A bill to be entitled
An act relating to career education; amending s. 446.011, F.S.; updating terminology; amending s. 446.032, F.S.; requiring the Department of Education to provide assistance to certain entities relating to notifying specified persons of apprenticeship and preapprenticeship opportunities; amending s. 446.052, F.S.; updating terminology; amending s. 1001.43, F.S.; encouraging district school boards to declare an "Academic Scholarship Signing Day" and "College and Career Decision Day" for specified purposes; amending s. 1003.4156, F.S.; requiring students to take a career education planning course for promotion to high school; providing requirements for such course; requiring each student that takes the course to receive an academic and career plan; providing requirements for such plan; amending s. 1003.4282, F.S.; authorizing a credit in computer science to meet specified graduation requirements under certain circumstances; requiring a student who earns a credit through a career education course to pass specified assessments; amending s. 1003.4285, F.S.; revising the requirements to earn the scholar designation on a standard high school diploma; amending s. 1003.492, F.S.; requiring an industry certification and its
requisite courses to be removed from a specific list if it fails to meet certain standards; amending s. 1007.2616, F.S.; conforming provisions to changes made by the act; amending s. 1007.271, F.S.; requiring a career center to enter into an agreement with specified high schools to offer certain courses to high school students; providing requirements for such agreement; amending s. 1008.34, F.S.; revising school grade components to specify that dual enrollment courses include career clock-hour enrollment courses; amending s. 1008.44, F.S.; increasing the number of CAPE Digital Tool certificates relating to specified subjects that may be included on the CAPE Industry Certification Funding List; providing effective dates.

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

Section 1. Subsection (2) of section 446.011, Florida Statutes, is amended to read:

446.011 Legislative intent regarding apprenticeship training.—

(2) It is the intent of the Legislature that the Department of Education have responsibility for the development of the apprenticeship and preapprenticeship uniform minimum standards for the apprenticeable trades and that the department
have responsibility for assisting district school boards and
Florida College System institution community college district
boards of trustees in developing preapprenticeship programs.

Section 2. Subsection (3) is added to section 446.032,
Florida Statutes, to read:

446.032 General duties of the department for
apprenticeship training.—The department shall:

(3) Provide assistance to district school boards, Florida
College System institution boards of trustees, program sponsors,
and local workforce development boards in notifying students,
parents, and members of the community of the availability of
apprenticeship and preapprenticeship opportunities, including
data provided in the economic security report pursuant to s.
445.07.

Section 3. Subsections (2) and (3) of section 446.052,
Florida Statutes, are amended to read:

446.052 Preapprenticeship program.—

(2) The department, under regulations established by the
State Board of Education, may administer the provisions of ss.
446.011-446.092 which relate to preapprenticeship programs in
cooparition with district school boards and Florida College
System institution community college district boards of
trustees. District school boards, Florida College System
institution community college district boards of trustees, and
registered program sponsors shall cooperate in developing and
establishing programs that include career instruction and
general education courses required to obtain a high school
diploma.

(3) The department, the district school boards, and the
Florida College System institution community college district
boards of trustees shall work together with existing registered
apprenticeship programs in order that individuals completing the
preapprenticeship programs may be able to receive credit towards
completing a registered apprenticeship program.

Section 4. Paragraph (b) of subsection (14) of section
1001.43, Florida Statutes, is amended to read:

1001.43 Supplemental powers and duties of district school
board.—The district school board may exercise the following
supplemental powers and duties as authorized by this code or
State Board of Education rule.

(14) RECOGNITION OF ACADEMIC ACHIEVEMENT.—

(b) The district school board is encouraged to adopt
policies and procedures to celebrate the academic and workforce
achievement of students by: provide for a student

1. Declaring an "Academic Scholarship Signing Day" by
declaring the third Tuesday in April each year as "Academic
Scholarship Signing Day." The "Academic Scholarship Signing Day"
to shall recognize the outstanding academic achievement of high
school seniors who sign a letter of intent to accept an academic
scholarship offered to the student by a postsecondary educational institution.

