incorporates artistic
621 content and techniques of creativity, interpretation, and
622 imagination. Eligible practical arts courses shall be identified
623 through the Course Code Directory.

624 6. One credit in physical education to include integration
625 of health. Participation in an interscholastic sport at the
626 junior varsity or varsity level for two full seasons shall
627 satisfy the one-credit requirement in physical education if the
628 student passes a competency test on personal fitness with a
629 score of "C" or better. The competency test on personal fitness
630 must be developed by the Department of Education. A district
631 school board may not require that the one credit in physical
632 education be taken during the 9th grade year. Completion of one
633 semester with a grade of "C" or better in a marching band class,
634 in a physical activity class that requires participation in
635 marching band activities as an extracurricular activity, or in a
636 dance class shall satisfy one-half credit in physical education
637 or one-half credit in performing arts. This credit may not be
638 used to satisfy the personal fitness requirement or the

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639 requirement for adaptive physical education under an individual
640 education plan (IEP) or 504 plan. Completion of 2 years in a
641 Reserve Officer Training Corps (R.O.T.C.) class, a significant
642 component of which is drills, shall satisfy the one-credit
643 requirement in physical education and the one-credit requirement
644 in performing arts. This credit may not be used to satisfy the
645 personal fitness requirement or the requirement for adaptive
646 physical education under an individual education plan (IEP) or
647 504 plan.

648 Section 9. Section 1003.4282, Florida Statutes, is created
649 to read:

650 1003.4282 Requirements for a standard high school diploma.-

651 (1) TWENTY-FOUR CREDITS REQUIRED.-

652 (a) Beginning with students entering grade 9 in the 2013-
653 2014 school year, receipt of a standard high school diploma
654 requires successful completion of 24 credits, an International
655 Baccalaureate curriculum, or an Advanced International
656 Certificate of Education curriculum.

657 (b) The required credits may be earned through equivalent,
658 applied, or integrated courses or career education courses as
659 defined in s. 1003.01(4), including work-related internships
660 approved by the State Board of Education and identified in the
661 Course Code Directory. However, any must-pass assessment
662 requirements must be met. An equivalent course is one or more
663 courses identified by content-area experts as being a match to
664 the core curricular content of another course, based upon review
665 of the Next Generation Sunshine State Standards for that
666 subject. An applied course aligns with Next Generation Sunshine
667 State Standards and includes real-world applications of a career

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668 and technical education standard used in business or industry.
669 An integrated course includes content from several courses
670 within a content area or across content areas.

671 (2) NOTIFICATION REQUIREMENTS.—The school district shall
672 notify students and parents, in writing, of the requirements for
673 a standard high school diploma, available designations, and the
674 eligibility requirements for state scholarship programs and
675 postsecondary admissions. The Department of Education shall
676 directly and through the school districts notify registered
677 private schools of public high school course credit and
678 assessment requirements. Each private school must make this
679 information available to students and their parents so they are
680 aware of public high school graduation requirements. The
681 following credits, courses, and assessments are required for a
682 standard college and career high school diploma:

683 (a) Four credits in English Language Arts (ELA).

684 1. The four credits must be in ELA I, II, III, and IV.

685 2. A student must pass 10th grade FCAT Reading until the
686 state transitions to a common core 10th grade ELA assessment
687 after which time a student must pass the ELA assessment in order
688 to earn a standard high school diploma.

689 (b) Four credits in mathematics.

690 1. A student must earn one credit in Algebra I and one
691 credit in geometry.

692 2. A student's performance on the Algebra I end-of-course
693 (EOC) assessment or common core assessment, as applicable,
694 constitutes 30 percent of the student's final course grade. A
695 student must pass the Algebra I EOC assessment until the state
696 transitions to a common core Algebra I assessment after which

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697 time a student must pass the common core assessment in order to
698 earn a standard high school diploma. A student's performance on
699 the geometry EOC assessment or common core assessment, as
700 applicable, constitutes 30 percent of the student's final course
701 grade. When the state administers a common core Algebra II
702 assessment, a student selecting Algebra II must take the
703 assessment, and the student's performance on the assessment
704 constitutes 30 percent of the student's final course grade.

705 3. Industry certification courses that lead to college
706 credit may substitute for up to two math credits.

707 (c) Three credits in science.

708 1. Two of the three required credits must have a laboratory
709 component.

710 2. A student must earn one credit in Biology I and two
711 credits in equally rigorous courses. The Biology I EOC
712 assessment constitutes 30 percent of the student's final course
713 grade.

714 3. Industry certification courses that lead to college
715 credit may substitute for up to one science credit.

716 (d) Three credits in social studies.

717 1. A student must earn one credit in United States history;
718 one credit in world history; one-half credit in economics, which
719 must include financial literacy; and one-half credit in United
720 States government.

721 2. The United States history EOC assessment constitutes 30
722 percent of the student's final course grade.

723 (e) One credit in fine or performing arts, speech and
724 debate, or practical arts.

725 1. The practical arts course must incorporate artistic

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726 content and techniques of creativity, interpretation, and
727 imagination.

728 2. Eligible practical arts courses are identified in the
729 Course Code Directory.

730 (f) One credit in physical education. Physical education
731 must include the integration of health. This requirement is
732 subject to all of the provisions in s. 1003.428(2)(a)6.

733 (g) Eight credits in electives.

734 1. Each school district shall develop and offer coordinated
735 electives so that a student may develop knowledge and skills in
736 his or her area of interest, such as electives with a STEM or
737 liberal arts focus.

738 2. Such electives must include opportunities for students
739 to earn college credit, including industry-certified career
740 education programs or series of career-themed courses that
741 result in industry certification or articulate into the award of
742 college credit or career education courses for which there is a
743 statewide or local articulation agreement and which lead to
744 college credit.

745 (3) ONLINE COURSE REQUIREMENT.—Excluding a driver education
746 course, at least one course within the 24 credits required under
747 this section must be completed through online learning. A school
748 district may not require a student to take the online course
749 outside the school day or in addition to a student's courses for
750 a given semester. An online course taken in grade 6, grade 7, or
751 grade 8 fulfills this requirement. This requirement is met
752 through an online course offered by the Florida Virtual School,
753 a virtual education provider approved by the State Board of
754 Education, a high school, or an online dual enrollment course. A

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755 student who is enrolled in a full-time or part-time virtual
756 instruction program under s. 1002.45 meets this requirement.
757 This requirement does not apply to a student who has an
758 individual education plan under s. 1003.57 which indicates that
759 an online course would be inappropriate or to an out-of-state
760 transfer student who is enrolled in a Florida high school and
761 has 1 academic year or less remaining in high school.

762 (4) REMEDIATION FOR HIGH SCHOOL STUDENTS.-

763 (a) Each year a student scores Level 1 or Level 2 on 9th
764 grade or 10th grade FCAT Reading or, when implemented, 9th
765 grade, 10th grade, or 11th grade common core English Language
766 Arts (ELA) assessments, the student must be enrolled in and
767 complete an intensive remedial course the following year or be
768 placed in a content area course that includes remediation of
769 skills not acquired by the student.

770 (b) Each year a student scores Level 1 or Level 2 on the
771 Algebra I EOC assessment, or upon transition to the common core
772 Algebra I assessment, the student must be enrolled in and
773 complete an intensive remedial course the following year or be
774 placed in a content area course that includes remediation of
775 skills not acquired by the student.

776 (5) GRADE FORGIVENESS POLICY.-Each district school board
777 shall adopt policies designed to assist students in meeting
778 graduation requirements including grade forgiveness policies.
779 Forgiveness policies for required courses shall be limited to
780 replacing a grade of "D" or "F" with a grade of "C" or higher
781 earned subsequently in the same or a comparable course.
782 Forgiveness policies for elective courses shall be limited to
783 replacing a grade of "D" or "F" with a grade of "C" or higher

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784 earned subsequently in another course. The only exception to
785 these forgiveness policies shall be made for a student in the
786 middle grades who takes a high school course for high school
787 credit and earns a grade of "C," "D," or "F." In such case, the
788 district forgiveness policy must allow the replacement of the
789 grade with a grade of "C" or higher earned subsequently in the
790 same or comparable course. In all cases of grade forgiveness,
791 only the new grade shall be used in the calculation of the
792 student's grade point average. Any course grade not replaced
793 according to a district school board forgiveness policy shall be
794 included in the calculation of the cumulative grade point
795 average required for graduation.

796 (6) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who
797 earns a cumulative grade point average (GPA) of 2.0 on a 4.0
798 scale and meets the requirements of this section shall be
799 awarded a standard high school diploma in a form prescribed by
800 the State Board of Education. Notwithstanding any other law to
801 the contrary, all students enrolled in high school as of the
802 2012-2013 school year who earned a passing grade in Biology I or
803 geometry before the 2013-2014 school year shall be awarded a
804 credit in that course if the student passed the course. The
805 student's performance on the EOC assessment is not required to
806 constitute 30 percent of the student's final course grade. A
807 student who fails to earn the required credits or achieve a 2.0
808 GPA shall be awarded a certificate of completion in a form
809 prescribed by the State Board of Education.

810 (7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—

811 (a) Beginning with the 2012-2013 school year, if a student
812 transfers to a Florida public high school from out of country,

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813 out of state, a private school, or a home education program and
814 the student's transcript shows a mathematics credit in a course
815 that requires passage of a statewide, standardized assessment in
816 order to earn a standard high school diploma, the student must
817 pass the assessment unless the student earned a comparative
818 score pursuant to s. 1008.22, passed a statewide assessment in
819 that subject administered by the transferring entity, or passed
820 the statewide assessment the transferring entity uses to satisfy
821 the requirements of the Elementary and Secondary Education Act
822 (ESEA), 20 U.S.C. s. 6301 et seq. If a student's transcript
823 shows a credit in high school reading or English Language Arts
824 II or III, the student must take and pass grade 10 FCAT Reading
825 or earn a concordant score on the SAT or ACT as specified by
826 state board rule or, when the state transitions to common core
827 English Language Arts assessments, earn a passing score on the
828 English Language Arts assessment as required under the standard
829 high school diploma designation selected under this section.

830 (b) Credits and grades earned and offered for acceptance by
831 a transferring student shall be based on official transcripts
832 and shall be accepted at face value subject to validation, as
833 provided by State Board of Education rule, if required by the
834 receiving school's accreditation.

835 (8) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL
836 CREDIT REQUIREMENTS.—

837 (a) Participation in career education courses engages
838 students in their high school education, increases academic
839 achievement, enhances employability, and increases postsecondary
840 success. By July 1, 2014, the department shall develop, for
841 approval by the State Board of Education, multiple, additional

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842 career education courses or a series of courses that meet the
843 requirements set forth in s. 1003.493(2), (4), and (5) and this
844 subsection and allow students to earn credit in both the career
845 education course and courses required for high school graduation
846 under ss. 1003.428, 1003.4281, and 1003.4282.

847 1. The state board must determine if sufficient academic
848 standards are covered to warrant the award of academic credit.

849 2. Career education courses must include workforce and
850 digital literacy skills and the integration of required course
851 content with practical applications and designated rigorous
852 coursework that results in one or more industry certifications
853 or clearly articulated credit or advanced standing in a 2-year
854 or 4-year certificate or degree program, which may include high
855 school junior- and senior-year work-related internships or
856 apprenticeships. The department shall negotiate state licenses
857 for material and testing for industry certifications. The
858 instructional methodology used in these courses must be
859 comprised of authentic projects, problems, and activities for
860 contextually learning the academics.

861 3. The state board shall identify an industry certification
862 or multiple certifications from the Industry Certification
863 Funding List or the Postsecondary Industry Certification Funding
864 List which demonstrate attainment of standards associated with
865 digital composition, word processing, and presentation skills,
866 and which satisfy at least one credit in English Language Arts
867 required to fulfill high school graduation requirements.

