

By the Committee on Education; and Senators Legg, Stargel, and Brandes

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

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30 materials for certain students with disabilities by a
31 specified date; requiring the department to contract
32 with technology companies or affiliated nonprofit
33 organizations by a specified date to develop a cyber
34 security recognition and a digital arts and technology
35 recognition; requiring that the recognitions be made
36 available to all public elementary school students at
37 no cost to the districts; requiring the department to
38 contract by a specified date with technology companies
39 to provide a digital tools certificate; requiring that
40 the digital tools certificate be made available to all
41 public middle school students at no cost to the school
42 districts; providing legislative intent; requiring the
43 department or a contracted company or companies to
44 provide technical assistance to district school
45 boards; providing criteria for the assistance;
46 authorizing a district school board to seek
47 partnerships with other school districts, private
48 businesses, colleges, universities, or consultants to
49 offer classes and instruction to teachers and students
50 to assist the school district in providing digital
51 materials and certifications; requiring the State
52 Board of Education to adopt rules; amending s.
53 1003.428, F.S.; revising requirements for high school
54 graduation to include financial literacy and a
55 rigorous industry certification program of study;
56 requiring students to pass certain assessments before
57 high school graduation; amending s. 1003.429, F.S.;

58 revising requirements for accelerated high school

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59 graduation to include financial literacy and a
60 rigorous industry certification program of study;
61 requiring students to pass certain assessments before
62 high school graduation; amending s. 1003.4295, F.S.;
63 requiring the department to develop, the State Board
64 of Education to approve, and each school district to
65 provide alternative pathways of earning accelerated
66 credit toward meeting general credit requirements for
67 high school graduation; amending s. 1003.433, F.S.;
68 deleting a provision that exempts students attending
69 adult basic, adult secondary, or vocational-
70 preparatory instruction from payment of certain fees
71 and tuition; repealing s. 1003.4935(4), F.S., relating
72 to the adoption of rules by the State Board of
73 Education that identify industry certifications in
74 science, technology, engineering, and mathematics
75 offered in middle school to be included on the
76 Industry Certification Funding List and which are
77 eligible for additional full-time equivalent
78 membership; amending s. 1004.02, F.S.; revising
79 definitions; creating s. 1004.082, F.S.; requiring the
80 Chancellor of the State University System to cooperate
81 with the Commissioner of Education to support the
82 operation of programs to encourage talented secondary
83 school students and students of physics or mathematics
84 programs to pursue a postsecondary education at a
85 state university; amending s. 1004.91, F.S.; providing
86 requirements for basic skills for a career education
87 program; requiring each school district and Florida

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88 College System institution that conducts programs that
89 confer career and technical certificates to provide
90 applied academics instruction through which students
91 receive basic skills instruction; requiring certain
92 students to be referred to applied academics
93 instruction or another adult general education program
94 for a structured program or basic skills instruction;
95 revising the types of students who are exempt from
96 completing the basic skills for a career education
97 program; amending s. 1004.93, F.S.; revising the
98 priority in which an adult education program must
99 provide academic services to students; requiring
100 students who are entering adult general education
101 programs to complete certain activities before a
102 specified date in order to accelerate employment;
103 providing for the development of the action-steps-to-
104 employment activities; amending s. 1007.263, F.S.;
105 conforming a provision to changes made by the act;
106 amending s. 1007.271, F.S.; conforming a provision to
107 changes made by the act; revising requirements for
108 career dual enrollment programs to include the earning
109 of an industry certification; amending s. 1008.25,
110 F.S.; requiring each school district to establish a
111 comprehensive plan for student progression which must
112 provide instructional sequences for students in
113 kindergarten through high school to progressively
114 higher levels of competency in the use of digital
115 tools; amending s. 1008.37, F.S.; conforming a
116 provision to changes made by the act; creating s.

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117 1008.44, F.S.; requiring the Department of Education
118 to annually identify the Industry Certification
119 Funding List; requiring the State Board of Education
120 to adopt the Postsecondary Industry Certification
121 Funding List; requiring the Commissioner of Education
122 to recommend to the State Board of Education the
123 Postsecondary Industry Certification Funding List;
124 authorizing the commissioner to recommend adding
125 certifications; requiring the Chancellor of the State
126 University System, the Chancellor of the Florida
127 College System, and the Chancellor of Career and Adult
128 Education to recommend to the commissioner industry
129 certifications to be placed on the funding list;
130 requiring that the Postsecondary Industry
131 Certification Funding List be used in determining
132 annual performance funding distributions to school
133 districts and Florida College System institutions;
134 requiring the chancellors to consider results of the
135 economic security report of employment and earnings
136 outcomes when recommending certifications for the
137 list; requiring the commissioner to differentiate
138 content, instructional, and assessment requirements
139 that, when provided by a public institution and
140 satisfactorily attained by a student, indicate
141 accomplishment of requirements necessary for funding
142 under certain circumstances; requiring differentiated
143 requirements to be included in the Industry
144 Certification Funding List; amending ss. 1009.22 and
145 1009.25, F.S.; conforming provisions to changes made

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146 by the act; amending s. 1011.62, F.S.; conforming
147 provisions to changes made by the act; revising the
148 procedure for annual allocation of funds to each
149 school district; revising the bonus funding for
150 enrollment in advanced placement courses; increasing
151 the funding cap on funding associated with industry
152 certifications; providing a performance bonus for
153 teachers of specified subjects; revising the
154 calculation of additional full-time equivalent
155 membership based on certification of successful
156 completion of a career-themed course and issuance of
157 an industry certification; requiring that industry
158 certification courses be reported and funded;
159 authorizing bonus funding for elementary and middle
160 schools where students earn certain recognitions and
161 digital competency certificates; amending s. 1011.80,
162 F.S.; deleting the performance output measure for a
163 career program of study; providing that continuing
164 postsecondary education at a level that will further
165 enhance employment is a performance outcome for adult
166 general education programs; providing distribution and
167 calculation of performance funding for school district
168 workforce education programs; amending s. 1011.81,
169 F.S.; providing for performance funding for industry
170 certifications for Florida College System
171 institutions; amending s. 1011.905, F.S.; revising
172 requirements for performance funding for state
173 universities; providing an effective date.

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

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

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

182 1001.42 Powers and duties of district school board.—The
183 district school board, acting as a board, shall exercise all
184 powers and perform all duties listed below:

185 (26) TECHNICAL CENTER GOVERNING BOARD.—Each district school
186 board may appoint a governing board for a school district
187 technical center or a system of technical centers for the
188 purpose of aligning the educational programs of the technical
189 center with the needs of local businesses and responding quickly
190 to local businesses’ needs for employees holding industry
191 certifications. A technical center governing board must be
192 comprised of seven members, three of whom must be members of the
193 school board or their designees and four of whom must be local
194 business leaders. The district school board shall delegate to
195 the technical center governing board decisions regarding
196 entrance requirements for students, curriculum, program
197 development, budget and funding allocations, and the development
198 of partnership agreements and appropriate industry
199 certifications with local businesses in order to meet local and
200 regional economic needs. A technical center governing board may
201 approve only courses and programs that contain industry
202 certifications. A course may be continued if at least 25 percent
203 of the students enrolled in the course attain an industry

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204 certification. If fewer than 25 percent of the students enrolled
205 in a course attain an industry certification, the course must be
206 discontinued the following year.

207 Section 3. Paragraph (b) of subsection (5) of section
208 1001.706, Florida Statutes, is amended to read:

209 1001.706 Powers and duties of the Board of Governors.—

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

211 (b) The Board of Governors shall develop a strategic plan
212 specifying goals and objectives for the State University System
213 and each constituent university, including each university's
214 contribution to overall system goals and objectives. The
215 strategic plan must:

216 1. Include performance metrics and standards common for all
217 institutions and metrics and standards unique to institutions
218 depending on institutional core missions, including, but not
219 limited to, student admission requirements, retention,
220 graduation, employment, continued education, licensure passage,
221 excess hours, student loan burden and default rates, faculty
222 awards, total annual research expenditures, patents, licenses
223 and royalties, intellectual property, startup companies, annual
224 giving, endowments, and well-known, highly respected national
225 rankings for institutional and program achievements.

226 2. Consider reports and recommendations of the Higher
227 Education Coordinating Council pursuant to s. 1004.015 and the
228 Articulation Coordinating Committee pursuant to s. 1007.01.

229 3. Include student enrollment and performance data
230 delineated by method of instruction, including, but not limited
231 to, traditional, online, and distance learning instruction.

