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LEGISLATIVE ACTION

Senate

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House

The Committee on Education (Hutson) recommended the following:

Senate Amendment (with title amendment)

Delete everything after the enacting clause
and insert:

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



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12 for the apprenticeable trades and that the department have
13 responsibility for assisting district school boards and Florida
14 College System institution ~~community college district~~ boards of
15 trustees in developing preapprenticeship programs.

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

18 446.032 General duties of the department for apprenticeship
19 training.—The department shall:

20 (3) Provide assistance to district school boards, Florida
21 College System institution boards of trustees, program sponsors,
22 and local workforce development boards in notifying students,
23 parents, and members of the community of the availability of
24 apprenticeship and preapprenticeship opportunities, including
25 data provided in the economic security report pursuant to s.
26 445.07.

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

29 446.052 Preapprenticeship program.—

30 (2) The department, under regulations established by the
31 State Board of Education, may administer the provisions of ss.
32 446.011-446.092 which relate to preapprenticeship programs in
33 cooperation with district school boards and Florida College
34 System institution ~~community college district~~ boards of
35 trustees. District school boards, Florida College System
36 institution ~~community college district~~ boards of trustees, and
37 registered program sponsors shall cooperate in developing and
38 establishing programs that include career instruction and
39 general education courses required to obtain a high school
40 diploma.



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

47 Section 4. Paragraph (b) of subsection (14) of section
48 1001.43, Florida Statutes, is amended to read:

49 1001.43 Supplemental powers and duties of district school
50 board.—The district school board may exercise the following
51 supplemental powers and duties as authorized by this code or
52 State Board of Education rule.

53 (14) RECOGNITION OF ACADEMIC ACHIEVEMENT.—

54 (b) The district school board is encouraged to adopt
55 policies and procedures to provide for a student "Academic
56 Scholarship Signing Day" by declaring the third Tuesday in April
57 each year as "Academic Scholarship Signing Day." The "Academic
58 Scholarship Signing Day" shall recognize the outstanding
59 academic achievement of high school seniors who sign a letter of
60 intent to accept an academic scholarship offered to the student
61 by a postsecondary educational institution. The district school
62 board shall adopt policies and procedures to declare an annual
63 "College and Career Decision Day" to recognize high school
64 seniors for their postsecondary education plans, to encourage
65 early preparation for college, and to encourage students to
66 pursue advanced career pathways through the attainment of
67 industry certifications for which there are statewide college
68 credit articulation agreements.

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

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

80 1003.4156 General requirements for middle grades
81 promotion.—

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

85 (e) One course in career and education planning to be
86 completed in grades 6, 7, or 8 and which may be taught by any
87 member of the instructional staff. The course must be Internet-
88 based, customizable to each student, and include research-based
89 assessments to assist students in determining educational and
90 career options and goals. In addition, the course must result in
91 a completed personalized academic and career plan for the
92 student which may be revised as the student progresses through
93 middle school and high school; must emphasize the importance of
94 entrepreneurship and employability skills; and must include
95 information from the Department of Economic Opportunity's
96 economic security report under s. 445.07. Upon completion of the
97 course, a student's resulting personalized academic and career
98 plan must be sent to his or her academic advisor pursuant to s.



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99 1003.4282(11) (c). The required personalized academic and career
100 plan must inform students of high school graduation
101 requirements, including a detailed explanation of the
102 requirements for earning a high school diploma designation under
103 s. 1003.4285; requirements for each scholarship in the Florida
104 Bright Futures Scholarship Program; state university and Florida
105 College System institution admission requirements; available
106 opportunities to earn college credit in high school, including
107 Advanced Placement courses; the International Baccalaureate
108 Program; the Advanced International Certificate of Education
109 Program; dual enrollment, including career dual enrollment; and
110 career education courses, including career-themed courses,
111 preapprenticeship and apprenticeship programs, and course
112 sequences that lead to industry certification pursuant to s.
113 1003.492 or s. 1008.44. The course may be implemented as a
114 stand-alone course or integrated into another course or courses.