868 (b) Each school district may take the initiative to work
869 with local workforce boards, local business and industry
870 leaders, and postsecondary institutions to establish

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871 partnerships for the purpose of creating career education
872 courses or a series of courses that meet the requirements set
873 forth in s. 1003.493(2), (4), and (5) which students can take to
874 earn required high school course credits. Emphasis should be
875 placed on online course work and digital literacy. School
876 districts shall submit their recommended career education
877 courses to the department for state board approval. School
878 district-recommended career education courses must meet the same
879 rigorous standards as department-developed career education
880 courses in order to be approved by the state board. School
881 districts participating in the development of rigorous career
882 education courses will be able to better address local workforce
883 needs and allow students the opportunity to acquire the
884 knowledge and skills that are needed not only for academic
885 advancement but also for employability purposes.

886 (c) Regional consortium service organizations established
887 pursuant to s. 1001.451 shall work with school districts, local
888 workforce boards, postsecondary institutions, and local business
889 and industry leaders to create career education courses that
890 meet the requirements set forth in s. 1003.493(2), (4), and (5)
891 and this subsection which students may take to earn required
892 high school course credits. The regional consortium shall submit
893 course recommendations to the department, on behalf of the
894 consortium member districts, for state board approval. A strong
895 emphasis should be placed on online course work, digital
896 literacy, and workforce literacy as defined in s. 1004.02(27).
897 For purposes of providing students the opportunity to earn
898 industry certifications, consortiums must secure the necessary
899 site licenses and testing contracts for use by member districts.

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900 (9) RULES.—The State Board of Education shall adopt rules
901 to implement this section.

902 Section 10. Section 1003.4285, Florida Statutes, is amended
903 to read:

904 1003.4285 Standard high school diploma academic eligibility
905 designations. ~~Each standard high school diploma shall include,~~
906 ~~as applicable.~~

907 (1) SCHOLAR DESIGNATION.—In addition to the requirements of
908 ss. 1003.428 and 1003.4282, as applicable, in order to earn the
909 academic eligibility scholar designation, a student must:

910 (a) Pass the 11th grade English/Language Arts common core
911 assessment when the state transitions to common core
912 assessments;

913 (b) Earn one credit in Algebra II and one credit in
914 statistics or an equally rigorous course. When the state
915 transitions to common core assessments, students must pass the
916 Algebra II common core assessment;

917 (c) Pass the statewide, standardized Biology I end-of-
918 course assessment and earn one credit in Chemistry or Physics
919 and one credit in a course that is equally rigorous to Chemistry
920 or Physics;

921 (d) Pass the statewide, standardized United States history
922 end-of course assessment;

923 (e) Earn two credits in the same foreign language; and

924 (f) Earn at least one credit in an International
925 Baccalaureate, an Advanced Placement, an Advanced International
926 Certification of Education, or a dual enrollment course.

927 (2) GOLD SCHOLAR DESIGNATION.—In addition to the
928 requirements of ss. 1003.428 and 1003.4282, as applicable, in

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929 order to earn the academic eligibility gold scholar designation,
930 a student must attain two or more industry certifications that
931 lead to college credit.

932 (3) DUTIES.—The school district shall provide each student
933 and parent information about diploma designations through an
934 online education and career planning tool that allows students
935 to monitor their progress toward the attainment of each
936 designation.

937 (4) APPROVAL.—The State Board of Education, in
938 collaboration with the Board of Governors, shall approve the
939 academic eligibility designations. The State Board of Education
940 shall review the academic eligibility designations and make
941 recommendations to the Legislature by December 1, 2013, for
942 aligning the designations to the eligibility criteria for
943 receiving a Bright Futures Scholarship award.

944 ~~(1) A designation of the student's major area of interest~~
945 ~~pursuant to the student's completion of credits as provided in~~
946 ~~s. 1003.428.~~

947 ~~(2) A designation reflecting completion of four or more~~
948 ~~accelerated college credit courses if the student is eligible~~
949 ~~for college credit pursuant to s. 1007.27 or s. 1007.271 in~~
950 ~~Advanced Placement, International Baccalaureate, Advanced~~
951 ~~International Certificate of Education, or dual enrollment~~
952 ~~courses. The Commissioner of Education shall establish~~
953 ~~guidelines for successful passage of examinations or coursework~~
954 ~~in each of the accelerated college credit options for purposes~~
955 ~~of this subsection.~~

956 ~~(3) A designation reflecting the attainment of one or more~~
957 ~~industry certifications from the list approved by Workforce~~

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958 ~~Florida, Inc., under s. 1003.492.~~

959 ~~(4) A designation reflecting a Florida Ready to Work~~
960 ~~Credential in accordance with s. 445.06.~~

961 Section 11. Section 1003.4286, Florida Statutes, is created
962 to read:

963 1003.4286 General requirements for high school graduation;
964 revised.-

965 (1) The Commissioner of Education may award a standard high
966 school diploma to an honorably discharged veteran who started
967 high school between 1937 and 1946 and was scheduled to graduate
968 between 1941 and 1950 but was inducted into the United States
969 Armed Forces between September 16, 1940, and December 31, 1946,
970 prior to completing the necessary high school graduation
971 requirements. Upon the recommendation of the commissioner, the
972 State Board of Education may develop criteria and guidelines for
973 awarding such diplomas.

974 (2) The Commissioner of Education may award a standard high
975 school diploma to an honorably discharged veteran who started
976 high school between 1946 and 1950 and was scheduled to graduate
977 between 1950 and 1954, but was inducted into the United States
978 Armed Forces between June 27, 1950, and January 31, 1955, and
979 served during the Korean Conflict prior to completing the
980 necessary high school graduation requirements. Upon the
981 recommendation of the commissioner, the State Board of Education
982 may develop criteria and guidelines for awarding such diplomas.

983 Section 12. Paragraphs (b) and (c) of subsection (1) of
984 section 1003.429, Florida Statutes, are amended to read:

985 1003.429 Accelerated high school graduation options.-

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

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987 and thereafter may select, upon receipt of each consent required
988 by this section, one of the following three high school
989 graduation options:

990 (b) Completion of a 3-year standard college preparatory
991 program requiring successful completion of a minimum of 18
992 academic credits in grades 9 through 12. At least 6 of the 18
993 credits required for completion of this program must be received
994 in classes that are offered pursuant to the International
995 Baccalaureate Program, the Advanced Placement Program, dual
996 enrollment, Advanced International Certificate of Education,
997 rigorous industry certifications that are approved by the State
998 Board of Education, or classes specifically listed or identified
999 by the Department of Education as rigorous pursuant to s.

1000 1009.531(3); however, students must pass the Algebra I end-of-
1001 course assessment and the high school English/Language Arts
1002 assessment adopted pursuant to s. 1008.22 before high school
1003 graduation. The 18 credits required for completion of this
1004 program shall be primary requirements and shall be distributed
1005 as follows:

1006 1. Four credits in English, with major concentration in
1007 composition and literature;

1008 2. Three credits and, beginning with students entering
1009 grade 9 in the 2010-2011 school year, four credits in
1010 mathematics at the Algebra I level or higher from the list of
1011 courses that qualify for state university admission; however,
1012 beginning with the 2013-2014 school year, a student may repeat
1013 Algebra I courses and count those courses toward satisfying the
1014 credit requirements of this subparagraph if the student passes
1015 the Algebra I end-of-course assessment before high school

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1016 graduation. Beginning with students entering grade 9 in the
1017 2010-2011 school year, in addition to the Algebra I credit
1018 requirement, one of the four credits in mathematics must be
1019 geometry or a series of courses equivalent to geometry as
1020 approved by the State Board of Education. Beginning with
1021 students entering grade 9 in the 2010-2011 school year, the end-
1022 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
1023 must be met in order for a student to earn the required credit
1024 in Algebra I. Beginning with students entering grade 9 in the
1025 2011-2012 school year, the end-of-course assessment requirements
1026 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
1027 to earn the required credit in geometry. Beginning with students
1028 entering grade 9 in the 2012-2013 school year, in addition to
1029 the Algebra I and geometry credit requirements, one of the four
1030 credits in mathematics must be Algebra II or a series of courses
1031 equivalent to Algebra II as approved by the State Board of
1032 Education;

1033 3. Three credits in science, two of which must have a
1034 laboratory component. Beginning with students entering grade 9
1035 in the 2011-2012 school year, one of the three credits in
1036 science must be Biology I or a series of courses equivalent to
1037 Biology I as approved by the State Board of Education. Beginning
1038 with students entering grade 9 in the 2011-2012 school year, the
1039 end-of-course assessment requirements under s.
1040 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
1041 the required credit in Biology I. Beginning with students
1042 entering grade 9 in the 2013-2014 school year, one of the three
1043 credits must be Biology I or a series of courses equivalent to
1044 Biology I as approved by the State Board of Education, one

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1045 credit must be chemistry or physics or a series of courses
1046 equivalent to chemistry or physics as approved by the State
1047 Board of Education, and one credit must be an equally rigorous
1048 course, as approved by the State Board of Education;

1049 4. Three credits in social sciences, which must include one
1050 credit in United States history, one credit in world history,
1051 one-half credit in United States government, and one-half credit
1052 in economics, to include financial literacy;

1053 5. Two credits in the same second language unless the
1054 student is a native speaker of or can otherwise demonstrate
1055 competency in a language other than English. If the student
1056 demonstrates competency in another language, the student may
1057 replace the language requirement with two credits in other
1058 academic courses; and

1059 6. Three credits in electives and, beginning with students
1060 entering grade 9 in the 2010-2011 school year, two credits in
1061 electives; or

1062 (c) Completion of a 3-year career preparatory program
1063 requiring successful completion of a minimum of 18 academic
1064 credits in grades 9 through 12. The 18 credits shall be primary
1065 requirements and shall be distributed as follows:

1066 1. Four credits in English, with major concentration in
1067 composition and literature;

1068 2. Three credits and, beginning with students entering
1069 grade 9 in the 2010-2011 school year, four credits in
1070 mathematics, one of which must be Algebra I; however, beginning
1071 with the 2013-2014 school year, a student may repeat Algebra I
1072 courses and count those courses toward satisfying the credit
1073 requirements of this subparagraph if the student passes the

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1074 Algebra I end-of-course assessment before high school
1075 graduation. Beginning with students entering grade 9 in the
1076 2010-2011 school year, in addition to the Algebra I credit
1077 requirement, one of the four credits in mathematics must be
1078 geometry or a series of courses equivalent to geometry as
1079 approved by the State Board of Education. Beginning with
1080 students entering grade 9 in the 2010-2011 school year, the end-
1081 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
1082 must be met in order for a student to earn the required credit
1083 in Algebra I. Beginning with students entering grade 9 in the
1084 2011-2012 school year, the end-of-course assessment requirements
1085 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
1086 to earn the required credit in geometry. Beginning with students
1087 entering grade 9 in the 2012-2013 school year, in addition to
1088 the Algebra I and geometry credit requirements, one of the four
1089 credits in mathematics must be Algebra II or a series of courses
1090 equivalent to Algebra II as approved by the State Board of
1091 Education;

1092 3. Three credits in science, two of which must have a
1093 laboratory component. Beginning with students entering grade 9
1094 in the 2011-2012 school year, one of the three credits in
1095 science must be Biology I or a series of courses equivalent to
1096 Biology I as approved by the State Board of Education. Beginning
1097 with students entering grade 9 in the 2011-2012 school year, the
1098 end-of-course assessment requirements under s.
1099 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
1100 the required credit in Biology I. Beginning with students
1101 entering grade 9 in the 2013-2014 school year, one of the three
1102 credits must be Biology I or a series of courses equivalent to

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1103 Biology I as approved by the State Board of Education, one
1104 credit must be chemistry or physics or a series of courses
1105 equivalent to chemistry or physics as approved by the State
1106 Board of Education, and one credit must be an equally rigorous
1107 course, as approved by the State Board of Education;

1108 4. Three credits in social sciences, which must include one
1109 credit in United States history, one credit in world history,
1110 one-half credit in United States government, and one-half credit
1111 in economics, to include financial literacy;

1112 5. Three credits in a single vocational or career education
1113 program, three credits in career and technical certificate dual
1114 enrollment courses, or five credits in vocational or career
1115 education courses; and

1116 6. Two credits and, beginning with students entering grade
1117 9 in the 2010-2011 school year, one credit in electives unless
1118 five credits are earned pursuant to subparagraph 5.