232 4. Include criteria for designating baccalaureate degree

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233 and master's degree programs at specified universities as high-
234 demand programs. Fifty percent of the criteria for designation
235 as high-demand programs of emphasis must be based on achievement
236 of performance measures and performance outcome thresholds
237 determined by the Board of Governors, and 50 percent of the
238 criteria must be based on achievement of performance measures
239 and performance outcome thresholds specifically linked to:

240 a. Job placement in employment of 36 hours or more per week
241 and average full-time wages of graduates of the degree programs
242 1 year and 5 years after graduation, based in part on data
243 provided in the economic security report of employment and
244 earnings outcomes produced annually pursuant to s. 445.07; and

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

248 Section 4. Paragraph (b) of subsection (1) of section
249 1002.3105, Florida Statutes, is amended to read:

250 1002.3105 Academically Challenging Curriculum to Enhance
251 Learning (ACCEL) options.—

252 (1) ACCEL OPTIONS.—

253 (b) At a minimum, each school must offer the following
254 ACCEL options: whole-grade and midyear promotion; subject-matter
255 acceleration; virtual instruction in higher grade level
256 subjects; acceleration options, pathways, and the Credit
257 Acceleration Program under s. 1003.4295. Additional ACCEL
258 options may include, but are not limited to, enriched science,
259 technology, engineering, and mathematics ~~(STEM)~~ coursework;
260 enrichment programs; flexible grouping; advanced academic
261 courses; combined classes; self-paced instruction; curriculum

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262 compacting; advanced-content instruction; rigorous industry
263 certifications that are articulated to college credit and
264 approved pursuant to ss. 1003.492 and 1008.44; work-related
265 internships or apprenticeships; and telescoping curriculum.

266 Section 5. Paragraph (a) of subsection (1) of section
267 1003.41, Florida Statutes, is amended to read:

268 1003.41 Sunshine State Standards.—

269 (1) Public K-12 educational instruction in Florida is based
270 on the "Sunshine State Standards." The State Board of Education
271 shall review the Sunshine State Standards and replace them with
272 the Next Generation Sunshine State Standards that establish the
273 core content of the curricula to be taught in this state and
274 that specify the core content knowledge and skills that K-12
275 public school students are expected to acquire. The Next
276 Generation Sunshine State Standards must, at a minimum:

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

279 1. Language arts standards must establish specific
280 curricular content for, at a minimum, the reading process,
281 literary analysis, the writing process, writing applications,
282 communication, and information and media literacy. The standards
283 must include distinct grade level expectations for the core
284 content knowledge and skills that a student is expected to have
285 acquired by each individual grade level from kindergarten
286 through grade 8. The language arts standards for grades 9
287 through 12 may be organized by grade clusters of more than one
288 grade level. The language arts standards must also identify
289 significant literary genres and authors that encompass a
290 comprehensive range of historical periods. Beginning with the

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291 2011-2012 school year, the reading portion of the language arts
292 curriculum shall include civics education content for all grade
293 levels. The State Board of Education shall, in accordance with
294 the expedited schedule established under subsection (2), review
295 and replace the language arts standards adopted by the state
296 board in 2007 with Next Generation Sunshine State Standards that
297 comply with this subparagraph.

298 2. Science standards must establish specific curricular
299 content for, at a minimum, the nature of science, earth and
300 space science, physical science, and life science. The standards
301 must include distinct grade level expectations for the core
302 content knowledge and skills that a student is expected to have
303 acquired by each individual grade level from kindergarten
304 through grade 8. The science standards for grades 9 through 12
305 may be organized by grade clusters of more than one grade level.

306 3. Mathematics standards must establish specific curricular
307 content for, at a minimum, algebra, geometry, probability,
308 statistics, calculus, discrete mathematics, ~~financial literacy,~~
309 and trigonometry. The standards must include distinct grade
310 level expectations for the core content knowledge and skills
311 that a student is expected to have acquired by each individual
312 grade level from kindergarten through grade 8. The mathematics
313 standards for grades 9 through 12 may be organized by grade
314 clusters of more than one grade level.

315 4. Social studies standards must establish specific
316 curricular content for, at a minimum, geography;i ~~T~~ United States
317 and world history;i ~~T~~ government;i ~~T~~ civics;i ~~T~~ economics, to include
318 financial literacy; and humanities. The standards must include
319 distinct grade level expectations for the core content knowledge

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320 and skills that a student is expected to have acquired by each
321 individual grade level from kindergarten through grade 8. The
322 social studies standards for grades 9 through 12 may be
323 organized by grade clusters of more than one grade level.

324 Section 6. Paragraph (a) of subsection (1) of section
325 1003.4156, Florida Statutes, is amended to read:

326 1003.4156 General requirements for middle grades
327 promotion.—

328 (1) Promotion from a school composed of middle grades 6,
329 7, and 8 requires that:

330 (a) The student must successfully complete academic courses
331 as follows:

332 1. Three middle school or higher courses in English. These
333 courses shall emphasize:

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

335 b. Reading.

336 2. Three middle school or higher courses in mathematics.
337 Each middle school must offer at least one high school level
338 mathematics course for which students may earn high school
339 credit. Successful completion of a high school level Algebra I
340 or geometry course is not contingent upon the student's
341 performance on the end-of-course assessment required under s.
342 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012
343 school year, to earn high school credit for an Algebra I course,
344 a middle school student must pass the Algebra I end-of-course
345 assessment, and beginning with the 2012-2013 school year, to
346 earn high school credit for a geometry course, a middle school
347 student must pass the geometry end-of-course assessment.

348 3. Three middle school or higher courses in social studies,

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349 one semester of which must include the study of state and
350 federal government and civics education. Beginning with students
351 entering grade 6 in the 2012-2013 school year, one of these
352 courses must be at least a one-semester civics education course
353 that a student successfully completes in accordance with s.
354 1008.22(3)(c) and that includes the roles and responsibilities
355 of federal, state, and local governments; the structures and
356 functions of the legislative, executive, and judicial branches
357 of government; and the meaning and significance of historic
358 documents, such as the Articles of Confederation, the
359 Declaration of Independence, and the Constitution of the United
360 States.

361 4. Three middle school or higher courses in science.
362 Successful completion of a high school level Biology I course is
363 not contingent upon the student's performance on the end-of-
364 course assessment required under s. 1008.22(3)(c)2.a.(II).
365 However, beginning with the 2012-2013 school year, to earn high
366 school credit for a Biology I course, a middle school student
367 must pass the Biology I end-of-course assessment.

368 5. One course in career and education planning to be
369 completed in 6th, 7th, or 8th grade. The course may be taught by
370 any member of the instructional staff; must result in a
371 completed personalized academic and career plan for the student;
372 must emphasize the importance of entrepreneurship skills; must
373 emphasize technology or the application of technology in career
374 fields; and, beginning in the 2014-2015 academic year, must
375 include information from the Department of Economic
376 Opportunity's economic security report as described in s.
377 445.07. The required personalized academic and career plan must

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378 inform students of high school graduation requirements, high
379 school assessment and college entrance test requirements,
380 Florida Bright Futures Scholarship Program requirements, state
381 university and Florida College System institution admission
382 requirements, and programs through which a high school student
383 can earn college credit, including Advanced Placement,
384 International Baccalaureate, Advanced International Certificate
385 of Education, dual enrollment, career academy and career-themed
386 course opportunities, and courses that lead to national industry
387 certification.

388
389 A student with a disability, as defined in s. 1007.02(2), for
390 whom the individual education plan team determines that an end-
391 of-course assessment cannot accurately measure the student's
392 abilities, taking into consideration all allowable
393 accommodations, shall have the end-of-course assessment results
394 waived for purposes of determining the student's course grade
395 and completing the requirements for middle grades promotion.
396 Each school must inform parents about the course curriculum and
397 activities. Each student shall complete a personal education
398 plan that must be signed by the student and the student's
399 parent. The Department of Education shall develop course
400 frameworks and professional development materials for the career
401 and education planning course. The course may be implemented as
402 a stand-alone course or integrated into another course or
403 courses. The Commissioner of Education shall collect
404 longitudinal high school course enrollment data by student
405 ethnicity in order to analyze course-taking patterns.

