

1                   A bill to be entitled  
2           An act relating to acceleration options in public  
3           education; creating s. 1002.3105, F.S., relating to  
4           Academically Challenging Curriculum to Enhance  
5           Learning (ACCEL) options, to provide eligible public  
6           school students educational options that provide  
7           academically challenging curriculum or accelerated  
8           instruction; providing school principal and school  
9           district determined student eligibility and procedural  
10          requirements; requiring a process by which a parent  
11          may request student participation, including the  
12          execution of a performance contract in certain  
13          instances; amending ss. 1001.64 and 1001.65, F.S.;  
14          conforming provisions relating to dual enrollment  
15          articulation agreements between Florida College System  
16          institutions and school districts; amending ss.  
17          1002.20 and 1002.41, F.S.; conforming cross-  
18          references; amending s. 1003.02, F.S.; requiring  
19          school districts to notify parents of options for  
20          early or accelerated high school graduation; amending  
21          s. 1003.4156, F.S.; revising requirements for the  
22          course in career and education planning required for  
23          middle grades promotion; deleting a required parent  
24          meeting; amending s. 1003.428, F.S.; conforming  
25          provisions; creating s. 1003.4281, F.S., relating to  
26          early high school graduation; defining the term "early  
27          graduation"; requiring that each school district adopt  
28          a policy that provides a high school student with the

29 | option of graduating early; requiring parental  
30 | notification of student eligibility; providing for  
31 | receipt of an initial Florida Bright Futures  
32 | Scholarship Program award; providing requirements for  
33 | funding high school credits; amending s. 1003.4295,  
34 | F.S.; requiring that students be advised of  
35 | acceleration options; authorizing all students to  
36 | participate in the Credit Acceleration Program;  
37 | amending s. 1003.436, F.S.; conforming provisions;  
38 | amending s. 1003.437, F.S.; specifying that the middle  
39 | and high school grading system applies to the course  
40 | level; amending s. 1003.491, F.S.; revising provisions  
41 | relating to the Florida Career and Professional  
42 | Education Act; revising the basis for the strategic  
43 | plan to address workforce demands; providing for  
44 | coordination to promote and support career-themed  
45 | courses that lead to industry certification; amending  
46 | s. 1003.492, F.S.; requiring secondary schools  
47 | offering career-themed courses to coordinate with the  
48 | appropriate industry; amending s. 1003.493, F.S.;  
49 | revising provisions relating to career and  
50 | professional academies; defining the term "career-  
51 | themed" course; amending s. 1003.4935, F.S.; requiring  
52 | district school boards to include plans to implement  
53 | career-themed courses; requiring the State Board of  
54 | Education to adopt rules; repealing s. 1007.235, F.S.,  
55 | relating to district interinstitutional articulation  
56 | agreements; amending s. 1007.263, F.S.; eliminating an

57 exemption from Florida College System admission  
58 requirements for certain secondary students; amending  
59 s. 1007.27, F.S., relating to articulated acceleration  
60 mechanisms; deleting duplicative language relating to  
61 early admission; amending s. 1007.271, F.S., relating  
62 to dual enrollment programs; providing student  
63 eligibility requirements and restrictions for  
64 enrollment and continued enrollment in dual enrollment  
65 courses; authorizing a participation limit based upon  
66 capacity; providing requirements for faculty members  
67 providing instruction in college credit dual  
68 enrollment courses; providing curriculum standards for  
69 college credit dual enrollment; clarifying district  
70 school board duties; establishing a minimum and  
71 maximum number of college credit hours for  
72 participation in an early admission program; providing  
73 home education student eligibility requirements for  
74 enrollment in dual enrollment courses; requiring a  
75 home education articulation agreement; providing  
76 requirements for the development and contents of a  
77 school district and Florida College System institution  
78 dual enrollment articulation agreement; requiring the  
79 Department of Education to develop an electronic  
80 submission system for dual enrollment articulation  
81 agreements and to review agreements for compliance;  
82 authorizing dual enrollment articulation agreements  
83 with state universities, eligible independent colleges  
84 and universities, and private secondary schools;

85 | repealing s. 1007.272, F.S., relating to joint dual  
86 | enrollment and advanced placement instruction;  
87 | amending s. 1008.22, F.S.; requiring that the end-of-  
88 | course assessment in Algebra I be administered four  
89 | times annually; amending s. 1008.25, F.S.; revising  
90 | legislative intent relating to public school student  
91 | progression; requiring the comprehensive student  
92 | progression plan to include information for students  
93 | and parents on accelerated educational options;  
94 | deleting a technical assistance responsibility of the  
95 | department; amending s. 1009.25, F.S.; conforming a  
96 | cross-reference; amending ss. 1009.531 and 1009.532,  
97 | F.S.; providing requirements for the evaluation of  
98 | certain students for initial and renewal awards under  
99 | the Florida Bright Futures Scholarship Program;  
100 | amending s. 1011.61, F.S.; providing reporting  
101 | requirements for school districts for a full-time  
102 | equivalent student in courses requiring certain  
103 | statewide, standardized end-of-course assessments and  
104 | for a student who passes a statewide, standardized  
105 | end-of-course assessment without being enrolled in the  
106 | corresponding course; amending s. 1011.62, F.S.;  
107 | providing for calculation of additional full-time  
108 | equivalent membership based on completion of career-  
109 | themed courses; providing a calculation of additional  
110 | full-time equivalent membership based on early high  
111 | school graduation; providing an effective date.  
112 |

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

114

115 Section 1. Section 1002.3105, Florida Statutes, is created  
116 to read:

117 1002.3105 Academically Challenging Curriculum to Enhance  
118 Learning (ACCEL) options.—

119 (1) ACCEL OPTIONS.—

120 (a) Academically Challenging Curriculum to Enhance  
121 Learning (ACCEL) options are educational options that provide  
122 academically challenging curriculum or accelerated instruction  
123 to eligible public school students in kindergarten through grade  
124 12.

125 (b) At a minimum, each school must offer the following  
126 ACCEL options: whole-grade and midyear promotion; subject-matter  
127 acceleration; virtual instruction in higher grade level  
128 subjects; and the Credit Acceleration Program under s.  
129 1003.4295. Additional ACCEL options may include, but are not  
130 limited to, enriched science, technology, engineering, and  
131 mathematics (STEM) coursework; enrichment programs; flexible  
132 grouping; advanced academic courses; combined classes; self-  
133 paced instruction; curriculum compacting; advanced-content  
134 instruction; and telescoping curriculum.

135 (2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

136 (a) Principal determined eligibility requirements.—

137 1. Each principal must establish student eligibility  
138 requirements for virtual instruction in higher grade level  
139 subjects. Each principal must also establish student eligibility  
140 requirements for whole-grade promotion, midyear promotion, and

141 subject-matter acceleration when the promotion or acceleration  
142 occurs within the principal's school.

143 2. If a school offers enriched STEM coursework, enrichment  
144 programs, flexible grouping, advanced academic courses, combined  
145 classes, self-paced instruction, curriculum compacting,  
146 advanced-content instruction, telescoping curriculum, or an  
147 alternative ACCEL option established by the principal, the  
148 principal must establish student eligibility requirements.

149 (b) School district determined eligibility and procedural  
150 requirements.—A school district must establish student  
151 eligibility requirements and procedural requirements for any  
152 whole-grade promotion, midyear promotion, or subject-matter  
153 acceleration that would result in a student attending a  
154 different school. Student eligibility requirements and  
155 procedural requirements established by the school district must  
156 be included in the school district's comprehensive student  
157 progression plan under s. 1008.25.

158 (3) STUDENT ELIGIBILITY CONSIDERATIONS.—When establishing  
159 student eligibility requirements, principals and school  
160 districts must consider, at a minimum:

161 (a) The student's performance on a locally determined  
162 assessment, a statewide assessment, or a statewide, standardized  
163 assessment administered pursuant to s. 1008.22.

164 (b) The student's grade point average.

165 (c) The student's attendance and conduct record.

166 (d) Recommendations from one or more of the student's  
167 teachers in core-curricula courses as defined in s.  
168 1003.01 (14) (a) - (e).

169 (e) A recommendation from a guidance counselor if one is  
170 assigned to the school in which the student is enrolled.

171 (4) ACCEL REQUIREMENTS.—

172 (a) Each principal must inform parents and students of the  
173 ACCEL options available at the school and the student  
174 eligibility requirements for the ACCEL options established  
175 pursuant to paragraph (2) (a).

176 (b)1. Each principal must establish a process by which a  
177 parent may request student participation in whole-grade  
178 promotion, midyear promotion, and subject-matter acceleration  
179 when the promotion or acceleration occurs within the principal's  
180 school; virtual instruction in higher grade level subjects; or  
181 an alternative ACCEL option established by the principal. If the  
182 parent selects one of these ACCEL options and the student meets  
183 the eligibility requirements established by the principal  
184 pursuant to paragraph (2) (a), the student must be provided the  
185 opportunity to participate in the ACCEL option.