1119

1120 Any student who selected an accelerated graduation program
1121 before July 1, 2004, may continue that program, and all
1122 statutory program requirements that were applicable when the
1123 student made the program choice shall remain applicable to the
1124 student as long as the student continues that program.

1125 Section 13. Section 1003.4291, Florida Statutes, is created
1126 to read:

1127 1003.4291 Accelerated high school graduation options.-

1128 (1) A student who enters grade 9 in the 2013-2014 school
1129 year and thereafter may select, upon receipt of each consent
1130 required by this section, one of the following three high school
1131 graduation options:

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1132 (a) Completion of the general requirements for high school
1133 graduation pursuant to s. 1003.428, s. 1003.4282, or s. 1003.43,
1134 as applicable.

1135 (b) Completion of a 3-year standard college preparatory
1136 program requiring successful completion of a minimum of 18
1137 academic credits in grades 9 through 12. At least 6 of the 18
1138 credits required for completion of this program must be received
1139 in classes that are offered pursuant to the International
1140 Baccalaureate Program, the Advanced Placement Program, dual
1141 enrollment, or the Advanced International Certificate of
1142 Education or that are specifically listed or identified by the
1143 Department of Education as containing rigorous academic
1144 curriculum and performance standards pursuant to s. 1009.531(3).
1145 The 18 credits required for completion of this program are
1146 primary requirements and shall be distributed as follows:

1147 1. Four credits in English Language Arts (ELA). The four
1148 credits must be in ELA I, II, III, and IV.

1149 2. Four credits in mathematics at the Algebra I level or
1150 higher from the list of courses that qualify for state
1151 university admission. A student must pass the Algebra I end-of-
1152 course (EOC) assessment until the state transitions to a common
1153 core Algebra I assessment, after which time a student must pass
1154 the common core assessment to earn the required credit in
1155 Algebra I. In addition to the Algebra I credit requirement, one
1156 of the four credits in mathematics must be in geometry or a
1157 series of courses equivalent to geometry as approved by the
1158 State Board of Education. A student must pass the Geometry EOC
1159 assessment or common core assessment in order to earn the
1160 required credit. In addition to the Algebra I and geometry

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1161 credit requirements, one of the four credits in mathematics must
1162 be in Algebra II or a series of courses equivalent to Algebra II
1163 as approved by the State Board of Education. When the state
1164 administers a common core Algebra II assessment, a student must
1165 pass the Algebra II common core assessment to earn the required
1166 credit in Algebra II. Industry certification courses that lead
1167 to college credit may substitute for up to two mathematics
1168 credits.

1169 3. Three credits in science, two of which must have a
1170 laboratory component. One of the three credits in science must
1171 be in Biology I or a series of courses equivalent to Biology I
1172 as approved by the State Board of Education. For a student to
1173 earn the required credit in Biology I, the student must pass the
1174 Biology I EOC assessment. One credit must be in chemistry or
1175 physics or a series of courses equivalent to chemistry or
1176 physics, as approved by the State Board of Education, and one
1177 credit must be an equally rigorous course approved by the State
1178 Board of Education. Industry certification courses that lead to
1179 college credit may substitute for up to one science credit.

1180 4. Three credits in social sciences, which must include one
1181 credit in United States history, one credit in world history,
1182 one-half credit in United States government, and one-half credit
1183 in economics, including financial literacy. A student must pass
1184 the United States History EOC assessment to earn the required
1185 credit.

1186 5. Two credits in the same second language unless the
1187 student is a native speaker of, or can otherwise demonstrate
1188 competency in, a language other than English. If the student
1189 demonstrates competency in another language, the student may

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1190 replace the language requirement with two credits in other
1191 academic courses.

1192 6. Two credits in electives.

1193 (c) Completion of a 3-year career preparatory program
1194 requiring successful completion of a minimum of 18 academic
1195 credits in grades 9 through 12. The 18 credits shall be primary
1196 requirements and shall be distributed as follows:

1197 1. Four credits in English language arts (ELA). The four
1198 credits must be in ELA I, II, III, and IV.

1199 2. Four credits in mathematics, one of which must be in
1200 Algebra I. A student must pass the Algebra I EOC assessment
1201 until the state transitions to a common core Algebra I
1202 assessment, after which time a student must pass the common core
1203 assessment in order to earn the required credit in Algebra I. In
1204 addition to the Algebra I credit requirement, one of the four
1205 credits in mathematics must be in geometry or a series of
1206 courses equivalent to geometry, as approved by the State Board
1207 of Education. A student must pass the geometry EOC assessment or
1208 common core assessment in order for a student to earn the
1209 required credit in geometry. In addition to the Algebra I and
1210 geometry credit requirements, one of the four credits in
1211 mathematics must be in Algebra II or a series of courses
1212 equivalent to Algebra II as approved by the State Board of
1213 Education. When the state administers a common core Algebra II
1214 assessment, a student must pass the Algebra II common core
1215 assessment to earn the required credit in Algebra II. Industry
1216 certification courses that lead to college credit may substitute
1217 for up to two math credits.

1218 3. Three credits in science, two of which must have a

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1219 laboratory component. One of the three credits in science must
1220 be in Biology I or a series of courses equivalent to Biology I,
1221 as approved by the State Board of Education. A student must pass
1222 the Biology I EOC assessment to earn the required credit in
1223 Biology I. One credit must be in chemistry or physics or a
1224 series of courses equivalent to chemistry or physics, as
1225 approved by the State Board of Education, and one credit must be
1226 in an equally rigorous course approved by the State Board of
1227 Education.

1228 4. Three credits in social sciences, which must include one
1229 credit in United States history, one credit in world history,
1230 one-half credit in United States government, and one-half credit
1231 in economics, including financial literacy. A student must pass
1232 the United States History EOC assessment to earn the required
1233 credit.

1234 5. Three credits in a single vocational or career education
1235 program, three credits in career and technical certificate dual
1236 enrollment courses, or five credits in vocational or career
1237 education courses.

1238 6. One credit in electives unless five credits are earned
1239 under subparagraph 5.

1240

1241 The required credits in the three high school graduation options
1242 specified in this subsection may be earned through equivalent,
1243 applied, or integrated courses or career education courses as
1244 defined in s. 1003.01(4), including work-related internships
1245 approved by the State Board of Education and identified in the
1246 Course Code Directory. However, any must-pass assessment
1247 requirements must be met. An equivalent course is one or more

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1248 courses identified by content area experts as being a match to
1249 the core curricular content of another course, based upon review
1250 of the Next Generation Sunshine State Standards for that
1251 subject. An applied course is a course that aligns with Next
1252 Generation Sunshine State Standards and includes real-world
1253 applications of a career and technical education standards used
1254 in business or industry. An integrated course is a course that
1255 includes content from several courses within a content area or
1256 across content areas.

1257 (2) Before selecting a program listed in paragraph (1)(b)
1258 or paragraph (1)(c), a student and his or her parent may meet
1259 with designated school personnel to receive an explanation of
1260 the relative requirements, advantages, and disadvantages of each
1261 program option, and the student must receive the written consent
1262 of the student's parent to make a selection. If an effort to
1263 meet with the student's parent fails and that effort has been
1264 documented by designated school personnel, the student may
1265 select a program described in paragraph (1)(b) or paragraph
1266 (1)(c) with the written consent of the student's parent. A
1267 student may select a program described in paragraph (1)(b) or
1268 paragraph (1)(c) without the written consent of the student's
1269 parent if the student is 18 years of age or older.

1270 (3) Each district school board shall provide each student
1271 in grades 6 through 12 and his or her parents with information
1272 relating to the 3-year and 4-year high school graduation options
1273 specified in subsection (1), including the respective curriculum
1274 requirements for those options, so that each student and his or
1275 her parents may select the program that best fits the student's
1276 needs. The information must include a timeframe for achieving

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1277 each graduation option.

1278 (4) The student may select one of the graduation options
1279 specified in subsection (1) at any time during grades 9 through
1280 12, subject to the requirements in subsection (2). If the
1281 student and parent fail to select one of the accelerated high
1282 school graduation options, the student shall be considered to
1283 have selected the general requirements for high school
1284 graduation listed in paragraph (1) (a).

1285 (5) A district school board may not establish requirements
1286 for accelerated 3-year high school graduation options in excess
1287 of the requirements in paragraphs (1) (b) and (c). For courses
1288 that require statewide, standardized EOC assessments under s.
1289 1008.22 (3) (c) 5., a minimum of 30 percent of a student's course
1290 grade is composed of performance on the statewide, standardized
1291 end-of-course assessment.

1292 (6) A student who pursues one of the accelerated 3-year
1293 high school graduation options specified in paragraph (1) (b) or
1294 paragraph (1) (c) is required to:

1295 (a) Earn passing scores on the FCAT as provided in s.
1296 1008.22 or on a standardized test which are concordant with
1297 passing scores on the FCAT as provided in s. 1008.22.

1298 (b)1. Achieve a cumulative weighted grade point average of
1299 3.5 on a 4.0 scale, or its equivalent, in the courses required
1300 for the college preparatory accelerated 3-year high school
1301 graduation option specified in paragraph (1) (b); or

1302 2. Achieve a cumulative weighted grade point average of 3.0
1303 on a 4.0 scale, or its equivalent, in the courses required for
1304 the career preparatory accelerated 3-year high school graduation
1305 option specified in paragraph (1) (c).

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1306 (c) Receive a weighted or unweighted grade that earns at
1307 least 3.0 points, or its equivalent, to earn course credit
1308 toward the 18 credits required for the college preparatory
1309 accelerated 3-year high school graduation option specified in
1310 paragraph (1) (b).

1311 (d) Receive a weighted or unweighted grade that earns at
1312 least 2.0 points, or its equivalent, to earn course credit
1313 toward the 18 credits required for the career preparatory
1314 accelerated 3-year high school graduation option specified in
1315 paragraph (1) (c).

1316
1317 Weighted grades referred to in paragraphs (b), (c), and (d) are
1318 applied to those courses specifically listed or identified by
1319 the department as rigorous pursuant to s. 1009.531(3) or
1320 weighted by the district school board for class ranking
1321 purposes.

1322 (7) If, at the end of each grade, a student is not on track
1323 to meet the credit, assessment, or grade point average
1324 requirements of the accelerated graduation option selected, the
1325 school shall notify the student and parent of the following:

1326 (a) The requirements that the student is not currently
1327 meeting.

1328 (b) The specific performance necessary in grade 11 for the
1329 student to meet the accelerated graduation requirements.

1330 (c) The right of the student to change to the 4-year
1331 program set forth in s. 1003.428, s. 1003.4282, or s. 1003.43,
1332 as applicable.

1333 (8) A student who selects one of the accelerated 3-year
1334 graduation options shall automatically move to the 4-year high

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1335 school graduation option established under s. 1003.428, s.
1336 1003.4282, or s. 1003.43, if applicable, if the student:

1337 (a) Exercises his or her right to change to the 4-year high
1338 school graduation program;

1339 (b) Fails to earn five credits by the end of grade 9 or
1340 fails to earn 11 credits by the end of grade 10;

1341 (c) Does not achieve a score of 3 or higher on the grade 10
1342 FCAT Writing assessment; or

1343 (d) By the end of grade 11, does not meet the requirements
1344 of subsections (1) and (6).

1345 (9) A student who meets all requirements prescribed in
1346 subsections (1) and (6) shall be awarded a standard diploma in a
1347 form prescribed by the State Board of Education.