115 Section 6. Present subsection (11) of section 1003.4282,
116 Florida Statutes, is redesignated as subsection (12), a new
117 subsection (11) is added to that section, and paragraphs (b) and
118 (c) of subsection (3) and paragraph (a) of subsection (8) of
119 that section are amended, to read:

120 1003.4282 Requirements for a standard high school diploma.—

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

123 (b) *Four credits in mathematics.*—

124 1. A student must earn one credit in Algebra I and one
125 credit in Geometry. A student's performance on the statewide,
126 standardized Algebra I end-of-course (EOC) assessment
127 constitutes 30 percent of the student's final course grade. A



128 student must pass the statewide, standardized Algebra I EOC
129 assessment, or earn a comparative score, in order to earn a
130 standard high school diploma. A student's performance on the
131 statewide, standardized Geometry EOC assessment constitutes 30
132 percent of the student's final course grade.

133 2. A student who earns an industry certification for which
134 there is a statewide college credit articulation agreement
135 approved by the State Board of Education may substitute the
136 certification for one mathematics credit. Substitution may occur
137 for up to two mathematics credits, except for Algebra I and
138 Geometry.

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

151 (c) *Three credits in science.*—

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



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

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

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

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

180 1. The state board must determine at least biennially if
181 sufficient academic standards are covered to warrant the award
182 of academic credit, including credit for Algebra I. A student
183 who earns a credit for a course identified pursuant to this
184 subparagraph must still take the statewide, standardized EOC
185 assessment or grade-level assessment associated with the



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186 required course and pass the statewide, standardized Algebra I
187 EOC assessment and statewide, standardized grade 10 ELA
188 assessment in accordance with subsection (3).

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

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

209 (11) CAREER AND TECHNICAL EDUCATION GRADUATION PATHWAY
210 OPTION.—Beginning with the 2019-2020 school year, a student is
211 eligible to complete an alternative pathway to earning a
212 standard high school diploma through the Career and Technical
213 Education (CTE) pathway option. Receipt of a standard high
214 school diploma awarded through the CTE pathway option requires



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215 the student's successful completion of at least 18 credits. A
216 student completing the CTE pathway option must earn at least a
217 cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

218 (a) In order for a student to satisfy the requirements of
219 the CTE pathway option, he or she must:

220 1. Complete four credits in English Language Arts. The four
221 credits must be in ELA I, II, III, and IV; however, a student
222 may substitute up to four credits in ELA honors, AP, AICE, IB,
223 or dual enrollment courses for the required ELA credits. A
224 student may complete ELA courses online and may complete two or
225 more ELA credits in a single year. A student also must pass the
226 statewide, standardized grade 10 Reading assessment or, when
227 implemented, the grade 10 ELA assessment, or earn a concordant
228 score, in order to earn a standard high school diploma;

229 2. Complete four credits in mathematics. A student must
230 earn one credit in Algebra I and one credit in Geometry. A
231 student's performance on the statewide, standardized Algebra I
232 EOC assessment constitutes 30 percent of the student's final
233 course grade. A student also must pass the statewide,
234 standardized Algebra I EOC assessment, or earn a comparative
235 score, in order to earn a standard high school diploma. A
236 student's performance on the statewide, standardized Geometry
237 EOC assessment constitutes 30 percent of the student's final
238 course grade. A student who earns an industry certification for
239 which there is a statewide college credit articulation agreement
240 approved by the State Board of Education may substitute the
241 certification for one mathematics credit. Substitution may occur
242 for up to two mathematics credits, except for Algebra I and
243 Geometry;



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244 3. Complete three credits in science. Two of the three
245 required credits must have a laboratory component. A student
246 must earn one credit in Biology I and two credits in equally
247 rigorous courses. The statewide, standardized Biology I EOC
248 assessment constitutes 30 percent of the student's final course
249 grade. A student who earns an industry certification for which
250 there is a statewide college credit articulation agreement
251 approved by the State Board of Education may substitute the
252 certification for two science credits, except for Biology I;