186 2. Each school district must establish a process by which  
187 a parent may request student participation in whole-grade  
188 promotion, midyear promotion, or subject-matter acceleration  
189 that would result in a student attending a different school. If  
190 the parent selects one of these ACCEL options and the student  
191 meets the eligibility and procedural requirements set forth in  
192 the district's comprehensive student progression plan, as  
193 required under paragraph (2) (b), the student must be provided  
194 the opportunity to participate in the ACCEL option.

195 (c) If a student participates in an ACCEL option pursuant  
196 to the parental request under subparagraph (b)1., a performance

197 contract must be executed by the student, the parent, and the  
 198 principal. At a minimum, the performance contract must require  
 199 compliance with:

- 200 1. Minimum student attendance requirements.
- 201 2. Minimum student conduct requirements.
- 202 3. ACCEL option requirements established by the principal,  
 203 which may include participation in extracurricular activities,  
 204 educational outings, field trips, interscholastic competitions,  
 205 and other activities related to the ACCEL option selected.

206 (d) If a principal initiates a student's participation in  
 207 an ACCEL option, the student's parent must be notified. A  
 208 performance contract, pursuant to paragraph (c), is not required  
 209 when a principal initiates participation but may be used at the  
 210 discretion of the principal.

211 Section 2. Paragraph (a) of subsection (8) of section  
 212 1001.64, Florida Statutes, is amended to read:

213 1001.64 Florida College System institution boards of  
 214 trustees; powers and duties.—

215 (8) Each board of trustees has authority for policies  
 216 related to students, enrollment of students, student records,  
 217 student activities, financial assistance, and other student  
 218 services.

219 (a) Each board of trustees shall govern admission of  
 220 students pursuant to s. 1007.263 and rules of the State Board of  
 221 Education. A board of trustees may establish additional  
 222 admissions criteria, which shall be included in the dual  
 223 enrollment ~~district interinstitutional~~ articulation agreement  
 224 developed according to s. 1007.271(21) ~~1007.235~~, to ensure



225 student readiness for postsecondary instruction. Each board of  
 226 trustees may consider the past actions of any person applying  
 227 for admission or enrollment and may deny admission or enrollment  
 228 to an applicant because of misconduct if determined to be in the  
 229 best interest of the Florida College System institution.

230 Section 3. Subsection (21) of section 1001.65, Florida  
 231 Statutes, is amended to read:

232 1001.65 Florida College System institution presidents;  
 233 powers and duties.—The president is the chief executive officer  
 234 of the Florida College System institution, shall be corporate  
 235 secretary of the Florida College System institution board of  
 236 trustees, and is responsible for the operation and  
 237 administration of the Florida College System institution. Each  
 238 Florida College System institution president shall:

239 (21) Develop and implement jointly with school  
 240 superintendents ~~a comprehensive articulated acceleration~~  
 241 ~~program, including~~ a comprehensive dual enrollment  
 242 ~~interinstitutional~~ articulation agreement, for the students  
 243 enrolled in their respective school districts and service areas  
 244 pursuant to ~~the provisions of s. 1007.271(21) 1007.235.~~

245 Section 4. Paragraph (d) of subsection (19) of section  
 246 1002.20, Florida Statutes, is amended to read:

247 1002.20 K-12 student and parent rights.—Parents of public  
 248 school students must receive accurate and timely information  
 249 regarding their child's academic progress and must be informed  
 250 of ways they can help their child to succeed in school. K-12  
 251 students and their parents are afforded numerous statutory  
 252 rights including, but not limited to, the following:

253 (19) INSTRUCTIONAL MATERIALS.—

254 (d) Dual enrollment students.—Instructional materials  
 255 purchased by a district school board or Florida College System  
 256 institution board of trustees on behalf of public school dual  
 257 enrollment students shall be made available to the dual  
 258 enrollment students free of charge, in accordance with ~~the~~  
 259 ~~provisions of s. 1007.271(17) 1007.271(14) and (15).~~

260 Section 5. Subsection (6) of section 1002.41, Florida  
 261 Statutes, is amended to read:

262 1002.41 Home education programs.—

263 (6) Home education students may participate in dual  
 264 enrollment programs in accordance with ~~the provisions of ss.~~  
 265 1007.27(4) and 1007.271(13) ~~1007.271(10).~~

266 Section 6. Paragraph (i) of subsection (1) of section  
 267 1003.02, Florida Statutes, is amended to read:

268 1003.02 District school board operation and control of  
 269 public K-12 education within the school district.—As provided in  
 270 part II of chapter 1001, district school boards are  
 271 constitutionally and statutorily charged with the operation and  
 272 control of public K-12 education within their school district.  
 273 The district school boards must establish, organize, and operate  
 274 their public K-12 schools and educational programs, employees,  
 275 and facilities. Their responsibilities include staff  
 276 development, public K-12 school student education including  
 277 education for exceptional students and students in juvenile  
 278 justice programs, special programs, adult education programs,  
 279 and career education programs. Additionally, district school  
 280 boards must:

281 (1) Provide for the proper accounting for all students of  
 282 school age, for the attendance and control of students at  
 283 school, and for proper attention to health, safety, and other  
 284 matters relating to the welfare of students in the following  
 285 fields:

286 (i) Parental notification of acceleration options  
 287 ~~mechanisms~~.—At the beginning of each school year, notify parents  
 288 of students in or entering high school of the opportunity and  
 289 benefits of advanced placement, International Baccalaureate,  
 290 Advanced International Certificate of Education, dual  
 291 enrollment, and Florida Virtual School courses and options for  
 292 early or accelerated high school graduation under ss. 1003.4281  
 293 and 1003.429.

294 Section 7. Paragraph (a) of subsection (1) of section  
 295 1003.4156, Florida Statutes, is amended to read:

296 1003.4156 General requirements for middle grades  
 297 promotion.—

298 (1) Promotion from a school composed of middle grades 6,  
 299 7, and 8 requires that:

300 (a) The student must successfully complete academic  
 301 courses as follows:

302 1. Three middle school or higher courses in English. These  
 303 courses shall emphasize literature, composition, and technical  
 304 text.

305 2. Three middle school or higher courses in mathematics.  
 306 Each middle school must offer at least one high school level  
 307 mathematics course for which students may earn high school  
 308 credit. Successful completion of a high school level Algebra I

309 or geometry course is not contingent upon the student's  
310 performance on the end-of-course assessment required under s.  
311 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012  
312 school year, to earn high school credit for an Algebra I course,  
313 a middle school student must pass the Algebra I end-of-course  
314 assessment, and beginning with the 2012-2013 school year, to  
315 earn high school credit for a geometry course, a middle school  
316 student must pass the geometry end-of-course assessment.

317 3. Three middle school or higher courses in social  
318 studies, one semester of which must include the study of state  
319 and federal government and civics education. Beginning with  
320 students entering grade 6 in the 2012-2013 school year, one of  
321 these courses must be at least a one-semester civics education  
322 course that a student successfully completes in accordance with  
323 s. 1008.22(3)(c) and that includes the roles and  
324 responsibilities of federal, state, and local governments; the  
325 structures and functions of the legislative, executive, and  
326 judicial branches of government; and the meaning and  
327 significance of historic documents, such as the Articles of  
328 Confederation, the Declaration of Independence, and the  
329 Constitution of the United States.

330 4. Three middle school or higher courses in science.  
331 Successful completion of a high school level Biology I course is  
332 not contingent upon the student's performance on the end-of-  
333 course assessment required under s. 1008.22(3)(c)2.a.(II).  
334 However, beginning with the 2012-2013 school year, to earn high  
335 school credit for a Biology I course, a middle school student  
336 must pass the Biology I end-of-course assessment.

337           5. One course in career and education planning to be  
338 completed in 6th, 7th, or 8th grade. The course may be taught by  
339 any member of the instructional staff; must result in a  
340 completed personalized academic and career plan for the student;  
341 must emphasize technology or the application of technology in  
342 career fields; and, beginning in the 2014-2015 academic year,  
343 must include information from the Department of Economic  
344 Opportunity's economic security report as described in s. 445.07  
345 ~~must include career exploration using Florida CHOICES or a~~  
346 ~~comparable cost-effective program; must include educational~~  
347 ~~planning using the online student advising system known as~~  
348 ~~Florida Academic Counseling and Tracking for Students at the~~  
349 ~~Internet website FACTS.org; and shall result in the completion~~  
350 ~~of a personalized academic and career plan.~~ The required  
351 personalized academic and career plan must inform students of  
352 high school graduation requirements, high school assessment and  
353 college entrance test requirements, Florida Bright Futures  
354 Scholarship Program requirements, state university and Florida  
355 College System institution admission requirements, and programs  
356 through which a high school student can earn college credit,  
357 including Advanced Placement, International Baccalaureate,  
358 Advanced International Certificate of Education, dual  
359 enrollment, career academy and career-themed course  
360 opportunities, and courses that lead to national industry  
361 certification.