1348 Section 14. Subsection (4) is added to section 1003.4295,
1349 Florida Statutes, to read:

1350 1003.4295 Acceleration options.—

1351 (4) By July 1, 2014, the department shall develop, the
1352 State Board of Education shall approve, and each school district
1353 shall provide alternative pathways for students to earn a high
1354 school diploma and demonstrate mastery of standards that satisfy
1355 the credit requirements for the core curricula established in
1356 ss. 1003.428, 1003.4281, 1003.429, and 1003.43 for high school
1357 graduation.

1358 (a) The pathways must include, but are not limited to,
1359 integrating course content with practical applications;
1360 designating rigorous pathways that result in one or more
1361 industry certifications, including high school junior and senior
1362 year work-related internships or apprenticeships; course and
1363 credit options; and segmenting assessments and end-of-course

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1364 assessments.

1365 (b) Course, credit, and industry certification options
1366 shall be considered to satisfy credit requirements of s.
1367 1003.436 for purposes of awarding credit for high school
1368 graduation, with an emphasis on credit based on competencies,
1369 rather than the number of instructional hours required for
1370 credit regardless of student enrollment in a class. At a
1371 minimum, the State Board of Education shall identify and approve
1372 rigorous options under which a student may satisfy course or
1373 credit requirements for high school graduation under s.
1374 1003.428(2) or s. 1003.429, with the exception of Algebra I
1375 assessment and high school English/Language Arts assessment
1376 requirements pursuant to s. 1008.22, by selecting the following
1377 options:

1378 1. A student who earns an industry certification,
1379 identified on the Industry Certification Funding List or the
1380 Postsecondary Industry Certification Funding List established
1381 pursuant to s. 1003.492 or s. 1008.44, of sufficient rigor to
1382 earn articulated college credit, as approved by the State Board
1383 of Education, may substitute the industry certification for one
1384 or more courses or credits in mathematics and science,
1385 including, but not limited to, Algebra II, chemistry, and
1386 physics.

1387 2. A student who earns an industry certification or bundles
1388 of industry certifications from the Industry Certification
1389 Funding List or the Postsecondary Industry Certification Funding
1390 List which demonstrate attainment of standards associated with
1391 digital composition, word processing, and presentation skills,
1392 may satisfy one or more core curricular credits in English.

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1393 3. A student who earns industry certifications that
1394 articulate to at least 15 college credits shall satisfy three
1395 core curriculum credit requirements for a standard high school
1396 diploma, except Algebra I or high school English/Language Arts.

1397 4. A middle school student may complete Algebra I
1398 requirements through coursework that is offered in two or more
1399 discrete instructional segments with corresponding end-of-
1400 segment assessments such that, when combined, they are
1401 equivalent to the Algebra I end-of-course assessment.

1402 Section 15. Paragraph (c) of subsection (2) of section
1403 1003.433, Florida Statutes, is amended to read:

1404 1003.433 Learning opportunities for out-of-state and out-
1405 of-country transfer students and students needing additional
1406 instruction to meet high school graduation requirements.-

1407 (2) Students who have met all requirements for the standard
1408 high school diploma except for passage of the grade 10 FCAT or
1409 an alternate assessment by the end of grade 12 must be provided
1410 the following learning opportunities:

1411 (c) Participation in an adult general education program as
1412 provided in s. 1004.93 for such time as the student requires to
1413 master English, reading, mathematics, or any other subject
1414 required for high school graduation. ~~Students attending adult~~
1415 ~~basic, adult secondary, or vocational preparatory instruction~~
1416 ~~are exempt from any requirement for the payment of tuition and~~
1417 ~~fees, including lab fees, pursuant to s. 1009.25.~~ A student
1418 attending an adult general education program shall have the
1419 opportunity to take the grade 10 FCAT an unlimited number of
1420 times in order to receive a standard high school diploma.

1421 Section 16. Subsection (4) of section 1003.4935, Florida

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1422 Statutes, is repealed.

1423 Section 17. Subsections (3) and (24) of section 1004.02,
1424 Florida Statutes, are amended to read:

1425 1004.02 Definitions.—As used in this chapter:

1426 (3) "Adult general education" means comprehensive
1427 instructional programs designed to improve the employability of
1428 the state's workforce through adult basic education, adult
1429 secondary education, English for Speakers of Other Languages,
1430 applied academics for adult education ~~vocational-preparatory~~
1431 instruction, and instruction for adults who have ~~with~~
1432 disabilities.

1433 (24) "Applied academics for adult education" or "applied
1434 academics ~~Vocational-preparatory~~ instruction" means adult
1435 general education through which persons attain academic and
1436 workforce readiness skills at the level of functional literacy
1437 (grade levels 6.0-8.9) or higher so that such persons may pursue
1438 technical certificate education or higher-level technical
1439 education.

1440 Section 18. Section 1004.082, Florida Statutes, is created
1441 to read:

1442 1004.082 Talent retention program.—The Chancellor of the
1443 State University System shall cooperate with the Commissioner of
1444 Education to support talent retention programs that encourage
1445 middle school and high school students who indicate an interest
1446 in or aptitude for physics or mathematics to continue their
1447 education at a state university that has excellent departments
1448 in selected fields. The commissioner and chancellor shall work
1449 with state university department chairs to enable department
1450 chairs of outstanding state university departments to send

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1451 letters to students who indicate an interest in and aptitude for
1452 those subjects. At a minimum, the letter should provide an open
1453 invitation for the student to communicate with the department,
1454 at least annually, and to schedule a tour of the department and
1455 the campus.

1456 Section 19. Section 1004.91, Florida Statutes, is amended
1457 to read:

1458 1004.91 Requirements for career education program basic
1459 skills ~~career-preparatory instruction.~~

1460 (1) The State Board of Education shall adopt, by rule,
1461 standards of basic skill mastery for completion of certificate
1462 career education programs. Each school district and Florida
1463 College System institution that conducts programs that confer
1464 career and technical certificates ~~credit~~ shall provide applied
1465 academics ~~career-preparatory~~ instruction through which students
1466 receive the basic skills instruction required pursuant to this
1467 section.

1468 (2) Students who enroll in a program offered for career
1469 credit of 450 hours or more shall complete an entry-level
1470 examination within the first 6 weeks after ~~of~~ admission into the
1471 program. The State Board of Education shall designate
1472 examinations that are currently in existence, the results of
1473 which are comparable across institutions, to assess student
1474 mastery of basic skills. Any student found to lack the required
1475 level of basic skills for such program shall be referred to
1476 applied academics ~~career-preparatory~~ instruction or another
1477 adult ~~general basic~~ education program for a structured program
1478 of basic skills instruction. Such instruction may include
1479 English for speakers of other languages. A student may not

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1480 receive a career certificate of completion without first
1481 demonstrating the basic skills required in the state curriculum
1482 frameworks for the career education program.

1483 (3) The following students are exempt from the provisions
1484 of this section:

1485 (a) An adult student who has ~~with~~ a disability ~~may be~~
1486 ~~exempted from the provisions of this section.~~

1487 (b) A student who possesses a college degree at the
1488 associate in applied science level or higher ~~is exempt from this~~
1489 ~~section.~~

1490 (c) A student who demonstrates readiness for public
1491 postsecondary education pursuant to s. 1008.30 and applicable
1492 rules adopted by the State Board of Education ~~A student who has~~
1493 ~~completed or who is exempt from the college-level communication~~
1494 ~~and computation skills examination pursuant to s. 1008.29, or~~
1495 ~~who is exempt from the college entry-level examination pursuant~~
1496 ~~to s. 1008.29, is exempt from the provisions of this section.~~

1497 (d) A student ~~Students who~~ passes ~~have passed~~ a state or,
1498 ~~national,~~ ~~or~~ industry certification or licensure exam that is
1499 identified in the rules of the State Board of Education and
1500 aligned to the career education program in which the student is
1501 enrolled ~~are exempt from this section.~~

1502 (e) An adult student who is enrolled in an apprenticeship
1503 program that is registered with the Department of Education in
1504 accordance with the provisions of chapter 446 ~~is exempt from the~~
1505 ~~provisions of this section.~~

1506 Section 20. Present subsection (8) of section 1004.93,
1507 Florida Statutes, is renumbered as subsection (9), and a new
1508 subsection (8) is added to that section, to read:

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1509 1004.93 Adult general education.—

1510 (8) In order to accelerate the employment of adult
1511 education students, students entering adult general education
1512 programs after July 1, 2013, must complete the following action-
1513 steps-to-employment activities before the completion of the
1514 first term:

1515 (a) Identify employment opportunities using market-driven
1516 tools.

1517 (b) Create a personalized employment goal.

1518 (c) Conduct a personalized skill and knowledge inventory.

1519 (d) Compare the results of the personalized skill and
1520 knowledge inventory with the knowledge and skills needed to
1521 attain the personalized employment goal.

1522 (e) Upgrade skills and knowledge needed through adult
1523 general education programs and additional educational pursuits
1524 based on the personalized employment goal.

1525
1526 The action-steps-to-employment activities may be developed
1527 through a blended approach with assistance provided to adult
1528 general education students by teachers, employment specialists,
1529 guidance counselors, business and industry representatives, and
1530 online resources. Students may be directed to online resources
1531 and provided information on financial literacy, student
1532 financial aid, industry certifications, and occupational
1533 services and a listing of job openings.

1534 Section 21. Subsection (1) of section 1007.263, Florida
1535 Statutes, is amended to read:

1536 1007.263 Florida College System institutions; admissions of
1537 students.—Each Florida College System institution board of

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1538 trustees is authorized to adopt rules governing admissions of
1539 students subject to this section and rules of the State Board of
1540 Education. These rules shall include the following:

1541 (1) Admissions counseling shall be provided to all students
1542 entering college or career credit programs. Counseling shall
1543 utilize tests to measure achievement of college-level
1544 communication and computation competencies by all students
1545 entering college credit programs or tests to measure achievement
1546 of basic skills for career education programs as prescribed in
1547 s. 1004.91.

1548
1549 Each board of trustees shall establish policies that notify
1550 students about, and place students into, adult basic education,
1551 adult secondary education, or other instructional programs that
1552 provide students with alternatives to traditional college-
1553 preparatory instruction, including private provider instruction.
1554 A student is prohibited from enrolling in additional college-
1555 level courses until the student scores above the cut-score on
1556 all sections of the common placement test.

1557 Section 22. Subsections (2), (7), and (11) of section
1558 1007.271, Florida Statutes, are amended to read:

1559 1007.271 Dual enrollment programs.—

1560 (2) For the purpose of this section, an eligible secondary
1561 student is a student who is enrolled in a Florida public
1562 secondary school or in a Florida private secondary school which
1563 is in compliance with s. 1002.42(2) and provides a secondary
1564 curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43.
1565 Students who are eligible for dual enrollment pursuant to this
1566 section may enroll in dual enrollment courses conducted during

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1567 school hours, after school hours, and during the summer term.
1568 However, if the student is projected to graduate from high
1569 school before the scheduled completion date of a postsecondary
1570 course, the student may not register for that course through
1571 dual enrollment. The student may apply to the postsecondary
1572 institution and pay the required registration, tuition, and fees
1573 if the student meets the postsecondary institution's admissions
1574 requirements under s. 1007.263. Instructional time for dual
1575 enrollment may vary from 900 hours; however, the school district
1576 may only report the student for a maximum of 1.0 FTE, as
1577 provided in s. 1011.61(4). Any student enrolled as a dual
1578 enrollment student is exempt from the payment of registration,
1579 tuition, and laboratory fees. Applied academics for adult
1580 education ~~Vocational-preparatory~~ instruction, college-
1581 preparatory instruction, and other forms of precollegiate
1582 instruction, as well as physical education courses that focus on
1583 the physical execution of a skill rather than the intellectual
1584 attributes of the activity, are ineligible for inclusion in the
1585 dual enrollment program. Recreation and leisure studies courses
1586 shall be evaluated individually in the same manner as physical
1587 education courses for potential inclusion in the program.