253 4. Complete three credits in social studies. A student must
254 earn one credit in United States History; one credit in World
255 History; one-half credit in United States Government; and one-
256 half credit in economics. The United States History EOC
257 assessment constitutes 30 percent of the student's final course
258 grade;

259 5. Complete two credits in career and technical education.
260 The courses must result in a program completion and an industry
261 certification;

262 6. Complete one and one-half credits in work-based learning
263 programs. A student must earn one and one-half credits through
264 work-based learning program courses. A student may substitute up
265 to one and one-half credits of electives for work-based learning
266 program courses to fulfill this requirement;

267 7. Complete one-half credit in financial literacy; and

268 8. Sit for the statewide, standardized Geometry EOC
269 assessment, Biology I EOC assessment, and United States History
270 EOC assessment.

271 (b) Upon completion of the requirements specified in
272 paragraph (a), a student shall be awarded a standard high school



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273 diploma in a form prescribed by the State Board of Education.

274 (c) Each principal or his or her faculty designee, who must
275 be designated as an academic advisor, shall:

276 1. Inform parents and students of the CTE pathway option
277 available at the school and the graduation requirements for the
278 CTE pathway option established pursuant to paragraph (a);

279 2. Establish a process by which a parent may request
280 student participation in the CTE pathway option. The student
281 must be provided the opportunity to participate in the CTE
282 pathway option;

283 3. Establish a process to verify a student's progress and
284 completion of the CTE pathway option; and

285 4. Meet with any student who has a cumulative grade point
286 average that falls below 2.0 during the first semester in which
287 his or her grade point average falls below 2.0, and any
288 subsequent semester in which his or her grade point average
289 remains below 2.0, to discuss CTE pathway options.

290 (d) Each district school board shall incorporate the CTE
291 pathway option to graduation in the student progression plan
292 required under s. 1008.25.

293 (e) A charter school that exclusively offers the CTE
294 pathway option is exempt from application requirements relating
295 to district school boards pursuant to s. 1002.33, but the
296 charter school must comply with application requirements
297 relating to the department.

298 (f) Adjunct educators certified pursuant to s. 1012.57 may
299 administer courses in the CTE pathway option.

300 Section 7. Paragraph (b) of subsection (3) of section
301 1008.34, Florida Statutes, is amended to read:



302 1008.34 School grading system; school report cards;
303 district grade.—
304 (3) DESIGNATION OF SCHOOL GRADES.—
305 (b)1. Beginning with the 2019-2020 ~~2014-2015~~ school year, a
306 school's grade shall be based on the following components, each
307 worth 100 points:
308 a. The percentage of eligible students passing statewide,
309 standardized assessments in English Language Arts under s.
310 1008.22(3).
311 b. The percentage of eligible students passing statewide,
312 standardized assessments in mathematics under s. 1008.22(3).
313 c. The percentage of eligible students passing statewide,
314 standardized assessments in science under s. 1008.22(3).
315 d. The percentage of eligible students passing statewide,
316 standardized assessments in social studies under s. 1008.22(3).
317 e. The percentage of eligible students who make Learning
318 Gains in English Language Arts as measured by statewide,
319 standardized assessments administered under s. 1008.22(3).
320 f. The percentage of eligible students who make Learning
321 Gains in mathematics as measured by statewide, standardized
322 assessments administered under s. 1008.22(3).
323 g. The percentage of eligible students in the lowest 25
324 percent in English Language Arts, as identified by prior year
325 performance on statewide, standardized assessments, who make
326 Learning Gains as measured by statewide, standardized English
327 Language Arts assessments administered under s. 1008.22(3).
328 h. The percentage of eligible students in the lowest 25
329 percent in mathematics, as identified by prior year performance
330 on statewide, standardized assessments, who make Learning Gains



331 as measured by statewide, standardized Mathematics assessments
332 administered under s. 1008.22(3).