406 Section 7. Section 1003.4203, Florida Statutes, is amended

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407 to read:

408 1003.4203 Digital technology materials, certificates, and
409 technical assistance curriculum.-

410 (1) Each district school board, in consultation with the
411 district school superintendent, shall make available ~~may develop~~
412 ~~and implement a~~ digital materials curriculum for students in
413 prekindergarten through grade ~~grades 6 through~~ 12 in order to
414 enable students to attain digital skills ~~competencies in web~~
415 ~~communications and web design. A digital curriculum may include~~
416 ~~web-based skills, web-based core technologies, web design, use~~
417 ~~of digital technologies and markup language to show competency~~
418 ~~in computer skills, and use of web-based core technologies to~~
419 ~~design creative, informational, and content standards for web-~~
420 ~~based digital products that demonstrate proficiency in creating,~~
421 ~~publishing, testing, monitoring, and maintaining a website.~~

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

427 (2) Beginning with the 2013-2014 school year, each district
428 school board, in consultation with the district school
429 superintendent, shall make available digital instructional
430 materials, including software applications, for students with
431 disabilities who are in prekindergarten through grade 12.

432 (3) Subject to available funding, the department shall
433 contract by December 1, 2013, with one or more of the technology
434 companies or affiliated nonprofit organizations that have
435 approved industry certifications identified on the Industry

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436 Certification Funding List or the Postsecondary Industry
437 Certification Funding List, pursuant to s. 1003.492 or s.
438 1008.44, for the development of a Florida Cyber Security
439 Recognition and a Florida Digital Arts Recognition to indicate a
440 student's attainment of knowledge and skills in digital
441 technology. The recognitions shall be made available to all
442 public elementary school students, at no cost to the districts.

443 (a) Targeted knowledge and skills to be mastered for each
444 recognition shall be identified by the department. Knowledge and
445 skills may be demonstrated through student attainment of
446 recognitions in particular content areas.

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

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

453 (b) The companies that provide the recognitions must
454 provide open access to materials for teaching and assessing the
455 skills necessary to earn the recognitions. Each elementary
456 school advisory council shall be notified of the methods of
457 delivery of the open-access content and assessments for the
458 recognitions.

459 (4) Subject to available funding, the department shall
460 contract, by December 1, 2013, with one or more of the
461 technology companies that have approved industry certifications
462 identified on the Industry Certification Funding List or the
463 Postsecondary Industry Certification Funding List, pursuant to
464 s. 1003.492 or s. 1008.44, to develop a Florida Digital Tools

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465 Certificate to indicate a student's technology skills. The
466 certificate shall be made available to all public middle school
467 students, at no cost to school districts.

468 (a) Targeted skills to be mastered for the certificate must
469 be digital technology skills that are necessary in the student's
470 academic work and digital technology skills the student may need
471 in future employment. The skills must include, but need not be
472 limited to, word processing, spreadsheet display, and the
473 creation of presentations, including sound, text, and graphic
474 presentations, consistent with industry certifications that are
475 listed on the Industry Certification Funding List, pursuant to
476 s. 1003.492.

477 (b) The companies that provide the certificate must provide
478 open access to materials for teaching and assessing the skills
479 necessary to earn the certificate. Each middle school advisory
480 council shall be notified of the methods of delivery of the
481 open-access content and assessments for the recognitions.

482 (c) The Legislature intends that at least 75 percent of
483 public middle school students earn the certificate by July 1,
484 2018.

485 (5) ~~(3)~~ The Department of Education or company or companies
486 contracted under subsection (4) or this subsection shall provide
487 technical assistance to ~~develop a model digital curriculum to~~
488 ~~serve as a guide for~~ district school boards in the
489 implementation ~~development~~ of this section. Assistance to
490 districts shall include, but need not be limited to:
491 identification of digital technology resources, primarily open-
492 access resources, including digital curriculum, instructional
493 materials, media assets, and other digital tools and

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494 applications; training mechanisms for teachers and others to
495 facilitate integration of digital technologies into
496 instructional strategies; and model policies and procedures that
497 support sustainable implementation practices ~~a digital~~
498 ~~curriculum.~~

499 (6) (4) A district school board may seek partnerships with
500 other school districts, private businesses, colleges,
501 universities, or ~~and~~ consultants to offer classes and
502 instruction to teachers and students to assist the school
503 district in providing digital materials and certifications
504 established pursuant to this section ~~curriculum instruction.~~

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

508 Section 8. Subsection (1) and paragraph (a) of subsection
509 (2) of section 1003.428, Florida Statutes, are amended to read:

510 1003.428 General requirements for high school graduation;
511 revised.—

512 (1) Except as otherwise authorized pursuant to s. 1003.429,
513 beginning with students entering grade 9 in the 2007-2008 school
514 year, graduation requires the successful completion of a minimum
515 of 24 credits, an International Baccalaureate curriculum, or an
516 Advanced International Certificate of Education curriculum.
517 Beginning with the 2013-2014 school year, a student may meet
518 high school graduation requirements through a rigorous industry
519 certification program of study approved by the State Board of
520 Education; however, the student must pass the Algebra I end-of-
521 course assessment and the high school English/Language Arts
522 assessment adopted pursuant to s. 1008.22 before high school

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523 graduation. Students must be advised of eligibility requirements
524 for state scholarship programs and postsecondary admissions.

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

529 (a) Sixteen core curriculum credits:

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

532 2. Four credits in mathematics, one of which must be
533 Algebra I, a series of courses equivalent to Algebra I, or a
534 higher-level mathematics course; however, beginning with the
535 2013-2014 school year, a student may repeat Algebra I courses
536 and count those courses toward satisfying the credit
537 requirements of this subparagraph if the student passes the
538 Algebra I end-of-course assessment before high school
539 graduation. Beginning with students entering grade 9 in the
540 2010-2011 school year, in addition to the Algebra I credit
541 requirement, one of the four credits in mathematics must be
542 geometry or a series of courses equivalent to geometry as
543 approved by the State Board of Education. Beginning with
544 students entering grade 9 in the 2010-2011 school year, the end-
545 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
546 must be met in order for a student to earn the required credit
547 in Algebra I. Beginning with students entering grade 9 in the
548 2011-2012 school year, the end-of-course assessment requirements
549 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
550 to earn the required credit in geometry. Beginning with students
551 entering grade 9 in the 2012-2013 school year, in addition to

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552 the Algebra I and geometry credit requirements, one of the four
553 credits in mathematics must be Algebra II or a series of courses
554 equivalent to Algebra II as approved by the State Board of
555 Education.

556 3. Three credits in science, two of which must have a
557 laboratory component. Beginning with students entering grade 9
558 in the 2011-2012 school year, one of the three credits in
559 science must be Biology I or a series of courses equivalent to
560 Biology I as approved by the State Board of Education. Beginning
561 with students entering grade 9 in the 2011-2012 school year, the
562 end-of-course assessment requirements under s.

563 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
564 the required credit in Biology I. Beginning with students
565 entering grade 9 in the 2013-2014 school year, one of the three
566 credits must be Biology I or a series of courses equivalent to
567 Biology I as approved by the State Board of Education, one
568 credit must be chemistry or physics or a series of courses
569 equivalent to chemistry or physics as approved by the State
570 Board of Education, and one credit must be an equally rigorous
571 course, as determined by the State Board of Education.

572 4. Three credits in social studies as follows: one credit
573 in United States history; one credit in world history; one-half
574 credit in economics, to include financial literacy; and one-half
575 credit in United States government.

576 5. One credit in fine or performing arts, speech and
577 debate, or a practical arts course that incorporates artistic
578 content and techniques of creativity, interpretation, and
579 imagination. Eligible practical arts courses shall be identified
580 through the Course Code Directory.

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581 6. One credit in physical education to include integration
582 of health. Participation in an interscholastic sport at the
583 junior varsity or varsity level for two full seasons shall
584 satisfy the one-credit requirement in physical education if the
585 student passes a competency test on personal fitness with a
586 score of "C" or better. The competency test on personal fitness
587 must be developed by the Department of Education. A district
588 school board may not require that the one credit in physical
589 education be taken during the 9th grade year. Completion of one
590 semester with a grade of "C" or better in a marching band class,
591 in a physical activity class that requires participation in
592 marching band activities as an extracurricular activity, or in a
593 dance class shall satisfy one-half credit in physical education
594 or one-half credit in performing arts. This credit may not be
595 used to satisfy the personal fitness requirement or the
596 requirement for adaptive physical education under an individual
597 education plan (IEP) or 504 plan. Completion of 2 years in a
598 Reserve Officer Training Corps (R.O.T.C.) class, a significant
599 component of which is drills, shall satisfy the one-credit
600 requirement in physical education and the one-credit requirement
601 in performing arts. This credit may not be used to satisfy the
602 personal fitness requirement or the requirement for adaptive
603 physical education under an individual education plan (IEP) or
604 504 plan.

