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
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 cooperation 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 or 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 toward 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 provide for a student “Academic Scholarship Signing Day” by declaring the third Tuesday in April each year as “Academic Scholarship Signing Day.” The “Academic Scholarship Signing Day” 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. The district school board shall adopt policies and procedures to declare an annual “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. 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 and 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 which 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. Upon completion of the course, a student’s resulting personalized academic and career plan must be sent to his or her academic advisor pursuant to s.
1003.4282(11)(c). 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. Present subsection (11) of section 1003.4282, Florida Statutes, is redesignated as subsection (12), a new subsection (11) is added to that section, and paragraphs (b) and (c) of subsection (3) and paragraph (a) of subsection (8) of that section 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.

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.

(11) CAREER AND TECHNICAL EDUCATION GRADUATION PATHWAY OPTION.—Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires
the student’s successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

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

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

2. Complete four credits in mathematics. A student must earn one credit in Algebra I and one credit in Geometry. A student’s performance on the statewide, standardized Algebra I EOC assessment constitutes 30 percent of the student’s final course grade. A student also 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. 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;
3. Complete three credits in science. 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. 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 two science credits, except for Biology I;

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

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

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

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


(b) Upon completion of the requirements specified in paragraph (a), a student shall be awarded a standard high school
diploma in a form prescribed by the State Board of Education.

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

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

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

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

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

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

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

(f) Adjunct educators certified pursuant to s. 1012.57 may administer courses in the CTE pathway option.
1008.34 School grading system; school report cards; district grade.—

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. Beginning with the 2019-2020 2014-2015 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 certificate programs; 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 8. 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 9. This act shall take effect July 1, 2019.

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

And the title is amended as follows:

Delete everything before the enacting clause and insert:

A bill to be entitled
An act relating to 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 in notifying specified persons of apprenticeship and preapprenticeship opportunities; amending s. 446.052, F.S.; updating terminology; amending s. 1001.43, F.S.; requiring district school boards to declare an annual “College and Career Decision Day” for specified purposes; amending s. 1003.4156, F.S.; requiring students to take a career and education planning course for promotion to high school; providing requirements for such course; requiring each student who 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; providing that, as of a specified school year, certain students are eligible for an alternative pathway to a standard high school diploma through the Career and Technical Education (CTE) pathway option; providing requirements for the CTE pathway option; requiring that each principal or his or her designee, who must be designated as an academic advisor, inform parents and students of the CTE pathway option and establish certain processes relating to the pathway; requiring district school
boards to incorporate certain information in the student progression plan; providing that charter schools that exclusively offer the CTE pathway option are exempt from specified application requirements; authorizing adjunct educators to administer courses in the CTE pathway option; amending s. 1008.34, F.S.; revising school grade components to specify that dual enrollment courses include career clock-hour dual enrollment courses; amending s. 1008.44, F.S.; increasing the number of CAPE Digital Tool certificates relating to specified subjects which may be included on the CAPE Industry Certification Funding List; providing an effective date.