The Committee on Appropriations (Hutson) recommended the following:

Senate Amendment to Amendment (453306) (with title amendment)

Delete lines 342 - 691
and insert:

Section 13. Paragraph (d) of subsection (2) of section 1003.41, Florida Statutes, is amended to read:

1003.41 Next Generation Sunshine State Standards.—

(2) Next Generation Sunshine State Standards must meet the following requirements:
(d) Social Studies standards must establish specific curricular content for, at a minimum, geography, United States and world history, government, civics, humanities, and economics, and including financial literacy. Financial literacy includes the knowledge, understanding, skills, behaviors, attitudes, and values that will enable a student to make responsible and effective financial decisions on a daily basis. Financial literacy instruction shall be an integral part of instruction throughout the entire economics course and include information regarding earning income, buying goods and services, saving and financial investing, taxes, the use of credit and credit cards, budgeting and debt management, including student loans and secured loans; banking and financial services; planning for one’s financial future, including higher education and career planning; credit reports and scores; and fraud and identity theft prevention.

Section 14. 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; the 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 15. 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),
(c), (d), and (g) of subsection (3), subsection (7), 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. A student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. The student must be advised by an academic advisor designated by the school principal that the student may need to earn one additional mathematics credit to fulfill the requirements for admission to a state university.

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.

(d) Three credits in social studies.—A student must earn one credit in United States History; one credit in World History; one-half credit in economics, which must include financial literacy; and one-half credit in United States Government. The United States History EOC assessment constitutes 30 percent of the student’s final course grade.
(g) Eight credits in electives.—School districts must develop and offer coordinated electives so that a student may develop knowledge and skills in his or her area of interest, such as electives with a STEM or liberal arts focus. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit. **Beginning with the 2019-2020 school year, all school districts must offer a financial literacy course consisting of at least one-half credit as an elective.**

(7) **UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.**—Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student’s transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. ss. 6301 et seq 20 U.S.C. s. 6301. If a student’s transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10...
Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score. If a transfer student’s transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student’s final course grade.

(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 satisfaction of assessment requirements under this section.

2. Career education courses must:
   a. Include workforce and digital literacy skills and the integration of
   b. Integrate 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 consist of authentic projects, problems, and activities for contextual academic learning and emphasize workplace skills identified under s. 445.06 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 meet the GPA requirement under this subsection and:

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

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 two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement; and


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

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

And the title is amended as follows:

Delete lines 1416 - 1463

and insert:

amending s. 1003.41, F.S.; revising the social studies standards for the Next Generation Sunshine State Standards to include financial literacy as a separate subject; 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 student to earn two mathematics credits under certain circumstances; requiring such students to be advised by an academic advisor of certain information; authorizing a credit in computer science to meet specified graduation requirements under certain circumstances; requiring
all school districts, beginning with a specified
school year, to offer a financial literacy course as
an elective; correcting a cross-reference relating to
the federal Elementary and Secondary Education Act
(ESEA), as amended by the Every Student Succeeds Act
(ESSA); requiring a student who earns a credit through
a career education course to pass specified
assessments; revising the requirements for the
instructional methodology of certain courses;
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
district school boards to incorporate certain
information in the student progression plan;
authorizing adjunct educators to administer courses in
the CTE pathway option; amending s. 1003.4285, F.S.;
revising the requirements for earning the scholar
designation on a standard high school diploma;