1588 (7) Career dual enrollment shall be provided as a
1589 curricular option for secondary students to pursue in order to
1590 earn industry certifications adopted pursuant to s. 1008.44,
1591 which count as a series of elective credits toward the high
1592 school diploma. Career dual enrollment shall be available for
1593 secondary students seeking a degree and industry certification
1594 through ~~or certificate from a complete career-preparatory~~
1595 program or a career course ~~and may not be used to enroll~~

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1596 ~~students in isolated career courses.~~

1597 (11) Career early admission is a form of career dual
1598 enrollment through which eligible secondary students enroll full
1599 time in a career center or a Florida College System institution
1600 in postsecondary programs leading to industry certifications, as
1601 listed in the Postsecondary Industry Certification Funding List
1602 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
1603 the high school diploma and ~~the~~ certificate or associate degree.
1604 Participation in the career early admission program is limited
1605 to students who have completed a minimum of 6 semesters of full-
1606 time secondary enrollment, including studies undertaken in the
1607 ninth grade. Students enrolled pursuant to this section are
1608 exempt from the payment of registration, tuition, and laboratory
1609 fees.

1610 Section 23. Section 1008.22, Florida Statutes, is amended
1611 to read:

1612 (Substantial rewording of section. See
1613 s. 1008.22, F.S., for present text.)

1614 1008.22 Student assessment program for public schools.-

1615 (1) PURPOSE.-The primary purpose of the student assessment
1616 program is to provide student academic achievement and learning
1617 gains data to students, parents, teachers, school
1618 administrators, and school district staff. This data is to be
1619 used by districts to improve instruction; by students, parents,
1620 and teachers to guide learning objectives; by education
1621 researchers to assess national and international education
1622 comparison data; and by the public to assess the cost benefit of
1623 the expenditure of taxpayer dollars. The program must be
1624 designed to:

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1625 (a) Assess the achievement level and annual learning gains
1626 of each student in English Language Arts and mathematics and the
1627 achievement level in all other subjects assessed.

1628 (b) Provide data for making decisions regarding school
1629 accountability, recognition, and improvement of operations and
1630 management, including schools operating for the purpose of
1631 providing educational services to youth in Department of
1632 Juvenile Justice programs.

1633 (c) Identify the educational strengths and needs of
1634 students and the readiness of students to be promoted to the
1635 next grade level or to graduate from high school.

1636 (d) Assess how well educational goals and curricular
1637 standards are met at the school, district, state, national, and
1638 international levels.

1639 (e) Provide information to aid in the evaluation and
1640 development of educational programs and policies.

1641 (2) NATIONAL AND INTERNATIONAL EDUCATION COMPARISONS.—
1642 Florida school districts shall participate in the administration
1643 of the National Assessment of Educational Progress, or similar
1644 national or international assessments, both for the national
1645 sample and for any state-by-state comparison programs that may
1646 be initiated, as directed by the Commissioner of Education. The
1647 assessments must be conducted using the data collection
1648 procedures, student surveys, educator surveys, and other
1649 instruments included in the National Assessment of Educational
1650 Progress or similar national or international assessments being
1651 administered in Florida. The administration of such assessments
1652 shall be in addition to and separate from the administration of
1653 the statewide, standardized assessments.

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1654 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
1655 Commissioner of Education shall design and implement a
1656 statewide, standardized assessment program aligned to the core
1657 curricular content established in the Next Generation Sunshine
1658 State Standards. The commissioner also must develop or select
1659 and implement a common battery of assessment tools that will be
1660 used in all juvenile justice education programs in the state.
1661 These tools must accurately measure the core curricular content
1662 established in the Next Generation Sunshine State Standards.
1663 Participation in the assessment program is mandatory for all
1664 school districts and all students attending public schools,
1665 including students seeking an adult high school diploma and
1666 students in Department of Juvenile Justice education programs,
1667 except as otherwise prescribed by the commissioner. If a student
1668 does not participate in the assessment program, the school
1669 district must notify the student's parent and provide the parent
1670 with information regarding the implications of such
1671 nonparticipation. The statewide, standardized assessment program
1672 shall be designed and implemented as follows:

1673 (a) Florida Comprehensive Assessment Test (FCAT) until
1674 replaced by common core assessments.—FCAT Reading shall be
1675 administered annually in grades 3 through 10; FCAT Mathematics
1676 shall be administered annually in grades 3 through 8; FCAT
1677 Writing shall be administered annually at least once at the
1678 elementary, middle, and high school levels; and FCAT Science
1679 shall be administered annually at least once at the elementary
1680 and middle grades levels. A student who has not earned a passing
1681 score on grade 10 FCAT Reading must participate in each retake
1682 of the assessment until the student earns a passing score. The

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1683 commissioner shall recommend and the State Board of Education
1684 must adopt a score on both the SAT and ACT which is concordant
1685 to a passing score on grade 10 FCAT Reading which, if achieved
1686 by a student, meets the must-pass requirement for grade 10 FCAT
1687 Reading.

1688 (b) End-of-course (EOC) assessments.-EOC assessments must
1689 be statewide, standardized, and developed or approved by the
1690 Department of Education as follows:

1691 1. Statewide, standardized EOC assessments in mathematics
1692 shall be administered according to this subparagraph. Beginning
1693 with the 2010-2011 school year, all students enrolled in Algebra
1694 I must take the Algebra I EOC assessment. Except as otherwise
1695 provided in this section, beginning with students entering grade
1696 9 in the 2011-2012 school year, a student who is enrolled in
1697 Algebra I must earn a passing score on the Algebra I EOC
1698 assessment or attain a comparative score as authorized under
1699 subsection (8) in order to earn a standard high school diploma.
1700 A student who has not earned a passing score on the Algebra I
1701 EOC assessment must participate in each retake of the assessment
1702 until the student earns a passing score. Beginning with the
1703 2011-2012 school year, all students enrolled in Geometry must
1704 take the Geometry EOC assessment. Middle grades students
1705 enrolled in Algebra I or Geometry must take the statewide,
1706 standardized EOC assessment for those courses and are not
1707 required to take the corresponding grade-level FCAT.

1708 2. Statewide, standardized EOC assessments in science shall
1709 be administered according to this subparagraph. Beginning with
1710 the 2011-2012 school year, all students enrolled in Biology I
1711 must take the Biology I EOC assessment.

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1712 3. During the 2012-2013 school year, an EOC assessment in
1713 civics education shall be administered as a field test at the
1714 middle grades level. Beginning with the 2013-2014 school year,
1715 each student's performance on the statewide, standardized EOC
1716 assessment in civics education constitutes 30 percent of the
1717 student's final course grade.

1718 4. The commissioner may select one or more nationally
1719 developed comprehensive examinations, which may include
1720 examinations for a College Board Advanced Placement course,
1721 International Baccalaureate course, or Advanced International
1722 Certificate of Education course, or industry-approved
1723 examinations to earn national industry certifications identified
1724 in the Industry Certification Funding List, for use as EOC
1725 assessments under this paragraph if the commissioner determines
1726 that the content knowledge and skills assessed by the
1727 examinations meet or exceed the grade-level expectations for the
1728 core curricular content established for the course in the Next
1729 Generation Sunshine State Standards. Use of any such examination
1730 as an EOC assessment must be approved by the state board.

1731 5. Contingent upon funding provided in the General
1732 Appropriations Act, including the appropriation of funds
1733 received through federal grants, the commissioner may establish
1734 an implementation schedule for the development and
1735 administration of additional statewide, standardized EOC
1736 assessments that must be approved by the state board. If
1737 approved by the state board, student performance on such
1738 assessments constitutes 30 percent of a student's final course
1739 grade.

1740 6. All statewide, standardized EOC assessments must be

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1741 administered online except as otherwise provided in paragraph
1742 (c).

1743 (c) *Students with disabilities; Florida Alternate*
1744 *Assessment.*—

1745 1. Each district school board must provide instruction to
1746 prepare students with disabilities in the core content knowledge
1747 and skills necessary for successful grade-to-grade progression
1748 and high school graduation.

1749 2. A student with a disability, as defined in s.
1750 1007.02(2), for whom the individual education plan (IEP) team
1751 determines that the statewide, standardized assessments under
1752 this section cannot accurately measure the student's abilities,
1753 taking into consideration all allowable accommodations, shall
1754 have assessment results waived for the purpose of receiving a
1755 course grade and a standard high school diploma. Such waiver
1756 shall be designated on the diploma as provided under s.
1757 1003.4285.

1758 3. The State Board of Education shall adopt rules, based
1759 upon recommendations of the commissioner, for the provision of
1760 assessment accommodations for students with disabilities and for
1761 students who have limited English proficiency.

1762 a. Accommodations that negate the validity of a statewide,
1763 standardized assessment are not allowed during the
1764 administration of the assessment. However, instructional
1765 accommodations are allowed in the classroom if identified in a
1766 student's IEP. Students using instructional accommodations in
1767 the classroom which are not allowed on a statewide, standardized
1768 assessment may have assessment results waived if the IEP team
1769 determines that the assessment cannot accurately measure the

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1770 student's abilities.

1771 b. If a student is provided with instructional
1772 accommodations in the classroom which are not allowed as
1773 accommodations for statewide, standardized assessments, the
1774 district must inform the parent in writing and provide the
1775 parent with information regarding the impact on the student's
1776 ability to meet expected performance levels. A parent must
1777 provide signed consent for a student to receive classroom
1778 instructional accommodations that would not be available or
1779 permitted on a statewide, standardized assessment and
1780 acknowledge in writing that he or she understands the
1781 implications of such instructional accommodations.

1782 c. If a student's IEP states that online administration of
1783 a statewide, standardized assessment will significantly impair
1784 the student's ability to perform, the assessment shall be
1785 administered in hard copy.

1786 4. For students with significant cognitive disabilities,
1787 the Department of Education shall provide for implementation of
1788 the Florida Alternate Assessment to accurately measure the core
1789 curricular content established in the Next Generation Sunshine
1790 State Standards.

1791 (d) *Common core assessments in English Language Arts (ELA)*
1792 *and Mathematics.*

1793 1. Contingent upon funding, common core assessments in ELA
1794 shall be administered to students in grades 3 through 11. Retake
1795 opportunities for the grade 10 assessment must be provided.
1796 Students taking the ELA assessments are not required to take the
1797 assessments in FCAT Reading or FCAT Writing. Common core ELA
1798 assessments shall be administered online.

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1799 2. Contingent upon funding, common core assessments in
1800 Mathematics shall be administered to all students in grades 3
1801 through 8, and common core assessments in Algebra I, Geometry,
1802 and Algebra II shall be administered to students enrolled in
1803 those courses. Retake opportunities must be provided for the
1804 Algebra I assessment. Students may take the common core
1805 Mathematics assessments pursuant to the Credit Acceleration
1806 Program (CAP) under s. 1003.4295(3). Students taking common core
1807 assessments in mathematics are not required to take FCAT
1808 Mathematics or statewide, standardized EOC assessments in
1809 mathematics. Common core mathematics assessments shall be
1810 administered online.

1811 3. The State Board of Education shall adopt rules
1812 establishing an implementation schedule to transition from FCAT
1813 Reading, FCAT Writing, FCAT Mathematics, and Algebra I and
1814 geometry EOC assessments to common core assessments in English
1815 language arts and mathematics. The schedule must take into
1816 consideration funding, sufficient field and baseline data,
1817 access to assessments, instructional alignment, and school
1818 district readiness to administer the common core assessments
1819 online. Until the grade 10 common core ELA and Algebra I
1820 assessments become must-pass assessments, students must pass
1821 grade 10 FCAT Reading and the Algebra I EOC assessment, or
1822 achieve a concordant or comparative score as authorized under
1823 this section, in order to earn a standard high school diploma
1824 under s. 1003.4282. Students taking grade 10 FCAT Reading or the
1825 Algebra I EOC assessment are not required to take the respective
1826 common core assessments.