605 Section 9. Paragraphs (b) and (c) of subsection (1) of
606 section 1003.429, Florida Statutes, are amended to read:

607 1003.429 Accelerated high school graduation options.—

608 (1) Students who enter grade 9 in the 2006-2007 school year
609 and thereafter may select, upon receipt of each consent required

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610 by this section, one of the following three high school
611 graduation options:

612 (b) Completion of a 3-year standard college preparatory
613 program requiring successful completion of a minimum of 18
614 academic credits in grades 9 through 12. At least 6 of the 18
615 credits required for completion of this program must be received
616 in classes that are offered pursuant to the International
617 Baccalaureate Program, the Advanced Placement Program, dual
618 enrollment, Advanced International Certificate of Education,
619 rigorous industry certifications that are approved by the State
620 Board of Education, or classes specifically listed or identified
621 by the Department of Education as rigorous pursuant to s.
622 1009.531(3); however, students must pass the Algebra I end-of-
623 course assessment and the high school English/Language Arts
624 assessment adopted pursuant to s. 1008.22 before high school
625 graduation. The 18 credits required for completion of this
626 program shall be primary requirements and shall be distributed
627 as follows:

628 1. Four credits in English, with major concentration in
629 composition and literature;

630 2. Three credits and, beginning with students entering
631 grade 9 in the 2010-2011 school year, four credits in
632 mathematics at the Algebra I level or higher from the list of
633 courses that qualify for state university admission; however,
634 beginning with the 2013-2014 school year, a student may repeat
635 Algebra I courses and count those courses toward satisfying the
636 credit requirements of this subparagraph if the student passes
637 the Algebra I end-of-course assessment before high school
638 graduation. Beginning with students entering grade 9 in the

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639 2010-2011 school year, in addition to the Algebra I credit
640 requirement, one of the four credits in mathematics must be
641 geometry or a series of courses equivalent to geometry as
642 approved by the State Board of Education. Beginning with
643 students entering grade 9 in the 2010-2011 school year, the end-
644 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
645 must be met in order for a student to earn the required credit
646 in Algebra I. Beginning with students entering grade 9 in the
647 2011-2012 school year, the end-of-course assessment requirements
648 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
649 to earn the required credit in geometry. Beginning with students
650 entering grade 9 in the 2012-2013 school year, in addition to
651 the Algebra I and geometry credit requirements, one of the four
652 credits in mathematics must be Algebra II or a series of courses
653 equivalent to Algebra II as approved by the State Board of
654 Education;

655 3. Three credits in science, two of which must have a
656 laboratory component. Beginning with students entering grade 9
657 in the 2011-2012 school year, one of the three credits in
658 science must be Biology I or a series of courses equivalent to
659 Biology I as approved by the State Board of Education. Beginning
660 with students entering grade 9 in the 2011-2012 school year, the
661 end-of-course assessment requirements under s.
662 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
663 the required credit in Biology I. Beginning with students
664 entering grade 9 in the 2013-2014 school year, one of the three
665 credits must be Biology I or a series of courses equivalent to
666 Biology I as approved by the State Board of Education, one
667 credit must be chemistry or physics or a series of courses

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668 equivalent to chemistry or physics as approved by the State
669 Board of Education, and one credit must be an equally rigorous
670 course, as approved by the State Board of Education;

671 4. Three credits in social sciences, which must include one
672 credit in United States history, one credit in world history,
673 one-half credit in United States government, and one-half credit
674 in economics, to include financial literacy;

675 5. Two credits in the same second language unless the
676 student is a native speaker of or can otherwise demonstrate
677 competency in a language other than English. If the student
678 demonstrates competency in another language, the student may
679 replace the language requirement with two credits in other
680 academic courses; and

681 6. Three credits in electives and, beginning with students
682 entering grade 9 in the 2010-2011 school year, two credits in
683 electives; or

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

688 1. Four credits in English, with major concentration in
689 composition and literature;

690 2. Three credits and, beginning with students entering
691 grade 9 in the 2010-2011 school year, four credits in
692 mathematics, one of which must be Algebra I; however, beginning
693 with the 2013-2014 school year, a student may repeat Algebra I
694 courses and count those courses toward satisfying the credit
695 requirements of this subparagraph if the student passes the
696 Algebra I end-of-course assessment before high school

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697 graduation. Beginning with students entering grade 9 in the
698 2010-2011 school year, in addition to the Algebra I credit
699 requirement, one of the four credits in mathematics must be
700 geometry or a series of courses equivalent to geometry as
701 approved by the State Board of Education. Beginning with
702 students entering grade 9 in the 2010-2011 school year, the end-
703 of-course assessment requirements under s. 1008.22(3)(c)2.a.(I)
704 must be met in order for a student to earn the required credit
705 in Algebra I. Beginning with students entering grade 9 in the
706 2011-2012 school year, the end-of-course assessment requirements
707 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
708 to earn the required credit in geometry. Beginning with students
709 entering grade 9 in the 2012-2013 school year, in addition to
710 the Algebra I and geometry credit requirements, one of the four
711 credits in mathematics must be Algebra II or a series of courses
712 equivalent to Algebra II as approved by the State Board of
713 Education;

714 3. Three credits in science, two of which must have a
715 laboratory component. Beginning with students entering grade 9
716 in the 2011-2012 school year, one of the three credits in
717 science must be Biology I or a series of courses equivalent to
718 Biology I as approved by the State Board of Education. Beginning
719 with students entering grade 9 in the 2011-2012 school year, the
720 end-of-course assessment requirements under s.
721 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
722 the required credit in Biology I. Beginning with students
723 entering grade 9 in the 2013-2014 school year, one of the three
724 credits must be Biology I or a series of courses equivalent to
725 Biology I as approved by the State Board of Education, one

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726 credit must be chemistry or physics or a series of courses
727 equivalent to chemistry or physics as approved by the State
728 Board of Education, and one credit must be an equally rigorous
729 course, as approved by the State Board of Education;

730 4. Three credits in social sciences, which must include one
731 credit in United States history, one credit in world history,
732 one-half credit in United States government, and one-half credit
733 in economics, to include financial literacy;

734 5. Three credits in a single vocational or career education
735 program, three credits in career and technical certificate dual
736 enrollment courses, or five credits in vocational or career
737 education courses; and

738 6. Two credits and, beginning with students entering grade
739 9 in the 2010-2011 school year, one credit in electives unless
740 five credits are earned pursuant to subparagraph 5.

741
742 Any student who selected an accelerated graduation program
743 before July 1, 2004, may continue that program, and all
744 statutory program requirements that were applicable when the
745 student made the program choice shall remain applicable to the
746 student as long as the student continues that program.

747 Section 10. Subsection (4) is added to section 1003.4295,
748 Florida Statutes, to read:

749 1003.4295 Acceleration options.—

750 (4) By July 1, 2014, the department shall develop, the
751 State Board of Education shall approve, and each school district
752 shall provide alternative pathways for students to earn a high
753 school diploma and demonstrate mastery of standards that satisfy
754 the credit requirements for the core curricula established in

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755 ss. 1003.428, 1003.4281, 1003.429, and 1003.43 for high school
756 graduation.

757 (a) The pathways must include, but are not limited to,
758 integrating course content with practical applications;
759 designating rigorous pathways that result in one or more
760 industry certifications, including high school junior and senior
761 year work-related internships or apprenticeships; course and
762 credit options; and segmenting assessments and end-of-course
763 assessments.

764 (b) Course, credit, and industry certification options
765 shall be considered to satisfy credit requirements of s.
766 1003.436 for purposes of awarding credit for high school
767 graduation, with an emphasis on credit based on competencies,
768 rather than the number of instructional hours required for
769 credit regardless of student enrollment in a class. At a
770 minimum, the State Board of Education shall identify and approve
771 rigorous options under which a student may satisfy course or
772 credit requirements for high school graduation under s.
773 1003.428(2) or s. 1003.429, with the exception of Algebra I
774 assessment and high school English/Language Arts assessment
775 requirements pursuant to s. 1008.22, by selecting the following
776 options:

777 1. A student who earns an industry certification,
778 identified on the Industry Certification Funding List or the
779 Postsecondary Industry Certification Funding List established
780 pursuant to s. 1003.492 or s. 1008.44, of sufficient rigor to
781 earn articulated college credit, as approved by the State Board
782 of Education, may substitute the industry certification for one
783 or more courses or credits in mathematics and science,

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784 including, but not limited to, Algebra II, chemistry, and
785 physics.