362  
363 A student with a disability, as defined in s. 1007.02(2), for  
364 whom the individual education plan team determines that an end-

365 of-course assessment cannot accurately measure the student's  
 366 abilities, taking into consideration all allowable  
 367 accommodations, shall have the end-of-course assessment results  
 368 waived for purposes of determining the student's course grade  
 369 and completing the requirements for middle grades promotion.  
 370 Each school must ~~hold a parent meeting either in the evening or~~  
 371 ~~on a weekend to~~ inform parents about the course curriculum and  
 372 activities. Each student shall complete a ~~an electronic~~ personal  
 373 education plan that must be signed by the student; ~~the student's~~  
 374 ~~instructor, guidance counselor, or academic advisor;~~ and the  
 375 student's parent. The Department of Education shall develop  
 376 course frameworks and professional development materials for the  
 377 career ~~exploration~~ and education planning course. The course may  
 378 be implemented as a stand-alone course or integrated into  
 379 another course or courses. The Commissioner of Education shall  
 380 collect longitudinal high school course enrollment data by  
 381 student ethnicity in order to analyze course-taking patterns.

382 Section 8. Paragraph (c) of subsection (2) of section  
 383 1003.428, Florida Statutes, is amended to read:

384 1003.428 General requirements for high school graduation;  
 385 revised.—

386 (2) The 24 credits may be earned through applied,  
 387 integrated, and combined courses approved by the Department of  
 388 Education. The 24 credits shall be distributed as follows:

389 (c) Beginning with students entering grade 9 in the 2011-  
 390 2012 school year, at least one course within the 24 credits  
 391 required in this subsection must be completed through online  
 392 learning. However, an online course taken during grades 6

393 through 8 fulfills this requirement. This requirement shall be  
394 met through an online course offered by the Florida Virtual  
395 School, an online course offered by the high school, or an  
396 online dual enrollment course ~~offered pursuant to a district~~  
397 ~~interinstitutional articulation agreement pursuant to s.~~  
398 ~~1007.235~~. A student who is enrolled in a full-time or part-time  
399 virtual instruction program under s. 1002.45 meets this  
400 requirement.

401 Section 9. Section 1003.4281, Florida Statutes, is created  
402 to read:

403 1003.4281 Early high school graduation.—

404 (1) The purpose of this section is to provide a student  
405 the option of early graduation if the student has completed a  
406 minimum of 24 credits and meets the graduation requirements set  
407 forth in s. 1003.428. For purposes of this section, the term  
408 "early graduation" means graduation from high school in less  
409 than 8 semesters or the equivalent.

410 (2) Each district school board shall adopt a policy that  
411 provides a high school student the option of early graduation.  
412 Each school district shall notify the parent of a student who is  
413 eligible to graduate early. A school district may not prohibit a  
414 student who meets the requirements of this section from  
415 graduating early.

416 (3) A student who graduates early may continue to  
417 participate in school activities and social events and attend  
418 and participate in graduation events with the student's cohort,  
419 as if the student were still enrolled in high school. A student  
420 who graduates early will be included in class ranking, honors,

421 and award determinations for the student's cohort. A student who  
 422 graduates early must comply with district school board rules and  
 423 policies regarding access to the school facilities and grounds  
 424 during normal operating hours.

425 (4) If eligible for a Florida Bright Futures Scholarship  
 426 Program award under ss. 1009.53-1009.538, a student who  
 427 graduates from high school midyear may receive an initial award  
 428 in the spring term following the student's graduation.

429 (5) For purposes of this section, a credit is equal to 1/6  
 430 FTE. A student may earn up to six paid high school credits  
 431 equivalent to 1 FTE per school year in grades 9 through 12 for  
 432 courses provided by the school district. High school credits  
 433 earned in excess of six per school year in courses delivered by  
 434 the school district are unpaid credits.

435 Section 10. Subsections (1) and (3) of section 1003.4295,  
 436 Florida Statutes, are amended to read:

437 1003.4295 Acceleration options ~~courses~~.—

438 (1) Each high school shall advise each student of programs  
 439 through which a high school student can earn college credit,  
 440 including Advanced Placement, International Baccalaureate,  
 441 Advanced International Certificate of Education, dual  
 442 enrollment, and early admission courses, career academy courses,  
 443 and courses that lead to national industry certification, as  
 444 well as the availability of course offerings through virtual  
 445 instruction. Students shall also be advised of the early and  
 446 accelerated graduation options under ss. 1003.4281 and 1003.429.

447 (3) The Credit Acceleration Program (CAP) is created for  
 448 the purpose of allowing a ~~secondary~~ student to earn high school



449 credit in a course that requires a statewide, standardized end-  
450 of-course assessment if the student attains a specified score on  
451 the assessment. Notwithstanding s. 1003.436, a school district  
452 shall award course credit to a student who is not enrolled in  
453 the course, or who has not completed the course, if the student  
454 attains a passing score ~~indicating satisfactory performance, as~~  
455 ~~defined in s. 1008.22(3)(c)5.~~, on the corresponding statewide,  
456 standardized end-of-course assessment. The school district shall  
457 permit a student who is not enrolled in the course, or who has  
458 not completed the course, to take the standardized end-of-course  
459 assessment during the regular administration of the assessment.

460 Section 11. Paragraph (a) of subsection (1) of section  
461 1003.436, Florida Statutes, is amended to read:

462 1003.436 Definition of "credit".—

463 (1)(a) For the purposes of requirements for high school  
464 graduation, one full credit means a minimum of 135 hours of bona  
465 fide instruction in a designated course of study that contains  
466 student performance standards. One full credit means a minimum  
467 of 120 hours of bona fide instruction in a designated course of  
468 study that contains student performance standards for purposes  
469 of meeting high school graduation requirements in a district  
470 school that has been authorized to implement block scheduling by  
471 the district school board. The State Board of Education shall  
472 determine the number of postsecondary credit hours earned  
473 through dual enrollment pursuant to s. 1007.271 that satisfy the  
474 requirements of a dual enrollment ~~district's interinstitutional~~  
475 articulation agreement according to s. 1007.271(21) ~~1007.235~~ and  
476 that equal one full credit of the equivalent high school course

477 identified pursuant to s. 1007.271(9) ~~1007.271(6)~~.

478 Section 12. Section 1003.437, Florida Statutes, is amended  
479 to read:

480 1003.437 Middle and high school grading system.—The  
481 grading system and interpretation of letter grades used to  
482 measure student success in grade 6 through grade 12 courses for  
483 students in public schools ~~in grades 6-12~~ shall be as follows:

484 (1) Grade "A" equals 90 percent through 100 percent, has a  
485 grade point average value of 4, and is defined as "outstanding  
486 progress."

487 (2) Grade "B" equals 80 percent through 89 percent, has a  
488 grade point average value of 3, and is defined as "above average  
489 progress."

490 (3) Grade "C" equals 70 percent through 79 percent, has a  
491 grade point average value of 2, and is defined as "average  
492 progress."

493 (4) Grade "D" equals 60 percent through 69 percent, has a  
494 grade point average value of 1, and is defined as "lowest  
495 acceptable progress."

496 (5) Grade "F" equals zero percent through 59 percent, has  
497 a grade point average value of zero, and is defined as  
498 "failure."

499 (6) Grade "I" equals zero percent, has a grade point  
500 average value of zero, and is defined as "incomplete."

501  
502 For the purposes of class ranking, district school boards may  
503 exercise a weighted grading system pursuant to s. 1007.271.

504 Section 13. Section 1003.491, Florida Statutes, is amended

505 to read:

506 1003.491 Florida Career and Professional Education Act.—  
 507 The Florida Career and Professional Education Act is created to  
 508 provide a statewide planning partnership between the business  
 509 and education communities in order to attract, expand, and  
 510 retain targeted, high-value industry and to sustain a strong,  
 511 knowledge-based economy.

512 (1) The primary purpose of the Florida Career and  
 513 Professional Education Act is to:

514 (a) Improve middle and high school academic performance by  
 515 providing rigorous and relevant curriculum opportunities;

516 (b) Provide rigorous and relevant career-themed courses  
 517 that articulate to postsecondary-level coursework and lead to  
 518 industry certification;

519 (c) Support local and regional economic development;

520 (d) Respond to Florida's critical workforce needs; and

521 (e) Provide state residents with access to high-wage and  
 522 high-demand careers.

523 (2) Each district school board shall develop, in  
 524 collaboration with regional workforce boards, economic  
 525 development agencies, and postsecondary institutions approved to  
 526 operate in the state, a strategic 3-year ~~5-year~~ plan to address  
 527 and meet local and regional workforce demands. If involvement of  
 528 a regional workforce board or an economic development agency in  
 529 the strategic plan development is not feasible, the local school  
 530 board, with the approval of the Department of Economic  
 531 Opportunity, shall collaborate with the most appropriate  
 532 regional business leadership board. Two or more school districts

533 may collaborate in the development of the strategic plan and  
534 offer career-themed courses, as defined in s. 1003.493(1)(b), or  
535 a career and professional academy as a joint venture. The  
536 strategic plan must describe in detail provisions for the  
537 efficient transportation of students, the maximum use of shared  
538 resources, access to courses aligned to state curriculum  
539 standards through virtual education providers legislatively  
540 authorized to provide part-time instruction to middle school  
541 students, and an objective review of proposed career and  
542 professional academy courses and other career-themed courses to  
543 determine if the courses will lead to the attainment of industry  
544 certifications included on the Industry Certified Funding List  
545 pursuant to rules adopted by the State Board of Education. Each  
546 strategic plan shall be reviewed, updated, and jointly approved  
547 every 3 ~~5~~ years by the local school district, regional workforce  
548 boards, economic development agencies, and state-approved  
549 postsecondary institutions.