1827 (e) Assessment scores and achievement levels.-

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1828 1. All statewide, standardized EOC assessments and FCAT
1829 Reading, FCAT Writing, and FCAT Science shall use scaled scores
1830 and achievement levels. Achievement levels shall range from 1
1831 through 5, with level 1 being the lowest achievement level,
1832 level 5 being the highest achievement level, and level 3
1833 indicating satisfactory performance on an assessment. For
1834 purposes of FCAT Writing, student achievement shall be scored
1835 using a scale of 1 through 6. Common core English Language Arts
1836 and Mathematics assessments shall use achievement levels 1
1837 through 6.

1838 2. The state board shall designate by rule a passing score
1839 for each statewide, standardized EOC and FCAT assessment. In
1840 addition, the state board shall designate a score for each
1841 statewide, standardized EOC assessment which indicates that a
1842 student is high achieving and has the potential to meet college-
1843 readiness standards by the time the student graduates from high
1844 school.

1845 3. If the commissioner seeks to revise a statewide,
1846 standardized assessment and the revisions require the state
1847 board to modify performance level scores, including the passing
1848 score, the commissioner shall provide a copy of the proposed
1849 scores and implementation plan to the President of the Senate
1850 and the Speaker of the House of Representatives at least 90 days
1851 before submission to the state board for review. Until the state
1852 board adopts the modifications by rule, the commissioner shall
1853 use calculations for scoring the assessment which adjust student
1854 scores on the revised assessment for statistical equivalence to
1855 student scores on the former assessment. The state board shall
1856 adopt by rule the passing score for the revised assessment which

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1857 is statistically equivalent to the passing score on the
1858 discontinued assessment for a student who is required to attain
1859 a passing score on the discontinued assessment. The commissioner
1860 may, with approval of the state board, discontinue
1861 administration of the former assessment upon the graduation,
1862 based on normal student progression, of students participating
1863 in the final regular administration of the former assessment. If
1864 the commissioner revises a statewide, standardized assessment
1865 and the revisions require the state board to modify the passing
1866 score, only students taking the assessment for the first time
1867 after the rule is adopted are affected.

1868 (f) *Assessment schedules and reporting of results.*—The
1869 Commissioner of Education shall establish schedules for the
1870 administration of assessments and the reporting of student
1871 assessment results. The commissioner shall consider the
1872 observance of religious and school holidays when developing the
1873 schedule. By August 1 of each year, the commissioner shall
1874 notify each school district in writing and publish on the
1875 department's website the assessment and reporting schedules for,
1876 at a minimum, the school year following the upcoming school
1877 year. The assessment and reporting schedules must provide the
1878 earliest possible reporting of student assessment results to the
1879 school districts. Assessment results for FCAT Reading and FCAT
1880 Mathematics must be made available no later than the week of
1881 June 8. The administration of FCAT Writing and the Florida
1882 Alternate Assessment may be no earlier than the week of March 1.
1883 School districts shall administer assessments in accordance with
1884 the schedule established by the commissioner.

1885 (g) *Prohibited activities.*—A district school board shall

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1886 prohibit each public school from suspending a regular program of
1887 curricula for purposes of administering practice assessments or
1888 engaging in other assessment-preparation activities for a
1889 statewide, standardized assessment. However, a district school
1890 board may authorize a public school to engage in the following
1891 assessment-preparation activities:

1892 1. Distributing to students sample assessment books and
1893 answer keys published by the Department of Education.

1894 2. Providing individualized instruction in assessment-
1895 taking strategies, without suspending the school's regular
1896 program of curricula, for a student who scores Level 1 or Level
1897 2 on a prior administration of an assessment.

1898 3. Providing individualized instruction in the content
1899 knowledge and skills assessed, without suspending the school's
1900 regular program of curricula, for a student who scores Level 1
1901 or Level 2 on a prior administration of an assessment or a
1902 student who, through a diagnostic assessment administered by the
1903 school district, is identified as having a deficiency in the
1904 content knowledge and skills assessed.

1905 4. Administering a practice assessment or engaging in other
1906 assessment-preparation activities that are determined necessary
1907 to familiarize students with the organization of the assessment,
1908 the format of assessment items, and the assessment directions or
1909 that are otherwise necessary for the valid and reliable
1910 administration of the assessment, as set forth in rules adopted
1911 by the State Board of Education with specific reference to this
1912 paragraph.

1913 (h) *Contracts for assessments.*—The commissioner shall
1914 provide for the assessments to be developed or obtained, as

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1915 appropriate, through contracts and project agreements with
1916 private vendors, public vendors, public agencies, postsecondary
1917 educational institutions, or school districts. The commissioner
1918 may enter into contracts for the continued administration of the
1919 assessments authorized and funded by the Legislature. Contracts
1920 may be initiated in one fiscal year and continue into the next
1921 fiscal year and may be paid from the appropriations of either or
1922 both fiscal years. The commissioner may negotiate for the sale
1923 or lease of tests, scoring protocols, test scoring services, and
1924 related materials developed pursuant to law.

1925 (4) SCHOOL ASSESSMENT PROGRAMS.—Each public school shall
1926 participate in the statewide, standardized assessment program in
1927 accordance with the assessment and reporting schedules published
1928 by the Commissioner of Education. District school boards may not
1929 establish school calendars that conflict with or jeopardize
1930 implementation of the assessment program. All district school
1931 boards shall report assessment results as required by the state
1932 management information system. Performance data shall be
1933 analyzed and reported to parents, the community, and the state.
1934 Student performance data shall be used by districts in
1935 developing objectives for the school improvement plan,
1936 evaluating instructional personnel and administrative personnel,
1937 assigning staff, allocating resources, acquiring instructional
1938 materials and technology, implementing performance-based
1939 budgeting, and promoting and assigning students to educational
1940 programs. The analysis of student performance data must also
1941 identify strengths and needs in the educational program and
1942 trends over time. The analysis must be used in conjunction with
1943 the budgetary planning processes developed pursuant to s.

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1944 1008.385 and the development of remediation programs.

1945 (5) REQUIRED ANALYSES.—The commissioner shall provide, at a
1946 minimum, statewide, standardized assessment data analysis
1947 showing student achievement levels and learning gains by
1948 teacher, school, and school district.

1949 (6) LOCAL ASSESSMENTS.—

1950 (a) Measurement of student learning gains in all subjects
1951 and grade levels, except those subjects and grade levels
1952 measured under the statewide, standardized assessment program
1953 described in this section, is the responsibility of the school
1954 districts.

1955 (b) Beginning with the 2014-2015 school year, each school
1956 district shall administer for each course offered in the
1957 district a student assessment that measures mastery of the
1958 content, as described in the state-adopted course description,
1959 at the necessary level of rigor for the course. Such assessments
1960 may include:

1961 1. Statewide assessments.

1962 2. Other standardized assessments, including nationally
1963 recognized standardized assessments.

1964 3. Industry certification examinations.

1965 4. District-developed or district-selected end-of-course
1966 assessments.

1967 (c) The Commissioner of Education shall identify methods to
1968 assist and support districts in the development and acquisition
1969 of assessments required under this subsection. Methods may
1970 include developing item banks, facilitating the sharing of
1971 developed tests among school districts, acquiring assessments
1972 from state and national curriculum-area organizations, and

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1973 providing technical assistance in best professional practices of
1974 test development based upon state-adopted curriculum standards,
1975 administration, and security.

1976 (7) CONCORDANT SCORES FOR GRADE 10 FCAT READING.—Until the
1977 state transitions to common core English Language Arts
1978 assessments, the Commissioner of Education must identify scores
1979 on the SAT and ACT that if achieved satisfy the graduation
1980 requirement that a student pass grade 10 FCAT Reading. The
1981 commissioner may identify concordant scores on other assessments
1982 as well. If the content or scoring procedures change for grade
1983 10 FCAT Reading, new concordant scores must be determined. If
1984 new concordant scores are not timely adopted, the last adopted
1985 concordant scores remain in effect until such time as new scores
1986 are adopted. The state board shall adopt concordant scores in
1987 rule.

1988 (8) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)
1989 ASSESSMENTS.—The Commissioner of Education must identify one or
1990 more comparative scores for the Algebra I EOC assessment and may
1991 identify comparative scores for the other EOC assessments. If
1992 the content or scoring procedures change for the EOC
1993 assessments, new comparative scores must be determined. If new
1994 comparative scores are not timely adopted, the last adopted
1995 comparative scores remain in effect until such time as new
1996 scores are adopted. The state board shall adopt comparative
1997 scores in rule.

1998 (9) REPORTS.—The Department of Education shall annually
1999 provide a report to the Governor, the President of the Senate,
2000 and the Speaker of the House of Representatives which must
2001 include the following:

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2002 (a) Longitudinal performance of students in reading and
2003 mathematics.

2004 (b) Longitudinal performance of students by grade level in
2005 reading and mathematics.

2006 (c) Longitudinal performance regarding efforts to close the
2007 achievement gap.

2008 (d) Other student performance data based on national norm-
2009 referenced and criterion-referenced tests, if available;
2010 national assessments, such as the National Assessment of
2011 Educational Progress; and international assessments.

2012 (e) The number of students who after grade 8 enroll in
2013 adult education rather than other secondary education.

2014 (f) Any plan or intent to establish or implement new
2015 statewide, standardized assessments.

2016 (10) RULES.—The State Board of Education shall adopt rules
2017 to implement this section.

2018 Section 24. Paragraph (h) is added to subsection (2) of
2019 section 1008.25, Florida Statutes, to read:

2020 1008.25 Public school student progression; remedial
2021 instruction; reporting requirements.—

2022 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
2023 school board shall establish a comprehensive plan for student
2024 progression which must:

2025 (h) Provide instructional sequences by which students in
2026 kindergarten through high school may attain progressively higher
2027 levels of skill in the use of digital tools and applications.
2028 The instructional sequences must include participation in
2029 curricular and instructional options and the demonstration of
2030 competence of standards required pursuant to ss. 1003.41 and

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2031 1003.4203 through attainment of industry certifications and
2032 other means of demonstrating credit requirements identified
2033 under ss. 1002.3105, 1003.4203, and 1003.4295.

2034 Section 25. Subsection (2) of section 1008.37, Florida
2035 Statutes, is amended to read:

2036 1008.37 Postsecondary feedback of information to high
2037 schools.—

2038 (2) The Commissioner of Education shall report, by high
2039 school, to the State Board of Education, the Board of Governors,
2040 and the Legislature, no later than November 30 of each year, on
2041 the number of prior year Florida high school graduates who
2042 enrolled for the first time in public postsecondary education in
2043 this state during the previous summer, fall, or spring term,
2044 indicating the number of students whose scores on the common
2045 placement test indicated the need for remediation through
2046 applied academics instruction or college-preparatory ~~or~~
2047 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.
2048 1008.30.

2049 Section 26. Section 1008.44, Florida Statutes, is created
2050 to read:

2051 1008.44 Industry certifications; Industry Certification
2052 Funding List and Postsecondary Industry Certification Funding
2053 List.—

2054 (1) Pursuant to s. 1003.492, the Department of Education
2055 shall, at least annually, identify, under rules approved by the
2056 State Board of Education, the Industry Certification Funding
2057 List that must be applied in the distribution of funding to
2058 school districts pursuant to s. 1011.62.

2059 (2) The State Board of Education shall adopt, at least

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2060 annually, the Postsecondary Industry Certification Funding List
2061 pursuant to this section. The commissioner shall recommend, at
2062 least annually, the Postsecondary Industry Certification Funding
2063 List to the State Board of Education and may at any time
2064 recommend adding certifications. The Chancellor of the State
2065 University System, the Chancellor of the Florida College System,
2066 and the Chancellor of Career and Adult Education shall recommend
2067 to the commissioner industry certifications to be placed on the
2068 funding list. The list shall be used in determining annual
2069 performance funding distributions to school districts and
2070 Florida College System institutions as specified in ss. 1011.80
2071 and 1011.81, respectively. The chancellors shall consider
2072 results of the economic security report of employment and
2073 earnings outcomes produced annually pursuant to s. 445.07 when
2074 recommending certifications for the list.