786 2. A student who earns an industry certification or bundles
787 of industry certifications from the Industry Certification
788 Funding List or the Postsecondary Industry Certification Funding
789 List which demonstrate attainment of standards associated with
790 digital composition, word processing, and presentation skills,
791 may satisfy one or more core curricular credits in English.

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

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

801 Section 11. Paragraph (c) of subsection (2) of section
802 1003.433, Florida Statutes, is amended to read:

803 1003.433 Learning opportunities for out-of-state and out-
804 of-country transfer students and students needing additional
805 instruction to meet high school graduation requirements.-

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

810 (c) Participation in an adult general education program as
811 provided in s. 1004.93 for such time as the student requires to
812 master English, reading, mathematics, or any other subject

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813 required for high school graduation. ~~Students attending adult~~
814 ~~basic, adult secondary, or vocational preparatory instruction~~
815 ~~are exempt from any requirement for the payment of tuition and~~
816 ~~fees, including lab fees, pursuant to s. 1009.25.~~ A student
817 attending an adult general education program shall have the
818 opportunity to take the grade 10 FCAT an unlimited number of
819 times in order to receive a standard high school diploma.

820 Section 12. Subsection (4) of section 1003.4935, Florida
821 Statutes, is repealed.

822 Section 13. Subsections (3) and (24) of section 1004.02,
823 Florida Statutes, are amended to read:

824 1004.02 Definitions.—As used in this chapter:

825 (3) "Adult general education" means comprehensive
826 instructional programs designed to improve the employability of
827 the state's workforce through adult basic education, adult
828 secondary education, English for Speakers of Other Languages,
829 applied academics for adult education ~~vocational preparatory~~
830 instruction, and instruction for adults who have ~~with~~
831 disabilities.

832 (24) "Applied academics for adult education" or "applied
833 academics ~~Vocational preparatory~~ instruction" means adult
834 general education through which persons attain academic and
835 workforce readiness skills at the level of functional literacy
836 (grade levels 6.0-8.9) or higher so that such persons may pursue
837 technical certificate education or higher-level technical
838 education.

839 Section 14. Section 1004.082, Florida Statutes, is created
840 to read:

841 1004.082 Talent retention program.—The Chancellor of the

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842 State University System shall cooperate with the Commissioner of
843 Education to support talent retention programs that encourage
844 middle school and high school students who indicate an interest
845 in or aptitude for physics or mathematics to continue their
846 education at a state university that has excellent departments
847 in selected fields. The commissioner and chancellor shall work
848 with state university department chairs to enable department
849 chairs of outstanding state university departments to send
850 letters to students who indicate an interest in and aptitude for
851 those subjects. At a minimum, the letter should provide an open
852 invitation for the student to communicate with the department,
853 at least annually, and to schedule a tour of the department and
854 the campus.

855 Section 15. Section 1004.91, Florida Statutes, is amended
856 to read:

857 1004.91 Requirements for career education program basic
858 skills ~~career-preparatory instruction.~~

859 (1) The State Board of Education shall adopt, by rule,
860 standards of basic skill mastery for completion of certificate
861 career education programs. Each school district and Florida
862 College System institution that conducts programs that confer
863 career and technical certificates ~~credit~~ shall provide applied
864 academics ~~career-preparatory~~ instruction through which students
865 receive the basic skills instruction required pursuant to this
866 section.

867 (2) Students who enroll in a program offered for career
868 credit of 450 hours or more shall complete an entry-level
869 examination within the first 6 weeks after ~~of~~ admission into the
870 program. The State Board of Education shall designate

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871 examinations that are currently in existence, the results of
 872 which are comparable across institutions, to assess student
 873 mastery of basic skills. Any student found to lack the required
 874 level of basic skills for such program shall be referred to
 875 applied academics ~~career-preparatory~~ instruction or another
 876 adult general ~~basic~~ education program for a structured program
 877 of basic skills instruction. Such instruction may include
 878 English for speakers of other languages. A student may not
 879 receive a career certificate of completion without first
 880 demonstrating the basic skills required in the state curriculum
 881 frameworks for the career education program.

882 (3) The following students are exempt from the provisions
 883 of this section:

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

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

889 (c) A student who demonstrates readiness for public
 890 postsecondary education pursuant to s. 1008.30 and applicable
 891 rules adopted by the State Board of Education ~~A student who has~~
 892 ~~completed or who is exempt from the college-level communication~~
 893 ~~and computation skills examination pursuant to s. 1008.29, or~~
 894 ~~who is exempt from the college entry-level examination pursuant~~
 895 ~~to s. 1008.29, is exempt from the provisions of this section.~~

896 (d) A student ~~Students~~ who passes ~~have passed~~ a state or
 897 national, ~~or~~ industry certification or licensure exam that is
 898 identified in the rules of the State Board of Education and
 899 aligned to the career education program in which the student is

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900 enrolled ~~are exempt from this section.~~

901 (e) An adult student who is enrolled in an apprenticeship
902 program that is registered with the Department of Education in
903 accordance with the provisions of chapter 446 ~~is exempt from the~~
904 ~~provisions of this section.~~

905 Section 16. Subsection (2) of section 1004.93, Florida
906 Statutes, is amended, present subsection (8) is redesignated as
907 subsection (9), and a new subsection (8) is added to that
908 section, to read:

909 1004.93 Adult general education.—

910 (2) The adult education program must provide academic
911 services to students in the following priority:

912 (a) Students who demonstrate skills at less than a fifth
913 grade level, as measured by tests approved for this purpose by
914 the State Board of Education, and who are studying to achieve
915 basic literacy.

916 (b) Students who demonstrate skills at the fifth grade
917 level or higher, but below the ninth grade level, as measured by
918 tests approved for this purpose by the State Board of Education,
919 and who are studying to achieve functional literacy.

920 (c) Students who are earning credit required for a high
921 school diploma or who are preparing for the General Educational
922 Development test.

923 (d) Students who have earned high school diplomas and
924 require specific improvement in order to:

- 925 1. Obtain or maintain employment or benefit from
926 certificate career education programs;
927 2. Pursue a postsecondary degree; or
928 3. Develop competence in the English language to qualify

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929 for employment.

930 ~~(e) Students who enroll in lifelong learning courses or~~
931 ~~activities that seek to address community social and economic~~
932 ~~issues that consist of health and human relations, government,~~
933 ~~parenting, consumer economics, and senior citizens.~~

934 ~~(f) Students who enroll in courses that relate to the~~
935 ~~recreational or leisure pursuits of the students. The cost of~~
936 ~~courses conducted pursuant to this paragraph shall be borne by~~
937 ~~the enrollees.~~

938 (8) In order to accelerate the employment of adult
939 education students, students entering adult general education
940 programs after July 1, 2013, must complete the following action-
941 steps-to-employment activities before the completion of the
942 first term:

943 (a) Identify employment opportunities using market-driven
944 tools.

945 (b) Create a personalized employment goal.

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

947 (d) Compare the results of the personalized skill and
948 knowledge inventory with the knowledge and skills needed to
949 attain the personalized employment goal.

950 (e) Upgrade skills and knowledge needed through adult
951 general education programs and additional educational pursuits
952 based on the personalized employment goal.

953

954 The action-steps-to-employment activities may be developed
955 through a blended approach with assistance provided to adult
956 general education students by teachers, employment specialists,
957 guidance counselors, business and industry representatives, and

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958 online resources. Students may be directed to online resources
959 and provided information on financial literacy, student
960 financial aid, industry certifications, and occupational
961 services and a listing of job openings.

962 Section 17. Subsection (1) of section 1007.263, Florida
963 Statutes, is amended to read:

964 1007.263 Florida College System institutions; admissions of
965 students.—Each Florida College System institution board of
966 trustees is authorized to adopt rules governing admissions of
967 students subject to this section and rules of the State Board of
968 Education. These rules shall include the following:

969 (1) Admissions counseling shall be provided to all students
970 entering college or career credit programs. Counseling shall
971 utilize tests to measure achievement of college-level
972 communication and computation competencies by all students
973 entering college credit programs or tests to measure achievement
974 of basic skills for career education programs as prescribed in
975 s. 1004.91.

976
977 Each board of trustees shall establish policies that notify
978 students about, and place students into, adult basic education,
979 adult secondary education, or other instructional programs that
980 provide students with alternatives to traditional college-
981 preparatory instruction, including private provider instruction.
982 A student is prohibited from enrolling in additional college-
983 level courses until the student scores above the cut-score on
984 all sections of the common placement test.