2. Declaring a "College and Career Decision Day" to recognize high school seniors for their postsecondary education plans, to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.

District school board policies and procedures may include, but need not be limited to, conducting assemblies or other appropriate public events in which students offered academic scholarships assemble and sign actual or ceremonial documents accepting those scholarships or enrollment. The district school board may encourage holding such events in an assembly or gathering of the entire student body as a means of making academic success and recognition visible to all students.

Section 5. Paragraph (e) is added to subsection (1) of section 1003.4156, Florida Statutes, to read:

1003.4156 General requirements for middle grades promotion.—

(1) In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

(e) One course in career and education planning to be
completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285; requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44. The course
may be implemented as a stand-alone course or integrated into another course or courses.

Section 6. Paragraphs (b) and (c) of subsection (3) and paragraph (a) of subsection (8) of section 1003.4282, Florida Statutes, are amended to read:

1003.4282 Requirements for a standard high school diploma.—

(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(b) Four credits in mathematics.—

1. A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade.

2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry, and may earn two mathematics credits by successfully
completing Algebra I through two full-year courses. Substitution may occur for up to two mathematics credits.

3. A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry, if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with the exception of Algebra I, if the commissioner identifies the certification as being equivalent in rigor to the mathematics credit or credits.

(c) Three credits in science.—

1. Two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous courses. The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade.

2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I.

3. A student who earns a computer science credit may
substitute the credit for up to one credit of the science
requirement, with the exception of Biology I, if the
commissioner identifies the computer science credit as being
equivalent in rigor to the science credit. An identified
computer science credit may not be used to substitute for both a
mathematics and a science credit.

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

(a) Participation in career education courses engages
students in their high school education, increases academic
achievement, enhances employability, and increases postsecondary
success. By July 1, 2014, The department shall develop, for
approval by the State Board of Education, multiple, additional
career education courses or a series of courses that meet the
requirements set forth in s. 1003.493(2), (4), and (5) and this
subsection and allow students to earn credit in both the career
education course and courses required for high school graduation
under this section and s. 1003.4281.

1. The state board must determine at least biennially if
sufficient academic standards are covered to warrant the award
of academic credit, including credit for Algebra I. A student
who earns a credit for a course identified pursuant to this
subparagraph must still take the statewide, standardized EOC
assessment or grade-level assessment associated with the
required course and pass the statewide, standardized Algebra I
EOC assessment and statewide, standardized grade 10 ELA assessment in accordance with subsection (3).

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

3. A student who earns credit upon completion of an apprenticeship or preapprenticeship program registered with the Department of Education under chapter 446 may use such credit to satisfy the high school graduation credit requirements in paragraph (3)(e) or paragraph (3)(g). The state board shall approve and identify in the Course Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used pursuant to this subparagraph.

Section 7. Effective upon this act becoming a law, paragraph (a) of subsection (1) of section 1003.4285, Florida Statutes, is amended to read:
1003.4285 Standard high school diploma designations.—

(1) Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:

   (a) Scholar designation.—In addition to the requirements of s. 1003.4282, in order to earn the Scholar designation, a student must satisfy the following requirements:

   1. Mathematics.—Earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-2015 school year, pass the Geometry statewide, standardized assessment.

   2. Science.—Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.

   3. Social studies.—Pass the statewide, standardized United States History EOC assessment. However, a student enrolled in an
AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.

4. Foreign language.—Earn two credits in the same foreign language.

5. Electives.—Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

Section 8. Subsection (4) of section 1003.492, Florida Statutes, is amended to read:

1003.492 Industry-certified career education programs.—
(4) The list of industry certifications approved by CareerSource Florida, Inc., the Department of Agriculture and Consumer Services, and the Department of Education shall be published and updated annually by a date certain, to be included in the adopted rule. Industry certifications and their requisite courses must be removed from the list if, based on the criteria in subsections (3) and (5), the industry certification fails to meet minimum standards of quality, rigor, and cross-educational alignment or does not demonstrate a connection to priority industry needs.
Section 9. Subsection (6) of section 1007.2616, Florida Statutes, is amended to read:

1007.2616 Computer science and technology instruction.—

(6) High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements as provided in s. 1003.4282(3). Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory, including, but not limited to, the following:

(a) High school computer science courses of sufficient rigor, as identified by the commissioner, such that one credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics, or up to one credit of the science requirement, with the exception of Biology I or higher-level science, for high school graduation. Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation shall be included in the Course Code Directory.