550 (3) The strategic 3-year ~~5-year~~ plan developed jointly by  
551 the local school district, regional workforce boards, economic  
552 development agencies, and state-approved postsecondary  
553 institutions shall be constructed and based on:

554 (a) Research conducted to objectively determine local and  
555 regional workforce needs for the ensuing 3 ~~5~~ years, using labor  
556 projections of the United States Department of Labor and the  
557 Department of Economic Opportunity;

558 (b) Strategies to develop and implement career academies  
559 or career-themed courses based on those careers determined to be  
560 high wage, high skill, and ~~in~~ high demand;

561           (c) Strategies to provide shared, maximum use of private  
562 sector facilities and personnel;

563           (d) Strategies that ensure instruction by industry-  
564 certified faculty and standards and strategies to maintain  
565 current industry credentials and for recruiting and retaining  
566 faculty to meet those standards;

567           (e) Strategies to provide personalized student advisement,  
568 including a parent-participation component, and coordination  
569 with middle schools to promote and support career-themed courses  
570 and education planning as required under s. 1003.4156.

571           (f) ~~(e)~~ Alignment of requirements for middle school career  
572 planning under s. 1003.4156(1)(a)5. exploration, middle and high  
573 school career and professional academies or career-themed  
574 courses leading to industry certification or postsecondary  
575 credit, and high school graduation requirements;

576           (g) ~~(f)~~ Provisions to ensure that career-themed courses and  
577 courses offered through career and professional academies are  
578 academically rigorous, meet or exceed appropriate state-adopted  
579 subject area standards, result in attainment of industry  
580 certification, and, when appropriate, result in postsecondary  
581 credit;

582           (h) Plans to sustain and improve career-themed courses and  
583 career and professional academies;

584           (i) ~~(g)~~ Strategies to improve the passage rate for industry  
585 certification examinations if the rate falls below 50 percent;

586           (j) ~~(h)~~ Strategies to recruit students into career-themed  
587 courses and ~~Establishment of student eligibility criteria in~~  
588 career and professional academies which include opportunities

589 for students who have been unsuccessful in traditional  
 590 classrooms but who are interested in enrolling in career-themed  
 591 courses or a career and professional academy ~~show aptitude to~~  
 592 ~~participate in academies~~. School boards shall ~~address the~~  
 593 ~~analysis of eighth grade student achievement data to provide~~  
 594 opportunities for students who may be deemed as potential  
 595 dropouts to enroll in career-themed courses or participate in  
 596 career and professional academies;

597 (k) ~~(i)~~ Strategies to provide sufficient space within  
 598 academies to meet workforce needs and to provide access to all  
 599 interested and qualified students;

600 (l) ~~(j)~~ Strategies to implement career-themed courses or  
 601 career and professional academy training that lead ~~leads~~ to  
 602 industry certification in juvenile justice education programs ~~at~~  
 603 ~~Department of Juvenile Justice facilities~~;

604 (m) ~~(k)~~ Opportunities for high school students to earn  
 605 weighted or dual enrollment credit for higher-level career and  
 606 technical courses;

607 (n) ~~(l)~~ Promotion of the benefits of the Gold Seal Bright  
 608 Futures Scholarship;

609 (o) ~~(m)~~ Strategies to ensure the review of district pupil-  
 610 progression plans and to amend such plans to include career-  
 611 themed courses and career and professional academy courses and  
 612 to include courses that may qualify as substitute courses for  
 613 core graduation requirements and those that may be counted as  
 614 elective courses; ~~and~~

615 (p) ~~(n)~~ Strategies to provide professional development for  
 616 secondary guidance counselors on the benefits of career and

617 professional academies and career-themed courses that lead to  
 618 industry certification;

619 (q) Strategies to redirect appropriated career funding in  
 620 secondary and postsecondary institutions to support career  
 621 academies and career-themed courses that lead to industry  
 622 certification.

623 (4) The State Board of Education shall establish a process  
 624 for the continual and uninterrupted review of newly proposed  
 625 core secondary courses and existing courses requested to be  
 626 considered as core courses to ensure that sufficient rigor and  
 627 relevance is provided for workforce skills and postsecondary  
 628 education and aligned to state curriculum standards.

629 (a) The review of newly proposed core secondary courses  
 630 shall be the responsibility of a curriculum review committee  
 631 whose membership is approved by the Workforce Florida, Inc.,  
 632 ~~Board as described in s. 445.004,~~ and shall include:

633 1.(a) Three certified high school guidance counselors  
 634 recommended by the Florida Association of Student Services  
 635 Administrators.

636 2.(b) Three assistant superintendents for curriculum and  
 637 instruction, recommended by the Florida Association of District  
 638 School Superintendents and who serve in districts that operate  
 639 successful career and professional academies pursuant to s.  
 640 1003.492 or a successful series of courses that lead to industry  
 641 certification. Committee members in this category shall employ  
 642 the expertise of appropriate subject area specialists in the  
 643 review of proposed courses.

644 3.(e) Three workforce representatives recommended by the

645 Department of Economic Opportunity.

646 4.~~(d)~~ Three admissions directors of postsecondary  
 647 institutions accredited by the Southern Association of Colleges  
 648 and Schools, representing both public and private institutions.

649 5.~~(e)~~ The ~~Deputy~~ Commissioner of Education, or his or her  
 650 designee, responsible for K-12 curriculum and instruction. The  
 651 ~~Deputy~~ commissioner shall employ the expertise of appropriate  
 652 subject area specialists in the review of proposed courses.

653 (b)~~(5)~~ The curriculum review committee shall review  
 654 ~~submission and review of~~ newly proposed core courses ~~shall be~~  
 655 ~~conducted electronically.~~ and Each proposed core course shall  
 656 be approved or denied within 30 ~~60~~ days after submission by a  
 657 district school board or regional workforce board. All courses  
 658 approved as core courses for purposes of middle school promotion  
 659 and high school graduation shall be immediately added to the  
 660 Course Code Directory. Approved core courses shall also be  
 661 reviewed and considered for approval for dual enrollment credit.  
 662 The Board of Governors and the Commissioner of Education shall  
 663 jointly recommend an annual deadline for approval of new core  
 664 courses to be included for purposes of postsecondary admissions  
 665 and dual enrollment credit the following academic year. The  
 666 State Board of Education shall establish an appeals process in  
 667 the event that a proposed course is denied which shall require a  
 668 consensus ruling by the Department of Economic Opportunity and  
 669 the Commissioner of Education within 15 days.

670 Section 14. Section 1003.492, Florida Statutes, is amended  
 671 to read:

672 1003.492 Industry-certified career education programs.—



673           (1) Secondary schools offering career-themed courses, as  
674 defined in s. 1003.493(1)(b), and career and professional  
675 academies shall be coordinated with the relevant and appropriate  
676 industry ~~indicating that all components of the program are~~  
677 ~~relevant and appropriate~~ to prepare a the student for further  
678 education or for employment in that industry.

679           (2) The State Board of Education shall use the expertise  
680 of Workforce Florida, Inc., to develop and adopt rules pursuant  
681 to ss. 120.536(1) and 120.54 for implementing an industry  
682 certification process. Industry certification shall be defined  
683 by the Department of Economic Opportunity, based upon the  
684 highest available national standards for specific industry  
685 certification, to ensure student skill proficiency and to  
686 address emerging labor market and industry trends. A regional  
687 workforce board or a school principal ~~career and professional~~  
688 ~~academy~~ may apply to Workforce Florida, Inc., to request  
689 additions to the approved list of industry certifications based  
690 on high-skill, high-wage, and high-demand job requirements in  
691 the regional economy. The list of industry certifications  
692 approved by Workforce Florida, Inc., and the Department of  
693 Education shall be published and updated annually by a date  
694 certain, to be included in the adopted rule.

695           (3) The Department of Education shall collect student  
696 achievement and performance data in industry-certified career  
697 education programs and career-themed courses and shall work with  
698 Workforce Florida, Inc., in the analysis of collected data. The  
699 data collection and analyses shall examine the performance of  
700 participating students over time. Performance factors shall

701 include, but not be limited to, graduation rates, retention  
 702 rates, Florida Bright Futures Scholarship awards, additional  
 703 educational attainment, employment records, earnings, industry  
 704 certification, and employer satisfaction. The results of this  
 705 study shall be submitted to the President of the Senate and the  
 706 Speaker of the House of Representatives annually by December 31.

707 Section 15. Section 1003.493, Florida Statutes, is amended  
 708 to read:

709 1003.493 Career and professional academies and career-  
 710 themed courses.—

711 (1) (a) A "career and professional academy" is a research-  
 712 based program that integrates a rigorous academic curriculum  
 713 with an industry-specific curriculum aligned directly to  
 714 priority workforce needs established by the regional workforce  
 715 board or the Department of Economic Opportunity. Career and  
 716 professional academies shall be offered by public schools and  
 717 school districts. The Florida Virtual School is encouraged to  
 718 develop and offer rigorous career and professional courses as  
 719 appropriate. Students completing career and professional academy  
 720 programs must receive a standard high school diploma, the  
 721 highest available industry certification, and opportunities to  
 722 earn postsecondary credit if the academy partners with a  
 723 postsecondary institution approved to operate in the state.