985 Section 18. Subsections (2), (7), and (11) of section
986 1007.271, Florida Statutes, are amended to read:

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987 1007.271 Dual enrollment programs.—

988 (2) For the purpose of this section, an eligible secondary
989 student is a student who is enrolled in a Florida public
990 secondary school or in a Florida private secondary school which
991 is in compliance with s. 1002.42(2) and provides a secondary
992 curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43.
993 Students who are eligible for dual enrollment pursuant to this
994 section may enroll in dual enrollment courses conducted during
995 school hours, after school hours, and during the summer term.
996 However, if the student is projected to graduate from high
997 school before the scheduled completion date of a postsecondary
998 course, the student may not register for that course through
999 dual enrollment. The student may apply to the postsecondary
1000 institution and pay the required registration, tuition, and fees
1001 if the student meets the postsecondary institution's admissions
1002 requirements under s. 1007.263. Instructional time for dual
1003 enrollment may vary from 900 hours; however, the school district
1004 may only report the student for a maximum of 1.0 FTE, as
1005 provided in s. 1011.61(4). Any student enrolled as a dual
1006 enrollment student is exempt from the payment of registration,
1007 tuition, and laboratory fees. Applied academics for adult
1008 education ~~Vocational-preparatory~~ instruction, college-
1009 preparatory instruction, and other forms of precollegiate
1010 instruction, as well as physical education courses that focus on
1011 the physical execution of a skill rather than the intellectual
1012 attributes of the activity, are ineligible for inclusion in the
1013 dual enrollment program. Recreation and leisure studies courses
1014 shall be evaluated individually in the same manner as physical
1015 education courses for potential inclusion in the program.

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1016 (7) Career dual enrollment shall be provided as a
1017 curricular option for secondary students to pursue in order to
1018 earn industry certifications adopted pursuant to s. 1008.44,
1019 which count as a series of elective credits toward the high
1020 school diploma. Career dual enrollment shall be available for
1021 secondary students seeking a degree and industry certification
1022 through ~~or certificate from a complete career preparatory~~
1023 ~~program or a career course and may not be used to enroll~~
1024 ~~students in isolated career courses.~~

1025 (11) Career early admission is a form of career dual
1026 enrollment through which eligible secondary students enroll full
1027 time in a career center or a Florida College System institution
1028 in postsecondary programs leading to industry certifications, as
1029 listed in the Postsecondary Industry Certification Funding List
1030 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
1031 the high school diploma and ~~the~~ certificate or associate degree.
1032 Participation in the career early admission program is limited
1033 to students who have completed a minimum of 6 semesters of full-
1034 time secondary enrollment, including studies undertaken in the
1035 ninth grade. Students enrolled pursuant to this section are
1036 exempt from the payment of registration, tuition, and laboratory
1037 fees.

1038 Section 19. Paragraph (h) is added to subsection (2) of
1039 section 1008.25, Florida Statutes, to read:

1040 1008.25 Public school student progression; remedial
1041 instruction; reporting requirements.—

1042 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
1043 school board shall establish a comprehensive plan for student
1044 progression which must:

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1045 (h) Provide instructional sequences by which students in
1046 kindergarten through high school may attain progressively higher
1047 levels of skill in the use of digital tools and applications.
1048 The instructional sequences must include participation in
1049 curricular and instructional options and the demonstration of
1050 competence of standards required pursuant to ss. 1003.41 and
1051 1003.4203 through attainment of industry certifications and
1052 other means of demonstrating credit requirements identified
1053 under ss. 1002.3105, 1003.4203, and 1003.4295.

1054 Section 20. Subsection (2) of section 1008.37, Florida
1055 Statutes, is amended to read:

1056 1008.37 Postsecondary feedback of information to high
1057 schools.—

1058 (2) The Commissioner of Education shall report, by high
1059 school, to the State Board of Education, the Board of Governors,
1060 and the Legislature, no later than November 30 of each year, on
1061 the number of prior year Florida high school graduates who
1062 enrolled for the first time in public postsecondary education in
1063 this state during the previous summer, fall, or spring term,
1064 indicating the number of students whose scores on the common
1065 placement test indicated the need for remediation through
1066 applied academics instruction or college-preparatory ~~or~~
1067 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.
1068 1008.30.

1069 Section 21. Section 1008.44, Florida Statutes, is created
1070 to read:

1071 1008.44 Industry certifications; Industry Certification
1072 Funding List and Postsecondary Industry Certification Funding
1073 List.—

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1074 (1) Pursuant to s. 1003.492, the Department of Education
1075 shall, at least annually, identify, under rules approved by the
1076 State Board of Education, the Industry Certification Funding
1077 List that must be applied in the distribution of funding to
1078 school districts pursuant to s. 1011.62.

1079 (2) The State Board of Education shall adopt, at least
1080 annually, the Postsecondary Industry Certification Funding List
1081 pursuant to this section. The commissioner shall recommend, at
1082 least annually, the Postsecondary Industry Certification Funding
1083 List to the State Board of Education and may at any time
1084 recommend adding certifications. The Chancellor of the State
1085 University System, the Chancellor of the Florida College System,
1086 and the Chancellor of Career and Adult Education shall recommend
1087 to the commissioner industry certifications to be placed on the
1088 funding list. The list shall be used in determining annual
1089 performance funding distributions to school districts and
1090 Florida College System institutions as specified in ss. 1011.80
1091 and 1011.81, respectively. The chancellors shall consider
1092 results of the economic security report of employment and
1093 earnings outcomes produced annually pursuant to s. 445.07 when
1094 recommending certifications for the list.

1095 (3) In the case of rigorous industry certifications that
1096 have embedded prerequisite minimum age, grade level, diploma or
1097 degree, post-graduation period of work experience of at least 12
1098 months, or other reasonable requirements that may limit the
1099 extent to which a student can complete all requirements of the
1100 certification recognized by industry for employment purposes,
1101 the commissioner shall differentiate content, instructional, and
1102 assessment requirements that, when provided by a public

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1103 institution and satisfactorily attained by a student, indicate
1104 accomplishment of requirements necessary for funding pursuant to
1105 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
1106 prerequisite requirements necessary for recognition by industry
1107 for employment purposes. The differentiated requirements
1108 established by the commissioner shall be included in the
1109 Industry Certification Funding List at the time the
1110 certification is adopted.

1111 Section 22. Paragraph (a) of subsection (3) of section
1112 1009.22, Florida Statutes, is amended to read:

1113 1009.22 Workforce education postsecondary student fees.—

1114 (3) (a) Except as otherwise provided by law, fees for
1115 students who are nonresidents for tuition purposes must offset
1116 the full cost of instruction. Residency of students shall be
1117 determined as required in s. 1009.21. Fee-nonexempt students
1118 enrolled in applied academics for adult education ~~vocational-~~
1119 ~~preparatory~~ instruction shall be charged fees equal to the fees
1120 charged for adult general education programs. Each Florida
1121 College System institution that conducts college-preparatory and
1122 applied academics for adult education ~~vocational-preparatory~~
1123 instruction in the same class section may charge a single fee
1124 for both types of instruction.

1125 Section 23. Paragraphs (c) and (d) of subsection (1) of
1126 section 1009.25, Florida Statutes, are amended to read:

1127 1009.25 Fee exemptions.—

1128 (1) The following students are exempt from the payment of
1129 tuition and fees, including lab fees, at a school district that
1130 provides workforce education programs, Florida College System
1131 institution, or state university:

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1132 (c) A student who is or was at the time he or she reached
1133 18 years of age in the custody of the Department of Children and
1134 Family Services or who, after spending at least 6 months in the
1135 custody of the department after reaching 16 years of age, was
1136 placed in a guardianship by the court. Such exemption includes
1137 fees associated with enrollment in applied academics for adult
1138 education ~~career-preparatory~~ instruction. The exemption remains
1139 valid until the student reaches 28 years of age.

1140 (d) A student who is or was at the time he or she reached
1141 18 years of age in the custody of a relative under s. 39.5085 or
1142 who was adopted from the Department of Children and Family
1143 Services after May 5, 1997. Such exemption includes fees
1144 associated with enrollment in applied academics for adult
1145 education ~~career-preparatory~~ instruction. The exemption remains
1146 valid until the student reaches 28 years of age.