2075 (3) In the case of rigorous industry certifications that
2076 have embedded prerequisite minimum age, grade level, diploma or
2077 degree, post-graduation period of work experience of at least 12
2078 months, or other reasonable requirements that may limit the
2079 extent to which a student can complete all requirements of the
2080 certification recognized by industry for employment purposes,
2081 the commissioner shall differentiate content, instructional, and
2082 assessment requirements that, when provided by a public
2083 institution and satisfactorily attained by a student, indicate
2084 accomplishment of requirements necessary for funding pursuant to
2085 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
2086 prerequisite requirements necessary for recognition by industry
2087 for employment purposes. The differentiated requirements
2088 established by the commissioner shall be included in the

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2089 Industry Certification Funding List at the time the
2090 certification is adopted.

2091 Section 27. Paragraph (a) of subsection (3) of section
2092 1009.22, Florida Statutes, is amended to read:

2093 1009.22 Workforce education postsecondary student fees.—

2094 (3) (a) Except as otherwise provided by law, fees for
2095 students who are nonresidents for tuition purposes must offset
2096 the full cost of instruction. Residency of students shall be
2097 determined as required in s. 1009.21. Fee-nonexempt students
2098 enrolled in applied academics for adult education ~~vocational-~~
2099 ~~preparatory~~ instruction shall be charged fees equal to the fees
2100 charged for adult general education programs. Each Florida
2101 College System institution that conducts college-preparatory and
2102 applied academics for adult education ~~vocational-preparatory~~
2103 instruction in the same class section may charge a single fee
2104 for both types of instruction.

2105 Section 28. Paragraphs (c) and (d) of subsection (1) of
2106 section 1009.25, Florida Statutes, are amended to read:

2107 1009.25 Fee exemptions.—

2108 (1) The following students are exempt from the payment of
2109 tuition and fees, including lab fees, at a school district that
2110 provides workforce education programs, Florida College System
2111 institution, or state university:

2112 (c) A student who is or was at the time he or she reached
2113 18 years of age in the custody of the Department of Children and
2114 Family Services or who, after spending at least 6 months in the
2115 custody of the department after reaching 16 years of age, was
2116 placed in a guardianship by the court. Such exemption includes
2117 fees associated with enrollment in applied academics for adult

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2118 education career-preparatory instruction. The exemption remains
2119 valid until the student reaches 28 years of age.

2120 (d) A student who is or was at the time he or she reached
2121 18 years of age in the custody of a relative under s. 39.5085 or
2122 who was adopted from the Department of Children and Family
2123 Services after May 5, 1997. Such exemption includes fees
2124 associated with enrollment in applied academics for adult
2125 education career-preparatory instruction. The exemption remains
2126 valid until the student reaches 28 years of age.

2127 Section 29. Present paragraphs (s) and (t) of subsection
2128 (1) of section 1011.62, Florida Statutes, are redesignated as
2129 paragraphs (t) and (u), respectively, a new paragraph (s) is
2130 added to that subsection, and paragraphs (c), (l), (n), and (o)
2131 and present paragraph (t) of that subsection are amended, to
2132 read:

2133 1011.62 Funds for operation of schools.—If the annual
2134 allocation from the Florida Education Finance Program to each
2135 district for operation of schools is not determined in the
2136 annual appropriations act or the substantive bill implementing
2137 the annual appropriations act, it shall be determined as
2138 follows:

2139 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
2140 OPERATION.—The following procedure shall be followed in
2141 determining the annual allocation to each district for
2142 operation:

2143 (c) *Determination of programs.*—Cost factors based on
2144 desired relative cost differences between the following programs
2145 shall be established in the annual General Appropriations Act.
2146 The cost factor for secondary career education programs and

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2147 basic programs grades 9 through 12 shall be equal. The
2148 Commissioner of Education shall specify a matrix of services and
2149 intensity levels to be used by districts in the determination of
2150 the two weighted cost factors for exceptional students with the
2151 highest levels of need. For these students, the funding support
2152 level shall fund the exceptional students' education program,
2153 with the exception of extended school year services for students
2154 with disabilities.

2155 1. Basic programs.—

2156 a. Kindergarten and grades 1, 2, and 3.

2157 b. Grades 4, 5, 6, 7, and 8.

2158 c. Grades 9, 10, 11, and 12.

2159 2. Programs for exceptional students.—

2160 a. Support Level IV.

2161 b. Support Level V.

2162 3. Secondary career education programs.—

2163 4. English for Speakers of Other Languages.—

2164 (1) *Calculation of additional full-time equivalent*
2165 *membership based on International Baccalaureate examination*
2166 *scores of students.*—A value of 0.16 full-time equivalent student
2167 membership shall be calculated for each student enrolled in an
2168 International Baccalaureate course who receives a score of 4 or
2169 higher on a subject examination. A value of 0.3 full-time
2170 equivalent student membership shall be calculated for each
2171 student who receives an International Baccalaureate diploma.
2172 Such value shall be added to the total full-time equivalent
2173 student membership in basic programs for grades 9 through 12 in
2174 the subsequent fiscal year. Each school district shall allocate
2175 80 percent of the funds received from International

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2176 Baccalaureate bonus FTE funding to the school program whose
2177 students generate the funds and to school programs that prepare
2178 prospective students to enroll in International Baccalaureate
2179 courses. Funds shall be expended solely for the payment of
2180 allowable costs associated with the International Baccalaureate
2181 program. Allowable costs include International Baccalaureate
2182 annual school fees; International Baccalaureate examination
2183 fees; salary, benefits, and bonuses for teachers and program
2184 coordinators for the International Baccalaureate program and
2185 teachers and coordinators who prepare prospective students for
2186 the International Baccalaureate program; supplemental books;
2187 instructional supplies; instructional equipment or instructional
2188 materials for International Baccalaureate courses; other
2189 activities that identify prospective International Baccalaureate
2190 students or prepare prospective students to enroll in
2191 International Baccalaureate courses; and training or
2192 professional development for International Baccalaureate
2193 teachers. School districts shall allocate the remaining 20
2194 percent of the funds received from International Baccalaureate
2195 bonus FTE funding for programs that assist academically
2196 disadvantaged students to prepare for more rigorous courses. The
2197 school district shall distribute to each classroom teacher who
2198 provided International Baccalaureate instruction:

2199 1. A bonus in the amount of \$50 for each student taught by
2200 the International Baccalaureate teacher in each International
2201 Baccalaureate course who receives a score of 4 or higher on the
2202 International Baccalaureate examination.

2203 2. An additional bonus of \$500 to each International
2204 Baccalaureate teacher in a school designated with a grade of "D"

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2205 or "F" who has at least one student scoring 4 or higher on the
2206 International Baccalaureate examination, regardless of the
2207 number of classes taught or of the number of students scoring a
2208 4 or higher on the International Baccalaureate examination.

2209

2210 Bonuses awarded to a teacher according to this paragraph may
2211 ~~shall~~ not exceed \$2,000 in any given school year. However, the
2212 maximum bonus shall be \$3,000 if at least 50 percent of the
2213 students enrolled in a teacher's course earn a score of 4 or
2214 higher on the examination in a school designated with a grade of
2215 "A," "B," or "C"; or if at least 25 percent of the students
2216 enrolled in a teacher's course earn a score of 4 or higher on
2217 the examination in a school designated with a grade of "D" or
2218 "F." Bonuses awarded under this paragraph ~~and~~ shall be in
2219 addition to any regular wage or other bonus the teacher received
2220 or is scheduled to receive. For such courses, the teacher shall
2221 earn an additional bonus of \$50 for each student who has a
2222 qualifying score up to the maximum of \$3,000 in any given school
2223 year.

2224 (n) *Calculation of additional full-time equivalent*
2225 *membership based on college board advanced placement scores of*
2226 *students.*—A value of 0.16 full-time equivalent student
2227 membership shall be calculated for each student in each advanced
2228 placement course who receives a score of 3 or higher on the
2229 College Board Advanced Placement Examination for the prior year
2230 and added to the total full-time equivalent student membership
2231 in basic programs for grades 9 through 12 in the subsequent
2232 fiscal year. Each district must allocate at least 80 percent of
2233 the funds provided to the district for advanced placement

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2234 instruction, in accordance with this paragraph, to the high
2235 school that generates the funds. The school district shall
2236 distribute to each classroom teacher who provided advanced
2237 placement instruction:

2238 1. A bonus in the amount of \$50 for each student taught by
2239 the Advanced Placement teacher in each advanced placement course
2240 who receives a score of 3 or higher on the College Board
2241 Advanced Placement Examination.

2242 2. An additional bonus of \$500 to each Advanced Placement
2243 teacher in a school designated with a grade of "D" or "F" who
2244 has at least one student scoring 3 or higher on the College
2245 Board Advanced Placement Examination, regardless of the number
2246 of classes taught or of the number of students scoring a 3 or
2247 higher on the College Board Advanced Placement Examination.

2248
2249 Bonuses awarded to a teacher according to this paragraph shall
2250 not exceed \$2,000 in any given school year. However, the maximum
2251 bonus shall be \$3,000 if at least 50 percent of the students
2252 enrolled in a teacher's course earn a score of 3 or higher on
2253 the examination in a school with a grade of "A," "B," or "C"; or
2254 if at least 25 percent of the students enrolled in a teacher's
2255 course earn a score of 3 or higher on the examination in a
2256 school with a grade of "D" or "F." Bonuses awarded under this
2257 paragraph ~~and~~ shall be in addition to any regular wage or other
2258 bonus the teacher received or is scheduled to receive. For such
2259 courses, the teacher shall earn an additional bonus of \$50 for
2260 each student who has a qualifying score up to the maximum of
2261 \$3,000 in any given school year.

2262 (o) *Calculation of additional full-time equivalent*

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2263 membership based on ~~certification of successful completion of a~~
2264 ~~career-themed course or career and professional academy program~~
2265 ~~pursuant to ss. 1003.491, 1003.492, and 1003.493, and 1003.4935~~
2266 ~~and issuance of the highest level of industry certification~~
2267 ~~identified in the Industry Certification Certified Funding List~~
2268 ~~pursuant to rules adopted by the State Board of Education.-~~

2269 1. A value of 0.1 or, ~~0.2, or 0.3~~ full-time equivalent
2270 student membership shall be calculated for each student who
2271 completes a career-themed course as defined in s. 1003.493(1)(b)
2272 ~~or a career and professional academy program under ss. 1003.491,~~
2273 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the
2274 ~~highest level of~~ industry certification identified annually in
2275 the Industry Certification Funding List approved under rules
2276 adopted by the State Board of Education ~~upon promotion to the~~
2277 ~~9th grade under subparagraph 2. or upon earning a high school~~
2278 ~~diploma~~. The maximum full-time equivalent student membership
2279 value for any student in grades 9 through 12 is 0.3. A value of
2280 0.2 full-time equivalent membership shall be calculated for each
2281 student who is issued an industry certification that has a
2282 statewide articulation agreement for college credit approved by
2283 the State Board of Education. For industry certifications that
2284 do not articulate for college credit, the Department of
2285 Education shall assign a the appropriate full-time equivalent
2286 value of 0.1 for each certification, 50 percent of which is
2287 based on rigor and the remaining 50 percent on employment value.
2288 The State Board of Education shall include the assigned values
2289 in the Industry Certification Funding List under rules adopted
2290 by the state board. ~~Rigor shall be based on the number of~~
2291 ~~instructional hours, including work experience hours, required~~

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2292 ~~to earn the certification, with a bonus for industry~~
2293 ~~certifications that have a statewide articulation agreement for~~
2294 ~~college credit approved by the State Board of Education.~~
2295 ~~Employment value shall be based on the entry wage, growth rate~~
2296 ~~in employment for each occupational category, and average annual~~
2297 ~~openings for the primary occupation linked to the industry~~
2298 ~~certification. Such value shall be added to the total full-time~~
2299 ~~equivalent student membership in secondary career education~~
2300 ~~programs for grades 9 through 12 in the subsequent year for~~
2301 ~~courses that were not provided ~~funded~~ through dual enrollment.~~
2302 Industry certifications earned through dual enrollment must be
2303 reported and funded pursuant to ss. 1011.80 and 1011.81.