(b) High school computer technology courses in 3D rapid
prototype printing of sufficient rigor, as identified by the commissioner, such that one or more credits in such courses and related industry certifications earned may satisfy up to two credits of mathematics required for high school graduation with the exception of Algebra I. Computer technology courses in 3D rapid prototype printing and related industry certifications that are identified as eligible for meeting mathematics requirements for high school graduation shall be included in the Course Code Directory.

Section 10. Subsection (7) of section 1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.—
(7) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center established pursuant to s. 1001.44 shall enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the Department of Education by August 1. The agreement must:

(a) Identify the courses and programs that are available
to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program.

(b) Delineate the high school credit earned for the completion of each career dual enrollment course.

(c) Identify any college credit articulation agreements associated with each clock hour program.

(d) Describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through his or her high school, and the postsecondary career education expectations for participating students.

(e) Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.

(f) Determine how funding and costs will be shared by the career center and the high school.

(g) Provide for transportation at no cost to participating students.

Section 11. Paragraph (b) of subsection (3) of section 1008.34, Florida Statutes, is amended to read:

1008.34 School grading system; school report cards; district grade.—

(3) DESIGNATION OF SCHOOL GRADES.—
(b)1. Beginning with the 2019-2020 school year, a school's grade shall be based on the following components, each worth 100 points:

   a. The percentage of eligible students passing statewide, standardized assessments in English Language Arts under s. 1008.22(3).
   
   b. The percentage of eligible students passing statewide, standardized assessments in mathematics under s. 1008.22(3).
   
   c. The percentage of eligible students passing statewide, standardized assessments in science under s. 1008.22(3).
   
   d. The percentage of eligible students passing statewide, standardized assessments in social studies under s. 1008.22(3).
   
   e. The percentage of eligible students who make Learning Gains in English Language Arts as measured by statewide, standardized assessments administered under s. 1008.22(3).
   
   f. The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments administered under s. 1008.22(3).
   
   g. The percentage of eligible students in the lowest 25 percent in English Language Arts, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized English Language Arts assessments administered under s. 1008.22(3).
   
   h. The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance...
on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments administered under s. 1008.22(3).

i. For schools comprised of middle grades 6 through 8 or grades 7 and 8, the percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education.

In calculating Learning Gains for the components listed in sub-subparagraphs e.–h., the State Board of Education shall require that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year. In calculating the components in sub-subparagraphs a.–d., the state board shall include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years.

2. For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school's grade shall also be based on the following components, each worth 100 points:

   a. The 4-year high school graduation rate of the school as defined by state board rule.

   b. The percentage of students who were eligible to earn college and career credit through College Board Advanced
Placement examinations; International Baccalaureate examinations; dual enrollment courses, including career clock-hour dual enrollment courses; or Advanced International Certificate of Education examinations; or who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List, pursuant to rules adopted by the state board.

Section 12. Paragraph (b) of subsection (1) of section 1008.44, Florida Statutes, is amended to read:

1008.44 CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List.—

(1) Pursuant to ss. 1003.4203 and 1003.492, the Department of Education shall, at least annually, identify, under rules adopted by the State Board of Education, and the Commissioner of Education may at any time recommend adding the following certificates, certifications, and courses:

(b) No more than 30 CAPE Digital Tool certificates limited to the areas of word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding pursuant to s. 1003.4203(3) that do not articulate for college credit. Such certificates shall be annually identified on the CAPE Industry Certification Funding List and updated solely by the Chancellor of Career and Adult Education. The certificates shall be made available to students in elementary school and middle school grades and, if earned by a
student, shall be eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.

Section 13. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2019.