1147 Section 24. Present paragraphs (s) and (t) of subsection
1148 (1) of section 1011.62, Florida Statutes, are redesignated as
1149 paragraphs (t) and (u), respectively, a new paragraph (s) is
1150 added to that subsection, and paragraphs (c), (n), and (o) and
1151 present paragraph (t) of that subsection are amended, to read:

1152 1011.62 Funds for operation of schools.—If the annual
1153 allocation from the Florida Education Finance Program to each
1154 district for operation of schools is not determined in the
1155 annual appropriations act or the substantive bill implementing
1156 the annual appropriations act, it shall be determined as
1157 follows:

1158 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1159 OPERATION.—The following procedure shall be followed in
1160 determining the annual allocation to each district for

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1161 operation:

1162 (c) *Determination of programs.*—Cost factors based on
1163 desired relative cost differences between the following programs
1164 shall be established in the annual General Appropriations Act.
1165 The cost factor for secondary career education programs and
1166 basic programs grades 9 through 12 shall be equal. The
1167 Commissioner of Education shall specify a matrix of services and
1168 intensity levels to be used by districts in the determination of
1169 the two weighted cost factors for exceptional students with the
1170 highest levels of need. For these students, the funding support
1171 level shall fund the exceptional students' education program,
1172 with the exception of extended school year services for students
1173 with disabilities.

- 1174 1. Basic programs.—
- 1175 a. Kindergarten and grades 1, 2, and 3.
- 1176 b. Grades 4, 5, 6, 7, and 8.
- 1177 c. Grades 9, 10, 11, and 12.
- 1178 2. Programs for exceptional students.—
- 1179 a. Support Level IV.
- 1180 b. Support Level V.
- 1181 3. Secondary career education programs.—
- 1182 4. English for Speakers of Other Languages.—

1183 (n) *Calculation of additional full-time equivalent*
1184 *membership based on college board advanced placement scores of*
1185 *students.*—A value of 0.16 full-time equivalent student
1186 membership shall be calculated for each student enrolled in each
1187 advanced placement course who receives a score of 3 or higher on
1188 the College Board Advanced Placement Examination for the prior
1189 year and added to the total full-time equivalent student

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1190 membership in basic programs for grades 9 through 12 in the
1191 subsequent fiscal year. Each district must allocate at least 80
1192 percent of the funds provided to the district for advanced
1193 placement instruction, in accordance with this paragraph, to the
1194 high school that generates the funds. The school district shall
1195 distribute to each classroom teacher who provided advanced
1196 placement instruction:

1197 1. A bonus in the amount of \$50 for each student taught by
1198 the Advanced Placement teacher in each advanced placement course
1199 who receives a score of 3 or higher on the College Board
1200 Advanced Placement Examination, if at least 50 percent of the
1201 students enrolled in the course earn a score of 3 or higher on
1202 the examination.

1203 2. An additional bonus of \$1,000 ~~\$500~~ to each Advanced
1204 Placement teacher in a school designated with a grade of "D" or
1205 "F" who has at least 25 percent of students enrolled in the
1206 teacher's class ~~one student~~ scoring 3 or higher on the College
1207 Board Advanced Placement Examination, regardless of the number
1208 of classes taught or of the number of students scoring a 3 or
1209 higher on the College Board Advanced Placement Examination.

1210
1211 Bonuses awarded to a teacher according to this paragraph shall
1212 not exceed \$3,000 ~~\$2,000~~ in any given school year and shall be
1213 in addition to any regular wage or other bonus the teacher
1214 received or is scheduled to receive.

1215 (o) *Calculation of additional full-time equivalent*
1216 *membership based on ~~certification of successful completion of a~~*
1217 *career-themed course ~~or career and professional academy program~~*
1218 *pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~*

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1219 ~~and issuance of the highest level of industry certification~~
1220 ~~identified in the Industry Certification ~~Certified~~ Funding List~~
1221 ~~pursuant to rules adopted by the State Board of Education.-~~

1222 1. A value of 0.15 ~~0.1, 0.2,~~ or 0.3 full-time equivalent
1223 student membership shall be calculated for each student who
1224 completes a career-themed course as defined in s. 1003.493(1)(b)
1225 ~~or a career and professional academy program under ss. 1003.491,~~
1226 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the
1227 ~~highest level of~~ industry certification identified annually in
1228 the Industry Certification Funding List approved under rules
1229 adopted by the State Board of Education ~~upon promotion to the~~
1230 ~~9th grade under subparagraph 2. or upon earning a high school~~
1231 ~~diploma.~~ The maximum full-time equivalent student membership
1232 value for any student in grades 9 through 12 is 0.3. A value of
1233 0.3 full-time equivalent membership shall be calculated for each
1234 student who is issued an industry certification that has a
1235 statewide articulation agreement for college credit approved by
1236 the State Board of Education. For industry certifications that
1237 do not articulate for college credit, the Department of
1238 Education shall assign a ~~the appropriate~~ full-time equivalent
1239 value of 0.15 for each certification, ~~50 percent of which is~~
1240 ~~based on rigor and the remaining 50 percent on employment value.~~
1241 The State Board of Education shall include the assigned values
1242 in the Industry Certification Funding List under rules adopted
1243 by the state board. ~~Rigor shall be based on the number of~~
1244 ~~instructional hours, including work experience hours, required~~
1245 ~~to earn the certification, with a bonus for industry~~
1246 ~~certifications that have a statewide articulation agreement for~~
1247 ~~college credit approved by the State Board of Education.~~

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1248 ~~Employment value shall be based on the entry wage, growth rate~~
1249 ~~in employment for each occupational category, and average annual~~
1250 ~~openings for the primary occupation linked to the industry~~
1251 ~~certification.~~ Such value shall be added to the total full-time
1252 equivalent student membership in secondary career education
1253 programs for grades 9 through 12 in the subsequent year for
1254 courses that were not provided ~~funded~~ through dual enrollment.
1255 Industry certifications earned through dual enrollment must be
1256 reported and funded pursuant to ss. 1011.80 and 1011.81.

1257 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
1258 ~~time equivalent student membership shall be calculated for each~~
1259 ~~student who completes a career-themed course or a career and~~
1260 ~~professional academy program under s. 1003.4935 and who is~~
1261 ~~issued the highest level of industry certification in science,~~
1262 ~~technology, engineering, or mathematics identified on the~~
1263 ~~Industry Certification Funding List under rules adopted by the~~
1264 ~~State Board of Education.~~

1265 ~~2.3. The additional full-time equivalent membership~~
1266 ~~authorized under this paragraph may not exceed 0.3 per student.~~
1267 Each district must allocate at least 80 percent of the funds
1268 provided for industry certification, in accordance with this
1269 paragraph, to the program that generated the funds. This
1270 allocation may not be used to supplant funds provided for basic
1271 operation of the program. Unless a different amount is specified
1272 in the General Appropriations Act, the appropriation for this
1273 calculation is limited to \$60 ~~\$15~~ million annually. If the
1274 appropriation is insufficient to fully fund the total
1275 calculation, the appropriation shall be prorated.

1276 3. For industry certifications earned in the 2012-2013

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1277 school year and in subsequent years, the school district shall
1278 distribute to each classroom teacher who provided direct
1279 instruction toward the attainment of an industry certification
1280 that qualified for additional full-time equivalent membership
1281 under subparagraph 1.:

1282 a. A bonus in the amount of \$25 for each student taught by
1283 a teacher who provided instruction in a course that led to the
1284 attainment of an industry certification on the Industry
1285 Certification Funding List with a weight of 0.15.

1286 b. A bonus in the amount of \$50 for each student taught by
1287 a teacher who provided instruction in a course that led to the
1288 attainment of an industry certification on the Industry
1289 Certification Funding List with a weight of 0.3.

1290 4. For the 2013-14 fiscal year, the additional FTE
1291 membership calculation must include the additional FTE for any
1292 student who earned a certification in the 2009-2010, 2010-2011,
1293 and 2011-2012 fiscal years, who was not previously funded and
1294 was enrolled in 2012-2013.

1295
1296 Bonuses awarded according to this paragraph shall be provided to
1297 teachers who are employed by the district in the year in which
1298 the additional FTE membership calculation is included in the
1299 calculation. Bonuses shall be calculated based upon the
1300 associated weight of an industry certification on the Industry
1301 Certification Funding List for the year in which the
1302 certification is earned by the student. Any bonus awarded to a
1303 teacher under this paragraph may not exceed \$2,000 in any given
1304 school year and is in addition to any regular wage or other
1305 bonus the teacher received or is scheduled to receive.

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1306 (s) Florida Cyber Security Recognition, Florida Digital
 1307 Arts Recognition, and Florida Digital Tools Certificate
 1308 established pursuant to s. 1003.4203.