2304 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
2305 ~~time equivalent student membership shall be calculated for each~~
2306 ~~student who completes a career-themed course or a career and~~
2307 ~~professional academy program under s. 1003.4935 and who is~~
2308 ~~issued the highest level of industry certification in science,~~
2309 ~~technology, engineering, or mathematics identified on the~~
2310 ~~Industry Certification Funding List under rules adopted by the~~
2311 ~~State Board of Education.~~

2312 ~~2.3. The additional full-time equivalent membership~~
2313 ~~authorized under this paragraph may not exceed 0.3 per student.~~
2314 Each district must allocate at least 80 percent of the funds
2315 provided for industry certification, in accordance with this
2316 paragraph, to the program that generated the funds. This
2317 allocation may not be used to supplant funds provided for basic
2318 operation of the program. Unless a different amount is specified
2319 in the General Appropriations Act, the appropriation for this
2320 calculation is limited to \$60 ~~\$15~~ million annually. If the

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2321 appropriation is insufficient to fully fund the total
2322 calculation, the appropriation shall be prorated.

2323 3. For industry certifications earned in the 2013-2014
2324 school year and in subsequent years, the school district shall
2325 distribute to each classroom teacher who provided direct
2326 instruction toward the attainment of an industry certification
2327 that qualified for additional full-time equivalent membership
2328 under subparagraph 1.:

2329 a. A bonus in the amount of \$25 for each student taught by
2330 a teacher who provided instruction in a course that led to the
2331 attainment of an industry certification on the Industry
2332 Certification Funding List with a weight of 0.1.

2333 b. A bonus in the amount of \$50 for each student taught by
2334 a teacher who provided instruction in a course that led to the
2335 attainment of an industry certification on the Industry
2336 Certification Funding List with a weight of 0.2.

2337 4. For the 2013-14 fiscal year, the additional FTE
2338 membership calculation must include the additional FTE for any
2339 student who earned a certification in the 2009-2010, 2010-2011,
2340 and 2011-2012 fiscal years, who was not previously funded and
2341 was enrolled in 2012-2013.

2342
2343 Bonuses awarded according to this paragraph shall be provided to
2344 teachers who are employed by the district in the year in which
2345 the additional FTE membership calculation is included in the
2346 calculation. Bonuses shall be calculated based upon the
2347 associated weight of an industry certification on the Industry
2348 Certification Funding List for the year in which the
2349 certification is earned by the student. Any bonus awarded to a

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2350 teacher under this paragraph may not exceed \$2,000 in any given
2351 school year and is in addition to any regular wage or other
2352 bonus the teacher received or is scheduled to receive.

2353 (s) Florida Cyber Security Recognition, Florida Digital
2354 Arts Recognition, and Florida Digital Tools Certificate
2355 established pursuant to s. 1003.4203.-

2356 1. Each school district shall certify by June 30 of each
2357 year to the Department of Education each elementary school that
2358 achieves 75 percent of student attainment of the Florida Cyber
2359 Security Recognition or the Florida Digital Arts Recognition
2360 established pursuant to s. 1003.4203. Upon verification by the
2361 department, each school that has achieved the designated student
2362 recognitions shall be awarded a Florida Cyber Security
2363 designation by the Commissioner of Education.

2364 2. Each middle school shall receive \$50 for each student
2365 who earns the Florida Digital Tools Certificate established
2366 pursuant to s. 1003.4203 with a minimum award per school of
2367 \$1,000 annually and a maximum award per school of \$15,000
2368 annually. This performance payment shall be calculated in the
2369 FEFP as a full-time equivalent student.

2370 (u) ~~(t)~~ Computation for funding through the Florida
2371 Education Finance Program.-The State Board of Education may
2372 adopt rules establishing programs, industry certifications, and
2373 courses for which the student may earn credit toward high school
2374 graduation.

2375 Section 30. Subsection (4) of section 1011.80, Florida
2376 Statutes, is amended, paragraph (b) of subsection (6) is
2377 redesignated as paragraph (c), and a new paragraph (b) is added
2378 to that subsection, to read:

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2379 1011.80 Funds for operation of workforce education
2380 programs.—

2381 (4) Funding for all workforce education programs must be
2382 based on cost categories, performance output measures, and
2383 performance outcome measures.

2384 (a) The cost categories must be calculated to identify
2385 high-cost programs, medium-cost programs, and low-cost programs.
2386 The cost analysis used to calculate and assign a program of
2387 study to a cost category must include at least both direct and
2388 indirect instructional costs, consumable supplies, equipment,
2389 and standard program length.

2390 ~~(b)1. The performance output measure for career education~~
2391 ~~programs of study is student completion of a career program of~~
2392 ~~study that leads to an occupational completion point associated~~
2393 ~~with a certificate; an apprenticeship program; or a program that~~
2394 ~~leads to an applied technology diploma or an associate in~~
2395 ~~applied science or associate in science degree. Performance~~
2396 ~~output measures for registered apprenticeship programs shall be~~
2397 ~~based on program lengths that coincide with lengths established~~
2398 ~~pursuant to the requirements of chapter 446.~~

2399 ~~2.~~ The performance output measure for an adult general
2400 education course of study is measurable improvement in student
2401 skills. This measure shall include improvement in literacy
2402 skills, grade level improvement as measured by an approved test,
2403 or attainment of a State of Florida diploma or an adult high
2404 school diploma.

2405 (c) The performance outcome measures for adult general
2406 ~~workforce~~ education programs are associated with placement and
2407 retention of students after reaching a completion point or

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2408 completing a program of study. These measures include placement
2409 or retention in employment ~~that is related to the program of~~
2410 ~~study; placement into or retention in employment in an~~
2411 ~~occupation on the Workforce Estimating Conference list of high-~~
2412 ~~wage, high-skill occupations with sufficient openings, or other~~
2413 ~~High Wage/High Skill Program occupations as determined by~~
2414 ~~Workforce Florida, Inc.; and placement and retention of~~
2415 ~~participants or former participants in the welfare transition~~
2416 ~~program in employment.~~ Continuing postsecondary education at a
2417 level that will further enhance employment is a performance
2418 outcome for adult general education programs. ~~Placement and~~
2419 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

2420 (6)

2421 (b) Performance funding for industry certifications for
2422 school district workforce education programs shall be determined
2423 as follows:

2424 1. The General Appropriations Act must specify occupational
2425 areas for which industry certifications may be earned for
2426 performance funding. Priority shall be given to the occupational
2427 areas emphasized in state, national, or corporate grants
2428 provided to Florida educational institutions.

2429 2. The Chancellor of Career and Adult Education shall
2430 identify the industry certifications eligible for funding on the
2431 Postsecondary Industry Certification Funding List adopted
2432 pursuant to s. 1008.44, based on the occupational areas
2433 specified in the General Appropriations Act.

2434 3. Each school district shall be provided \$1,000 for each
2435 industry certification earned by a workforce education student.
2436 The maximum amount of funding appropriated for performance

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2437 funding pursuant to this paragraph shall be limited to \$15
2438 million annually. If funds are insufficient to fully fund the
2439 calculated total award, they shall be prorated.

2440 Section 31. Present subsections (2) and (3) of section
2441 1011.81, Florida Statutes, are redesignated as subsections (3)
2442 and (4), respectively, and a new subsection (2) is added to that
2443 section, to read:

2444 1011.81 Florida College System Program Fund.—

2445 (2) Performance funding for industry certifications for
2446 Florida College System institutions shall be determined as
2447 follows:

2448 (a) The General Appropriations Act must specify
2449 occupational areas for which industry certifications may be
2450 earned for performance funding. Priority shall be given to the
2451 occupational areas emphasized in state, national, or corporate
2452 grants provided to Florida educational institutions.

2453 (b) The Chancellor of the Florida College System shall
2454 identify the industry certifications eligible for funding on the
2455 Postsecondary Industry Certification Funding List adopted
2456 pursuant to s. 1008.44, based on the occupational areas
2457 specified in the General Appropriations Act.

2458 (c) Each Florida College System institution shall be
2459 provided \$1,000 for each industry certification earned by a
2460 student. The maximum amount of funding appropriated for
2461 performance funding pursuant to this subsection shall be limited
2462 to \$15 million annually. If funds are insufficient to fully fund
2463 the calculated total award, they shall be prorated.

2464 Section 32. Section 1011.905, Florida Statutes, is amended
2465 to read:

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2466 1011.905 Performance funding for state universities.-

2467 (1) The Legislature intends that state performance funds
 2468 for the state university system be based on indicators of system
 2469 and institutional attainment of performance expectations. For
 2470 the 2012-2013 through at least 2016-2017 ~~2012-2013 and 2013-2014~~
 2471 fiscal years, the Board of Governors shall review and rank each
 2472 state university that applies for performance funding, as
 2473 provided in the General Appropriations Act, based on the
 2474 following formula:

2475 (a) Twenty-five percent of a state university's score shall
 2476 be based on the percentage of employed graduates who have earned
 2477 degrees which have a primary focus in the following programs:

2478 1. For the 2012-2013 and 2013-2014 fiscal years:

2479 a.1. Computer and information science;

2480 b.2. Computer engineering;

2481 c.3. Information systems technology;

2482 d.4. Information technology; and

2483 e.5. Management information systems.

2484
 2485 In the 2013-2014 fiscal year, funds awarded under subparagraph
 2486 1. may not be awarded on the basis of a new competition, and the
 2487 universities that received awards under subparagraph 1. in the
 2488 2012-2013 fiscal year shall be awarded the same amount in the
 2489 2013-2014 fiscal year.

2490 2. For the 2013-2014 and 2014-2015 fiscal years, high-
 2491 demand programs determined by the Board of Governors using gap
 2492 analysis data adopted pursuant to s. 1001.706(5).

2493 3. For the 2013-2014 and 2014-2015 fiscal years, a master's
 2494 degree in cloud virtualization technology and related large data

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2495 management.

2496 (b) Twenty-five percent of a state university's score shall
2497 be based on the percentage of graduates who have earned
2498 baccalaureate degrees in the programs in paragraph (a) and who
2499 have earned industry certifications, identified on the
2500 Postsecondary Industry Certification Funding List pursuant to s.
2501 1008.44, in a related field from a Florida College System
2502 institution or state university prior to graduation.

2503 (c) Fifty percent of a state university's score shall be
2504 based on factors determined by the Board of Governors which
2505 relate to increasing the probability that graduates who have
2506 earned degrees in the programs described in paragraph (a) will
2507 be employed in high-skill, high-wage, and high-demand
2508 employment.

2509 (2) The submission from a state university that has the
2510 highest score shall be ranked first, with each remaining
2511 submission from a state university ranked sequentially by score.

2512 (3) (a) Each year, the Board of Governors shall award up to
2513 \$15 million to the highest-ranked state universities in support
2514 of each program identified in paragraph (1) (a) from funds
2515 appropriated for the purposes in this section and as specified
2516 in the General Appropriations Act. The award per state
2517 university shall be a minimum of 25 percent of the total amount
2518 appropriated pursuant to this section.

2519 (b) The funds shall be awarded to the department of the
2520 state university which offers the degrees described in paragraph
2521 (1) (a).

2522 (c) The funds may not be used to supplant funding for the
2523 degree programs described in paragraph (1) (a).

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2524 (4) By December 31 of each year funds are appropriated for
2525 performance funding, the Board of Governors shall submit a
2526 report containing the rankings and award distributions to the
2527 Governor, the President of the Senate, and the Speaker of the
2528 House of Representatives.

2529 Section 33. This act shall take effect upon becoming a law.