724 (b) A "career-themed course" is a course, or a course in a  
 725 series of courses, that leads to an industry certification  
 726 identified in the Industry Certification Funding List pursuant  
 727 to rules adopted by the State Board of Education. Career-themed  
 728 courses have industry-specific curriculum aligned directly to

729 priority workforce needs established by the regional workforce  
730 board or the Department of Economic Opportunity. School  
731 districts shall offer at least two career-themed courses and  
732 each secondary school is encouraged to offer at least one  
733 career-themed course. The Florida Virtual School is encouraged  
734 to develop and offer rigorous career-themed courses as  
735 appropriate. Students completing a career-themed course must be  
736 provided opportunities to earn postsecondary credit if the  
737 credit for the career-themed course can be articulated to a  
738 postsecondary institution approved to operate in the state.

739 (2) The goals of a career and professional academy and  
740 career-themed courses are to:

741 (a) Increase student academic achievement and graduation  
742 rates through integrated academic and career curricula.

743 (b) Prepare graduating high school students to make  
744 appropriate choices relative to employment and future  
745 educational experiences.

746 (c) Focus on career preparation through rigorous academics  
747 and industry certification.

748 (d) Raise student aspiration and commitment to academic  
749 achievement and work ethics through relevant coursework.

750 (e) Promote acceleration mechanisms, such as dual  
751 enrollment or, articulated credit, ~~or occupational completion~~  
752 ~~points~~, so that students may earn postsecondary credit while in  
753 high school.

754 (f) Support the state's economy by meeting industry needs  
755 for skilled employees in high-skill, high wage, and high-demand  
756 occupations.

757           (3) (a) Career-themed courses may be offered in any public  
 758 secondary school.

759           (b) Existing career education courses may serve as a  
 760 foundation for the creation of a career and professional  
 761 academy. A career and professional academy may be offered as one  
 762 of the following small learning communities:

763           1.(a) A school-within-a-school career academy, as part of  
 764 an existing high school, that provides courses in one or more  
 765 occupational clusters ~~cluster~~. Students who attend ~~in~~ the ~~high~~  
 766 school are not required to attend ~~be students in~~ the academy.

767           2.(b) A total school configuration that provides courses  
 768 in one or more ~~providing multiple academies, each structured~~  
 769 ~~around an~~ occupational clusters ~~cluster~~. Every student who  
 770 attends ~~in~~ the school also attends the ~~is in an~~ academy.

771           (4) Each career and professional academy and secondary  
 772 school providing a career-themed course must:

773           (a) Provide a rigorous standards-based academic curriculum  
 774 integrated with a career curriculum; consider. ~~The curriculum~~  
 775 ~~must take into consideration~~ multiple styles of student  
 776 learning; promote learning by doing through application and  
 777 adaptation; maximize relevance of the subject matter; enhance  
 778 each student's capacity to excel; and include an emphasis on  
 779 work habits and work ethics.

780           (b) Include one or more partnerships with postsecondary  
 781 institutions, businesses, industry, employers, economic  
 782 development organizations, or other appropriate partners from  
 783 the local community. Such partnerships with postsecondary  
 784 institutions shall be delineated in articulation agreements and

785 include any career and professional academy courses or career-  
 786 themed ~~to provide for career-based~~ courses that earn  
 787 postsecondary credit. Such agreements may include articulation  
 788 between the secondary school ~~academy~~ and public or private 2-  
 789 year and 4-year postsecondary institutions and technical  
 790 centers. The Department of Education, in consultation with the  
 791 Board of Governors, shall establish a mechanism to ensure  
 792 articulation and transfer of credits to postsecondary  
 793 institutions in this state. Such partnerships must provide  
 794 opportunities for:

- 795 1. Instruction from highly skilled professionals who
- 796 possess industry-certification credentials for courses they are
- 797 teaching.
- 798 2. Internships, externships, and on-the-job training.
- 799 3. A postsecondary degree, diploma, or certificate.
- 800 4. The highest available level of industry certification.
- 801 5. Maximum articulation of credits pursuant to s. 1007.23
- 802 upon program completion.

803 ~~(c) Provide shared, maximum use of private sector~~  
 804 ~~facilities and personnel.~~

805 ~~(d) Provide personalized student advisement, including a~~  
 806 ~~parent-participation component, and coordination with middle~~  
 807 ~~schools to promote and support career exploration and education~~  
 808 ~~planning as required under s. 1003.4156. Coordination with~~  
 809 ~~middle schools must provide information to middle school~~  
 810 ~~students about secondary and postsecondary career education~~  
 811 ~~programs and academies.~~

812 (c)-(e) Promote and provide opportunities for students

813 enrolled in a career and professional academy or a career-themed  
814 course ~~students~~ to attain, at minimum, the Florida Gold Seal  
815 Vocational Scholars award pursuant to s. 1009.536.

816 ~~(d)-(f)~~ Provide instruction in careers designated as high-  
817 skill, high-wage, and high-demand ~~high-growth, high-demand, and~~  
818 ~~high-pay~~ by the regional workforce development board, the  
819 chamber of commerce, economic development agencies, or the  
820 Department of Economic Opportunity.

821 ~~(e)-(g)~~ Deliver academic content through instruction  
822 relevant to the career, including intensive reading and  
823 mathematics intervention required by s. 1003.428, with an  
824 emphasis on strengthening reading for information skills.

825 ~~(f)-(h)~~ Offer applied courses that combine academic content  
826 with technical skills.

827 ~~(g)-(i)~~ Provide instruction resulting in competency,  
828 certification, or credentials in workplace skills, including,  
829 but not limited to, communication skills, interpersonal skills,  
830 decisionmaking skills, the importance of attendance and  
831 timeliness in the work environment, and work ethics.

832 ~~(j)~~ ~~Include a plan to sustain career and professional~~  
833 ~~academies.~~

834 ~~(k)~~ ~~Redirect appropriated career funding to career and~~  
835 ~~professional academies.~~

836 (5) All career courses offered in a career and  
837 professional academy and each career-themed course offered by a  
838 secondary school must lead to industry certification or college  
839 credit ~~linked directly to the career theme of the course.~~ If the  
840 passage rate on an industry certification examination that is

841 associated with the career and professional academy or a career-  
842 themed course falls below 50 percent, the 3-year strategic plan  
843 must be amended to include specific strategies to improve the  
844 passage rate of the academy or career-themed course ~~the academy~~  
845 ~~must discontinue enrollment of new students the following school~~  
846 ~~year and each year thereafter until such time as the passage~~  
847 ~~rate is above 50 percent or the academy is discontinued.~~

848 (6) Workforce Florida, Inc., ~~through the secondary career~~  
849 ~~academies initiatives~~, shall serve in an advisory role and offer  
850 technical assistance in the development and deployment of newly  
851 established career and professional academies and career-themed  
852 courses.

853 Section 16. Section 1003.4935, Florida Statutes, is amended  
854 to read:

855 1003.4935 Middle school career and professional academy  
856 courses and career-themed courses.—

857 (1) Beginning with the 2011-2012 school year, each  
858 district school board, in collaboration with regional workforce  
859 boards, economic development agencies, and state-approved  
860 postsecondary institutions, shall include plans to implement a  
861 career and professional academy or a career-themed course, as  
862 defined in s. 1003.493(1)(b), in at least one middle school in  
863 the district as part of the strategic 3-year ~~5-year~~ plan  
864 pursuant to s. 1003.491(2). The ~~middle school career and~~  
865 ~~professional academy component of the strategic plan must~~  
866 provide students ensure the opportunity to transfer transition  
867 from a ~~of~~ middle school career and professional academy or a  
868 career-themed course ~~students~~ to a high school career and

869 professional academy or a career-themed course currently  
 870 operating within the school district. Students who complete a  
 871 middle school career and professional academy or a career-themed  
 872 course must have the opportunity to earn an industry certificate  
 873 and high school credit and participate in career planning, job  
 874 shadowing, and business leadership development activities.

875 (2) Each middle school career and professional academy or  
 876 career-themed course must be aligned with at least one high  
 877 school career and professional academy or career-themed course  
 878 offered in the district and maintain partnerships with local  
 879 business and industry and economic development boards. Middle  
 880 school career and professional academies and career-themed  
 881 courses must:

882 (a) Lead ~~Provide instruction in courses leading to careers~~  
 883 in occupations designated as high-skill, high-wage, and high-  
 884 demand ~~high growth, high demand, and high pay~~ in the Industry  
 885 Certification Funding List approved under rules adopted by the  
 886 State Board of Education;

887 (b) ~~Offer career and professional academy courses that~~  
 888 Integrate content from core subject areas;

889 (c) ~~Offer courses that~~ Integrate career and professional  
 890 academy or career-themed course content with intensive reading  
 891 and mathematics pursuant to s. 1003.428;

892 (d) Coordinate with high schools to maximize opportunities  
 893 for middle school ~~career and professional academy~~ students to  
 894 earn high school credit;

895 (e) Provide access to virtual instruction courses provided  
 896 by virtual education providers legislatively authorized to



897 provide part-time instruction to middle school students. The  
 898 virtual instruction courses must be aligned to state curriculum  
 899 standards for middle school career and professional academy  
 900 courses or career-themed courses ~~students~~, with priority given  
 901 to students who have required course deficits;

902 (f) Provide instruction from highly skilled professionals  
 903 who hold industry certificates in the career area in which they  
 904 teach;

905 (g) Offer externships; and

906 (h) Provide personalized student advisement that includes  
 907 a parent-participation component.