1309 1. Each public elementary school shall receive \$50 for each
 1310 student who earns, annually, the Florida Cyber Security
 1311 Recognition or the Florida Digital Arts Recognition established
 1312 pursuant to s. 1003.4203. The maximum award per student is \$100
 1313 per year. The minimum award per school shall be \$1,000 and the
 1314 maximum \$15,000 annually. This performance payment shall be
 1315 calculated in the FEFP as a full-time equivalent student.

1316 2. Each middle school shall receive \$50 for each student
 1317 who earns the Florida Digital Tools Certificate established
 1318 pursuant to s. 1003.4203, with a minimum award per school of
 1319 \$1,000 annually and a maximum of \$15,000 annually. This
 1320 performance payment shall be calculated in the FEFP as a full-
 1321 time equivalent student.

1322 (u) ~~(t)~~ Computation for funding through the Florida
 1323 Education Finance Program.—The State Board of Education may
 1324 adopt rules establishing programs, industry certifications, and
 1325 courses for which the student may earn credit toward high school
 1326 graduation.

1327 Section 25. Subsection (4) of section 1011.80, Florida
 1328 Statutes, is amended, paragraph (b) of subsection (6) is
 1329 redesignated as paragraph (c), and a new paragraph (b) is added
 1330 to that subsection, to read:

1331 1011.80 Funds for operation of workforce education
 1332 programs.—

1333 (4) Funding for all workforce education programs must be
 1334 based on cost categories, performance output measures, and

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1335 performance outcome measures.

1336 (a) The cost categories must be calculated to identify
1337 high-cost programs, medium-cost programs, and low-cost programs.
1338 The cost analysis used to calculate and assign a program of
1339 study to a cost category must include at least both direct and
1340 indirect instructional costs, consumable supplies, equipment,
1341 and standard program length.

1342 ~~(b) 1. The performance output measure for career education
1343 programs of study is student completion of a career program of
1344 study that leads to an occupational completion point associated
1345 with a certificate; an apprenticeship program; or a program that
1346 leads to an applied technology diploma or an associate in
1347 applied science or associate in science degree. Performance
1348 output measures for registered apprenticeship programs shall be
1349 based on program lengths that coincide with lengths established
1350 pursuant to the requirements of chapter 446.~~

1351 ~~2.~~ The performance output measure for an adult general
1352 education course of study is measurable improvement in student
1353 skills. This measure shall include improvement in literacy
1354 skills, grade level improvement as measured by an approved test,
1355 or attainment of a State of Florida diploma or an adult high
1356 school diploma.

1357 (c) The performance outcome measures for adult general
1358 ~~workforce~~ education programs are associated with placement and
1359 retention of students after reaching a completion point or
1360 completing a program of study. These measures include placement
1361 or retention in employment ~~that is related to the program of~~
1362 ~~study; placement into or retention in employment in an~~
1363 ~~occupation on the Workforce Estimating Conference list of high-~~

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1364 ~~wage, high skill occupations with sufficient openings, or other~~
1365 ~~High Wage/High Skill Program occupations as determined by~~
1366 ~~Workforce Florida, Inc.; and placement and retention of~~
1367 ~~participants or former participants in the welfare transition~~
1368 ~~program in employment.~~ Continuing postsecondary education at a
1369 level that will further enhance employment is a performance
1370 outcome for adult general education programs. ~~Placement and~~
1371 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

1372 (6)

1373 (b) Performance funding for industry certifications for
1374 school district workforce education programs shall be determined
1375 as follows:

1376 1. The General Appropriations Act must specify occupational
1377 areas for which industry certifications may be earned for
1378 performance funding. Priority shall be given to the occupational
1379 areas emphasized in state, national, or corporate grants
1380 provided to Florida educational institutions.

1381 2. The Chancellor of Career and Adult Education shall
1382 identify the industry certifications eligible for funding on the
1383 Postsecondary Industry Certification Funding List adopted
1384 pursuant to s. 1008.44, based on the occupational areas
1385 specified in the General Appropriations Act.

1386 3. Each school district shall be provided \$1,000 for each
1387 industry certification earned by a workforce education student.
1388 The maximum amount of funding appropriated for performance
1389 funding pursuant to this paragraph shall be limited to \$15
1390 million annually. If funds are insufficient to fully fund the
1391 calculated total award, they shall be prorated.

1392 Section 26. Present subsections (2) and (3) of section

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1393 1011.81, Florida Statutes, are redesignated as subsections (3)
1394 and (4), respectively, and a new subsection (2) is added to that
1395 section, to read:

1396 1011.81 Florida College System Program Fund.—

1397 (2) Performance funding for industry certifications for
1398 Florida College System institutions shall be determined as
1399 follows:

1400 (a) The General Appropriations Act must specify
1401 occupational areas for which industry certifications may be
1402 earned for performance funding. Priority shall be given to the
1403 occupational areas emphasized in state, national, or corporate
1404 grants provided to Florida educational institutions.

1405 (b) The Chancellor of the Florida College System shall
1406 identify the industry certifications eligible for funding on the
1407 Postsecondary Industry Certification Funding List adopted
1408 pursuant to s. 1008.44, based on the occupational areas
1409 specified in the General Appropriations Act.

1410 (c) Each Florida College System institution shall be
1411 provided \$1,000 for each industry certification earned by a
1412 student. The maximum amount of funding appropriated for
1413 performance funding pursuant to this subsection shall be limited
1414 to \$15 million annually. If funds are insufficient to fully fund
1415 the calculated total award, they shall be prorated.

1416 Section 27. Section 1011.905, Florida Statutes, is amended
1417 to read:

1418 1011.905 Performance funding for state universities.—

1419 (1) The Legislature intends that state performance funds
1420 for the state university system be based on indicators of system
1421 and institutional attainment of performance expectations. For

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1422 the 2012-2013 through at least 2016-2017 ~~2012-2013 and 2013-2014~~
1423 fiscal years, the Board of Governors shall review and rank each
1424 state university that applies for performance funding, as
1425 provided in the General Appropriations Act, based on the
1426 following formula:

1427 (a) Twenty-five percent of a state university's score shall
1428 be based on the percentage of employed graduates who have earned
1429 degrees which have a primary focus in the following programs:

1430 1. For the 2012-2013 and 2013-2014 fiscal years:

1431 a.1. Computer and information science;

1432 b.2. Computer engineering;

1433 c.3. Information systems technology;

1434 d.4. Information technology; and

1435 e.5. Management information systems.

1436
1437 In the 2013-2014 fiscal year, funds awarded under subparagraph
1438 1. may not be awarded on the basis of a new competition, and the
1439 universities that received awards under subparagraph 1. in the
1440 2012-2013 fiscal year shall be awarded the same amount in the
1441 2013-2014 fiscal year.

1442 2. For the 2013-2014 and 2014-2015 fiscal years, high-
1443 demand programs determined by the Board of Governors using gap
1444 analysis data adopted pursuant to s. 1001.706(5).

1445 3. For the 2013-2014 and 2014-2015 fiscal years, a master's
1446 degree in cloud virtualization technology and related large data
1447 management.

1448 (b) Twenty-five percent of a state university's score shall
1449 be based on the percentage of graduates who have earned
1450 baccalaureate degrees in the programs in paragraph (a) and who

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1451 have earned industry certifications, identified on the
1452 Postsecondary Industry Certification Funding List pursuant to s.
1453 1008.44, in a related field from a Florida College System
1454 institution or state university prior to graduation.

1455 (c) Fifty percent of a state university's score shall be
1456 based on factors determined by the Board of Governors which
1457 relate to increasing the probability that graduates who have
1458 earned degrees in the programs described in paragraph (a) will
1459 be employed in high-skill, high-wage, and high-demand
1460 employment.

1461 (2) The submission from a state university that has the
1462 highest score shall be ranked first, with each remaining
1463 submission from a state university ranked sequentially by score.

1464 (3) (a) Each year, the Board of Governors shall award up to
1465 \$15 million to the highest-ranked state universities in support
1466 of each program identified in paragraph (1) (a) from funds
1467 appropriated for the purposes in this section and as specified
1468 in the General Appropriations Act. The award per state
1469 university shall be a minimum of 25 percent of the total amount
1470 appropriated pursuant to this section.

1471 (b) The funds shall be awarded to the department of the
1472 state university which offers the degrees described in paragraph
1473 (1) (a).

1474 (c) The funds may not be used to supplant funding for the
1475 degree programs described in paragraph (1) (a).

1476 (4) By December 31 of each year funds are appropriated for
1477 performance funding, the Board of Governors shall submit a
1478 report containing the rankings and award distributions to the
1479 Governor, the President of the Senate, and the Speaker of the

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1480 House of Representatives.

1481 Section 28. This act shall take effect upon becoming a law.