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

339
340 In calculating Learning Gains for the components listed in sub-
341 subparagraphs e.-h., the State Board of Education shall require
342 that learning growth toward achievement levels 3, 4, and 5 is
343 demonstrated by students who scored below each of those levels
344 in the prior year. In calculating the components in sub-
345 subparagraphs a.-d., the state board shall include the
346 performance of English language learners only if they have been
347 enrolled in a school in the United States for more than 2 years.

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

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

353 b. The percentage of students who were eligible to earn
354 college and career credit through College Board Advanced
355 Placement examinations;; International Baccalaureate
356 examinations;; dual enrollment courses, including career clock-
357 hour dual enrollment courses; or Advanced International
358 Certificate of Education examinations; or who, at any time
359 during high school, earned national industry certification



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360 identified in the CAPE Industry Certification Funding List,
361 pursuant to rules adopted by the state board.

362 Section 8. Paragraph (b) of subsection (1) of section
363 1008.44, Florida Statutes, is amended to read:

364 1008.44 CAPE Industry Certification Funding List and CAPE
365 Postsecondary Industry Certification Funding List.—

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

371 (b) No more than 30 ~~15~~ CAPE Digital Tool certificates
372 limited to the areas of word processing; spreadsheets; sound,
373 motion, and color presentations; digital arts; cybersecurity;
374 and coding pursuant to s. 1003.4203(3) that do not articulate
375 for college credit. Such certificates shall be annually
376 identified on the CAPE Industry Certification Funding List and
377 updated solely by the Chancellor of Career and Adult Education.
378 The certificates shall be made available to students in
379 elementary school and middle school grades and, if earned by a
380 student, shall be eligible for additional full-time equivalent
381 membership pursuant to s. 1011.62(1)(o)1.

382 Section 9. This act shall take effect July 1, 2019.

383
384 ===== T I T L E A M E N D M E N T =====

385 And the title is amended as follows:

386 Delete everything before the enacting clause
387 and insert:

388 A bill to be entitled



389 An act relating to education; amending s. 446.011,
390 F.S.; updating terminology; amending s. 446.032, F.S.;
391 requiring the Department of Education to provide
392 assistance to certain entities in notifying specified
393 persons of apprenticeship and preapprenticeship
394 opportunities; amending s. 446.052, F.S.; updating
395 terminology; amending s. 1001.43, F.S.; requiring
396 district school boards to declare an annual "College
397 and Career Decision Day" for specified purposes;
398 amending s. 1003.4156, F.S.; requiring students to
399 take a career and education planning course for
400 promotion to high school; providing requirements for
401 such course; requiring each student who takes the
402 course to receive an academic and career plan;
403 providing requirements for such plan; amending s.
404 1003.4282, F.S.; authorizing a credit in computer
405 science to meet specified graduation requirements
406 under certain circumstances; requiring a student who
407 earns a credit through a career education course to
408 pass specified assessments; providing that, as of a
409 specified school year, certain students are eligible
410 for an alternative pathway to a standard high school
411 diploma through the Career and Technical Education
412 (CTE) pathway option; providing requirements for the
413 CTE pathway option; requiring that each principal or
414 his or her designee, who must be designated as an
415 academic advisor, inform parents and students of the
416 CTE pathway option and establish certain processes
417 relating to the pathway; requiring district school



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418 boards to incorporate certain information in the
419 student progression plan; providing that charter
420 schools that exclusively offer the CTE pathway option
421 are exempt from specified application requirements;
422 authorizing adjunct educators to administer courses in
423 the CTE pathway option; amending s. 1008.34, F.S.;
424 revising school grade components to specify that dual
425 enrollment courses include career clock-hour dual
426 enrollment courses; amending s. 1008.44, F.S.;
427 increasing the number of CAPE Digital Tool
428 certificates relating to specified subjects which may
429 be included on the CAPE Industry Certification Funding
430 List; providing an effective date.