908 (3) Beginning with the 2012-2013 school year, if a school  
 909 district implements a middle school career and professional  
 910 academy or a career-themed course, the Department of Education  
 911 shall collect and report student achievement data pursuant to  
 912 performance factors identified under s. 1003.492(3) for ~~academy~~  
 913 students enrolled in an academy or a career-themed course.

914 (4) The State Board of Education shall adopt rules to  
 915 identify industry certifications in science, technology,  
 916 engineering, and mathematics offered in middle school to be  
 917 included on the Industry Certified Funding List and which are  
 918 eligible for additional full-time equivalent membership under s.  
 919 1011.62(1).

920 Section 17. Section 1007.235, Florida Statutes, is  
 921 repealed.

922 Section 18. Paragraph (a) of subsection (2) of section  
 923 1007.263, Florida Statutes, is amended to read:

924 1007.263 Florida College System institutions; admissions

925 of students.—Each Florida College System institution board of  
 926 trustees is authorized to adopt rules governing admissions of  
 927 students subject to this section and rules of the State Board of  
 928 Education. These rules shall include the following:

929 (2) Admission to associate degree programs is subject to  
 930 minimum standards adopted by the State Board of Education and  
 931 shall require:

932 (a) A standard high school diploma, a high school  
 933 equivalency diploma as prescribed in s. 1003.435, previously  
 934 demonstrated competency in college credit postsecondary  
 935 coursework, or, in the case of a student who is home educated, a  
 936 signed affidavit submitted by the student's parent or legal  
 937 guardian attesting that the student has completed a home  
 938 education program pursuant to the requirements of s. 1002.41.  
 939 Students who are enrolled in a dual enrollment or early  
 940 admission program pursuant to s. ss. 1007.27 and 1007.271 are  
 941 ~~and secondary students enrolled in college-level instruction~~  
 942 ~~creditable toward the associate degree, but not toward the high~~  
 943 ~~school diploma, shall be exempt from this requirement.~~

944  
 945 Each board of trustees shall establish policies that notify  
 946 students about, and place students into, adult basic education,  
 947 adult secondary education, or other instructional programs that  
 948 provide students with alternatives to traditional college-  
 949 preparatory instruction, including private provider instruction.  
 950 A student is prohibited from enrolling in additional college-  
 951 level courses until the student scores above the cut-score on  
 952 all sections of the common placement test.

953 Section 19. Subsections (6) through (9) of section  
954 1007.27, Florida Statutes, are renumbered as subsections (5)  
955 through (8), respectively, and present subsections (1) and (5)  
956 of that section are amended to read:

957 1007.27 Articulated acceleration mechanisms.—

958 (1) It is the intent of the Legislature that a variety of  
959 articulated acceleration mechanisms be available for secondary  
960 and postsecondary students attending public educational  
961 institutions. It is intended that articulated acceleration serve  
962 to shorten the time necessary for a student to complete the  
963 requirements associated with the conference of a high school  
964 diploma and a postsecondary degree, broaden the scope of  
965 curricular options available to students, or increase the depth  
966 of study available for a particular subject. Articulated  
967 acceleration mechanisms shall include, but are not ~~be~~ limited  
968 to, dual enrollment and early admission as provided for in s.  
969 1007.271, ~~early admission~~, advanced placement, credit by  
970 examination, the International Baccalaureate Program, and the  
971 Advanced International Certificate of Education Program. Credit  
972 earned through the Florida Virtual School shall provide  
973 additional opportunities for early graduation and acceleration.  
974 Students of Florida public secondary schools enrolled pursuant  
975 to this subsection shall be deemed authorized users of the  
976 state-funded electronic library resources that are licensed for  
977 Florida College System institutions and state universities by  
978 the Florida Center for Library Automation and the College Center  
979 for Library Automation. Verification of eligibility shall be in  
980 accordance with rules established by the State Board of

981 Education and regulations established by the Board of Governors  
 982 and processes implemented by Florida College System institutions  
 983 and state universities.

984 ~~(5) Early admission shall be a form of dual enrollment~~  
 985 ~~through which eligible secondary students enroll in a~~  
 986 ~~postsecondary institution on a full-time basis in courses that~~  
 987 ~~are creditable toward the high school diploma and the associate~~  
 988 ~~or baccalaureate degree. Students enrolled pursuant to this~~  
 989 ~~subsection shall be exempt from the payment of registration,~~  
 990 ~~tuition, and laboratory fees.~~

991 Section 20. Section 1007.271, Florida Statutes, is amended  
 992 to read:

993 1007.271 Dual enrollment programs.—

994 (1) The dual enrollment program is the enrollment of an  
 995 eligible secondary student or home education student in a  
 996 postsecondary course creditable toward high school completion  
 997 and a career certificate or an associate or baccalaureate  
 998 degree. A student who is enrolled in postsecondary instruction  
 999 that is not creditable toward a high school diploma may not be  
 1000 classified as a dual enrollment student.

1001 (2) For the purpose of this section, an eligible secondary  
 1002 student is a student who is enrolled in a Florida public  
 1003 secondary school or in a Florida private secondary school which  
 1004 is in compliance with s. 1002.42(2) and provides ~~conducts~~ a  
 1005 secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s.  
 1006 1003.43. ~~Students enrolled in postsecondary instruction that is~~  
 1007 ~~not creditable toward the high school diploma shall not be~~  
 1008 ~~classified as dual enrollments.~~ Students who are eligible for

1009 dual enrollment pursuant to this section ~~may shall be permitted~~  
 1010 ~~to~~ enroll in dual enrollment courses conducted during school  
 1011 hours, after school hours, and during the summer term. However,  
 1012 if the student is projected to graduate from high school before  
 1013 the scheduled completion date of a postsecondary course, the  
 1014 student may not register for that course through dual  
 1015 enrollment. The student may apply to the postsecondary  
 1016 institution and pay the required registration, tuition, and fees  
 1017 if the student meets the postsecondary institution's admissions  
 1018 requirements under s. 1007.263. Instructional time for dual such  
 1019 enrollment may vary from 900 hours; however, the school district  
 1020 may only report the student for a maximum of 1.0 FTE, as  
 1021 provided in s. 1011.61(4). Any student ~~so~~ enrolled as a dual  
 1022 enrollment student is exempt from the payment of registration,  
 1023 tuition, and laboratory fees. Vocational-preparatory  
 1024 instruction, college-preparatory instruction, and other forms of  
 1025 precollegiate instruction, as well as physical education courses  
 1026 that focus on the physical execution of a skill rather than the  
 1027 intellectual attributes of the activity, are ineligible for  
 1028 inclusion in the dual enrollment program. Recreation and leisure  
 1029 studies courses shall be evaluated individually in the same  
 1030 manner as physical education courses for potential inclusion in  
 1031 the program.

1032 (3) ~~The Department of Education shall adopt guidelines~~  
 1033 ~~designed to achieve comparability across school districts of~~  
 1034 ~~both student qualifications and teacher qualifications for dual~~  
 1035 ~~enrollment courses. Student qualifications must demonstrate~~  
 1036 ~~readiness for college-level coursework if the student is to be~~

1037 ~~enrolled in college courses. Student qualifications must~~  
 1038 ~~demonstrate readiness for career-level coursework if the student~~  
 1039 ~~is to be enrolled in career courses. In addition to the common~~  
 1040 ~~placement examination,~~ Student eligibility requirements  
 1041 ~~qualifications~~ for initial enrollment in college credit dual  
 1042 enrollment courses must include a 3.0 unweighted high school  
 1043 grade point average, and the minimum score on a common placement  
 1044 test adopted by the State Board of Education which indicates  
 1045 that the student is ready for college-level coursework. Student  
 1046 eligibility requirements for continued enrollment in college  
 1047 credit dual enrollment courses must include the maintenance of a  
 1048 3.0 unweighted high school grade point average and the minimum  
 1049 postsecondary grade point average established by the  
 1050 postsecondary institution. Regardless of meeting student  
 1051 eligibility requirements for continued enrollment, a student may  
 1052 lose the opportunity to participate in a dual enrollment course  
 1053 if the student is disruptive to the learning process such that  
 1054 the progress of other students or the efficient administration  
 1055 of the course is hindered. Student eligibility requirements  
 1056 ~~qualifications~~ for initial and continued enrollment in career  
 1057 certificate dual enrollment courses must include a 2.0  
 1058 unweighted high school grade point average. Exceptions to the  
 1059 required grade point averages may be granted on an individual  
 1060 student basis if the educational entities agree and the terms of  
 1061 the agreement are contained within the dual enrollment  
 1062 ~~interinstitutional~~ articulation agreement established pursuant  
 1063 to subsection (21). Florida College System institution boards of  
 1064 trustees may establish additional initial student eligibility

1065 requirements ~~admissions criteria~~, which shall be included in the  
 1066 dual enrollment district interinstitutional articulation  
 1067 agreement ~~developed according to s. 1007.235~~, to ensure student  
 1068 readiness for postsecondary instruction. Additional requirements  
 1069 included in the agreement may ~~shall~~ not arbitrarily prohibit  
 1070 students who have demonstrated the ability to master advanced  
 1071 courses from participating in dual enrollment courses.

1072 (4) District school boards may not refuse to enter into a  
 1073 dual enrollment articulation ~~an~~ agreement with a local Florida  
 1074 College System institution if that Florida College System  
 1075 institution has the capacity to offer dual enrollment courses. A  
 1076 Florida College System institution may limit dual enrollment  
 1077 participation based upon capacity. Such limitation must be  
 1078 clearly specified in the dual enrollment articulation agreement.

1079 (5) (a) Each faculty member providing instruction in  
 1080 college credit dual enrollment courses must:

1081 1. Meet the qualifications required by the entity  
 1082 accrediting the postsecondary institution offering the course.  
 1083 The qualifications apply to all faculty members regardless of  
 1084 the location of instruction. The postsecondary institution  
 1085 offering the course must require compliance with these  
 1086 qualifications.

1087 2. Provide the institution offering the dual enrollment  
 1088 course a copy of his or her postsecondary transcript.

1089 3. Provide a copy of the current syllabus for each course  
 1090 taught to the discipline chair or department chair of the  
 1091 postsecondary institution before the start of each term. The  
 1092 content of each syllabus must meet the same standards required

1093 for all college-level courses offered by that postsecondary  
 1094 institution.

1095 4. Adhere to the professional rules, guidelines, and  
 1096 expectations stated in the postsecondary institution's faculty  
 1097 or adjunct faculty handbook. Any exceptions must be included in  
 1098 the dual enrollment articulation agreement.

1099 5. Adhere to the rules, guidelines, and expectations  
 1100 stated in the postsecondary institution's student handbook which  
 1101 apply to faculty members. Any exceptions must be noted in the  
 1102 dual enrollment articulation agreement.

1103 (b) Each president, or designee, of a postsecondary  
 1104 institution offering a college credit dual enrollment course  
 1105 must:

1106 1. Provide a copy of the institution's current faculty or  
 1107 adjunct faculty handbook to all faculty members teaching a dual  
 1108 enrollment course.

1109 2. Provide to all faculty members teaching a dual  
 1110 enrollment course a copy of the institution's current student  
 1111 handbook, which may include, but is not limited to, information  
 1112 on registration policies, the student code of conduct, grading  
 1113 policies, and critical dates.

1114 3. Designate an individual or individuals to observe all  
 1115 faculty members teaching a dual enrollment course, regardless of  
 1116 the location of instruction.

1117 4. Use the same criteria to evaluate faculty members  
 1118 teaching a dual enrollment course as the criteria used to  
 1119 evaluate all other faculty members.

1120 5. Provide course plans and objectives to all faculty



1121 members teaching a dual enrollment course.

1122 (6) The following curriculum standards apply to college  
1123 credit dual enrollment:

1124 (a) Dual enrollment courses taught on the high school  
1125 campus must meet the same competencies required for courses  
1126 taught on the postsecondary institution campus. To ensure  
1127 equivalent rigor with courses taught on the postsecondary  
1128 institution campus, the postsecondary institution offering the  
1129 course is responsible for providing in a timely manner a  
1130 comprehensive, cumulative end-of-course assessment or a series  
1131 of assessments of all expected learning outcomes to the faculty  
1132 member teaching the course. Completed, scored assessments must  
1133 be returned to the postsecondary institution and held for 1  
1134 year.

1135 (b) Instructional materials used in dual enrollment  
1136 courses must be the same as or comparable to those used in  
1137 courses offered by the postsecondary institution with the same  
1138 course prefix and number. The postsecondary institution must  
1139 advise the school district of instructional materials  
1140 requirements as soon as that information becomes available but  
1141 no later than one term before a course is offered.

1142 (c) Course requirements, such as tests, papers, or other  
1143 assignments, for dual enrollment students must be at the same  
1144 level of rigor or depth as those for all nondual enrollment  
1145 postsecondary students. All faculty members teaching dual  
1146 enrollment courses must observe the procedures and deadlines of  
1147 the postsecondary institution for the submission of grades. A  
1148 postsecondary institution must advise each faculty member

1149 teaching a dual enrollment course of the institution's grading  
 1150 guidelines before the faculty member begins teaching the course.

1151 (d) Dual enrollment courses taught on a high school campus  
 1152 may not be combined with any noncollege credit high school  
 1153 course.

1154 (7)-(4) Career dual enrollment shall be provided as a  
 1155 curricular option for secondary students to pursue in order to  
 1156 earn a series of elective credits toward the high school  
 1157 diploma. Career dual enrollment shall be available for secondary  
 1158 students seeking a degree or certificate from a complete career-  
 1159 preparatory program, and may ~~shall~~ not be used to enroll  
 1160 students in isolated career courses. ~~It is the intent of the~~  
 1161 ~~Legislature that career dual enrollment provide a comprehensive~~  
 1162 ~~academic and career dual enrollment program within the career~~  
 1163 ~~center or Florida College System institution.~~

1164 (8)-(5) Each district school board shall inform all  
 1165 secondary students and their parents of dual enrollment as an  
 1166 educational option and mechanism for acceleration. Students and  
 1167 their parents shall be informed of student eligibility  
 1168 requirements ~~criteria~~, the option for taking dual enrollment  
 1169 courses beyond the regular school year, and the minimum academic  
 1170 credits required for graduation. District school boards shall  
 1171 annually assess the demand for dual enrollment and provide that  
 1172 information to each partnering postsecondary institution ~~other~~  
 1173 ~~advanced courses, and the district school board shall consider~~  
 1174 ~~strategies and programs to meet that demand and include access~~  
 1175 ~~to dual enrollment on the high school campus whenever possible.~~  
 1176 Alternative grade calculation, weighting systems, and ~~or~~

1177 information regarding student education options that  
 1178 discriminate ~~which discriminates~~ against dual enrollment courses  
 1179 are is prohibited.

1180 (9)~~(6)~~ The Commissioner of Education shall appoint faculty  
 1181 committees representing public school, Florida College System  
 1182 institution, and university faculties to identify postsecondary  
 1183 courses that meet the high school graduation requirements of s.  
 1184 1003.428, s. 1003.429, or s. 1003.43~~7~~ and to establish the  
 1185 number of postsecondary semester credit hours of instruction and  
 1186 equivalent high school credits earned through dual enrollment  
 1187 pursuant to this section that are necessary to meet high school  
 1188 graduation requirements. Such equivalencies shall be determined  
 1189 solely on comparable course content and not on seat time  
 1190 traditionally allocated to such courses in high school. The  
 1191 Commissioner of Education shall recommend to the State Board of  
 1192 Education those postsecondary courses identified to meet high  
 1193 school graduation requirements, based on mastery of course  
 1194 outcomes, by their course numbers, and all high schools shall  
 1195 accept these postsecondary education courses toward meeting the  
 1196 requirements of s. 1003.428, s. 1003.429, or s. 1003.43.

1197 (10)~~(7)~~ Early admission is ~~shall be~~ a form of dual  
 1198 enrollment through which eligible secondary students enroll in a  
 1199 postsecondary institution on a full-time basis in courses that  
 1200 are creditable toward the high school diploma and the associate  
 1201 or baccalaureate degree. A student must enroll in a minimum of  
 1202 12 college credit hours per semester or the equivalent to  
 1203 participate in the early admission program; however, a student  
 1204 may not be required to enroll in more than 15 college credit

1205 hours per semester or the equivalent. Students enrolled pursuant  
 1206 to this subsection are ~~shall be~~ exempt from the payment of  
 1207 registration, tuition, and laboratory fees.

1208 ~~(11)(8)~~ Career early admission is a form of career dual  
 1209 enrollment through which eligible secondary students enroll full  
 1210 time in a career center or a Florida College System institution  
 1211 in courses that are creditable toward the high school diploma  
 1212 and the certificate or associate degree. Participation in the  
 1213 career early admission program is ~~shall be~~ limited to students  
 1214 who have completed a minimum of 6 semesters of full-time  
 1215 secondary enrollment, including studies undertaken in the ninth  
 1216 grade. Students enrolled pursuant to this section are exempt  
 1217 from the payment of registration, tuition, and laboratory fees.

1218 ~~(12)(9)~~ The State Board of Education shall adopt rules for  
 1219 any dual enrollment programs involving requirements for high  
 1220 school graduation.

1221 ~~(13)(10)~~(a) The dual enrollment program for home education  
 1222 students consists of the enrollment of an eligible home  
 1223 education secondary student in a postsecondary course creditable  
 1224 toward an associate degree, a career certificate, or a  
 1225 baccalaureate degree. To participate in the dual enrollment  
 1226 program, an eligible home education secondary student must:

1227 1. Provide proof of enrollment in a home education program  
 1228 pursuant to s. 1002.41.

1229 2. Be responsible for his or her own instructional  
 1230 materials and transportation unless provided for otherwise.

1231 3. Sign a home education articulation agreement pursuant  
 1232 to paragraph (b).

1233           (b) Each postsecondary career center, ~~Florida College~~  
 1234 ~~System~~ institution, ~~and state university~~ shall enter into a home  
 1235 education articulation agreement with each home education  
 1236 student seeking enrollment in a dual enrollment course and the  
 1237 student's parent. The home education articulation agreement  
 1238 shall include, at a minimum:

1239           1. A delineation of ~~Delineate~~ courses and programs  
 1240 available to ~~for~~ dually enrolled home education students.  
 1241 Courses and programs may be added, revised, or deleted at any  
 1242 time by the postsecondary institution.

1243           2. The initial and continued ~~Identify~~ eligibility  
 1244 requirements ~~criteria~~ for home education student participation,  
 1245 not to exceed those required of other dually enrolled students.

1246           3. The student's responsibilities for providing his or her  
 1247 own instructional materials and transportation.

1248           4. A copy of the statement on transfer guarantees  
 1249 developed by the Department of Education under subsection (15).

1250           (14) ~~(11)~~ The Department of Education shall approve any  
 1251 course for inclusion in the dual enrollment program that is  
 1252 contained within the statewide course numbering system. However,  
 1253 college-preparatory and other forms of precollegiate  
 1254 instruction, and physical education and other courses that focus  
 1255 on the physical execution of a skill rather than the  
 1256 intellectual attributes of the activity, may not be so approved,  
 1257 but must be evaluated individually for potential inclusion in  
 1258 the dual enrollment program. This subsection may ~~shall~~ not be  
 1259 construed to mean that an independent postsecondary institution  
 1260 eligible for inclusion in a dual enrollment or early admission

1261 program pursuant to s. 1011.62 must participate in the statewide  
 1262 course numbering system developed pursuant to s. 1007.24 to  
 1263 participate in a dual enrollment program.

1264 (15)~~(12)~~ The Department of Education shall develop a  
 1265 statement on transfer guarantees to ~~which will~~ inform students  
 1266 and their parents, prior to enrollment in a dual enrollment  
 1267 course, of the potential for the dual enrollment course to  
 1268 articulate as an elective or a general education course into a  
 1269 postsecondary education certificate or degree program. The  
 1270 statement shall be provided to each district school  
 1271 superintendent, who shall include the statement in the  
 1272 information provided to all secondary students and their parents  
 1273 as required pursuant to this subsection. The statement may also  
 1274 include additional information, including, but not limited to,  
 1275 dual enrollment options, guarantees, privileges, and  
 1276 responsibilities.

1277 (16)~~(13)~~ Students who meet the eligibility requirements of  
 1278 this section and who choose to participate in dual enrollment  
 1279 programs are exempt from the payment of registration, tuition,  
 1280 and laboratory fees.

1281 (17)~~(14)~~ Instructional materials assigned for use within  
 1282 dual enrollment courses shall be made available to dual  
 1283 enrollment students from Florida public high schools free of  
 1284 charge. This subsection does ~~shall not be construed to~~ prohibit  
 1285 a Florida College System institution from providing  
 1286 instructional materials at no cost to a home education student  
 1287 or student from a private school. ~~Students enrolled in~~  
 1288 ~~postsecondary instruction not creditable toward a high school~~

1289 ~~diploma shall not be considered dual enrollments and shall be~~  
 1290 ~~required to assume the cost of instructional materials necessary~~  
 1291 ~~for such instruction.~~

1292 ~~(15)~~ Instructional materials purchased by a district  
 1293 school board or Florida College System institution board of  
 1294 trustees on behalf of dual enrollment students shall be the  
 1295 property of the board against which the purchase is charged.

1296 ~~(18)~~ ~~(16)~~ ~~Beginning with students entering grade 9 in the~~  
 1297 ~~2006-2007 school year,~~ School districts and Florida College  
 1298 System institutions must weigh dual enrollment courses the same  
 1299 as advanced placement, International Baccalaureate, and Advanced  
 1300 International Certificate of Education courses when grade point  
 1301 averages are calculated. Alternative grade calculation systems,  
 1302 alternative grade ~~or~~ weighting systems, and information  
 1303 regarding student education options that discriminate against  
 1304 dual enrollment courses are prohibited.

1305 ~~(19)~~ ~~(17)~~ The Commissioner of Education may approve dual  
 1306 enrollment agreements for limited course offerings that have  
 1307 statewide appeal. Such programs shall be limited to a single  
 1308 site with multiple county participation.

1309 (20) A postsecondary institution shall assign letter  
 1310 grades to each student enrolled in a dual enrollment course. The  
 1311 letter grade assigned by the postsecondary institution shall be  
 1312 posted to the student's high school transcript by the school  
 1313 district.

1314 (21) Each district school superintendent and Florida  
 1315 College System institution president shall develop a  
 1316 comprehensive dual enrollment articulation agreement for the

1317 respective school district and Florida College System  
1318 institution. The superintendent and president shall establish an  
1319 articulation committee for the purpose of developing the  
1320 agreement. Each state university president may designate a  
1321 university representative to participate in the development of a  
1322 dual enrollment articulation agreement. A dual enrollment  
1323 articulation agreement shall be completed and submitted annually  
1324 by the Florida College System institution to the Department of  
1325 Education on or before August 1. The agreement must include, but  
1326 is not limited to:

1327 (a) A ratification or modification of all existing  
1328 articulation agreements.

1329 (b) A description of the process by which students and  
1330 their parents are informed about opportunities for student  
1331 participation in the dual enrollment program.

1332 (c) A delineation of courses and programs available to  
1333 students eligible to participate in dual enrollment.

1334 (d) A description of the process by which students and  
1335 their parents exercise options to participate in the dual  
1336 enrollment program.

1337 (e) A list of any additional initial student eligibility  
1338 requirements for participation in the dual enrollment program.

1339 (f) A delineation of the high school credit earned for the  
1340 passage of each dual enrollment course.

1341 (g) A description of the process for informing students  
1342 and their parents of college-level course expectations.

1343 (h) The policies and procedures, if any, for determining  
1344 exceptions to the required grade point averages on an individual



1345 student basis.

1346 (i) The registration policies for dual enrollment courses  
1347 as determined by the postsecondary institution.

1348 (j) Exceptions, if any, to the professional rules,  
1349 guidelines, and expectations stated in the faculty or adjunct  
1350 faculty handbook for the postsecondary institution.

1351 (k) Exceptions, if any, to the rules, guidelines, and  
1352 expectations stated in the student handbook of the postsecondary  
1353 institution which apply to faculty members.

1354 (l) The responsibilities of the school district regarding  
1355 the determination of student eligibility before participating in  
1356 the dual enrollment program and the monitoring of student  
1357 performance while participating in the dual enrollment program.

1358 (m) The responsibilities of the Florida College System  
1359 institution regarding the transmission of student grades in dual  
1360 enrollment courses to the school district.

1361 (n) A funding provision that delineates costs incurred by  
1362 each entity. School districts should share funding to cover  
1363 instructional and support costs incurred by the postsecondary  
1364 institution.

1365 (o) Any institutional responsibilities for student  
1366 transportation, if provided.

1367 (22) The Department of Education shall develop an  
1368 electronic submission system for dual enrollment articulation  
1369 agreements and shall review, for compliance, each dual  
1370 enrollment articulation agreement submitted pursuant to  
1371 subsection (21). The Commissioner of Education shall notify the  
1372 district school superintendent and the Florida College System

1373 institution president if the dual enrollment articulation  
 1374 agreement does not comply with statutory requirements and shall  
 1375 submit any dual enrollment articulation agreement with  
 1376 unresolved issues of noncompliance to the State Board of  
 1377 Education.

1378 (23) District school boards and Florida College System  
 1379 institutions may enter into additional dual enrollment  
 1380 articulation agreements with state universities for the purposes  
 1381 of this section. School districts may also enter into dual  
 1382 enrollment articulation agreements with eligible independent  
 1383 colleges and universities pursuant to s. 1011.62(1)(i).

1384 (24) Postsecondary institutions may enter into dual  
 1385 enrollment articulation agreements with private secondary  
 1386 schools pursuant to subsection (2).

1387 Section 21. Section 1007.272, Florida Statutes, is  
 1388 repealed.

1389 Section 22. Paragraph (c) of subsection (3) of section  
 1390 1008.22, Florida Statutes, is amended to read:

1391 1008.22 Student assessment program for public schools.—

1392 (3) STATEWIDE ASSESSMENT PROGRAM.—The commissioner shall  
 1393 design and implement a statewide program of educational  
 1394 assessment that provides information for the improvement of the  
 1395 operation and management of the public schools, including  
 1396 schools operating for the purpose of providing educational  
 1397 services to youth in Department of Juvenile Justice programs.  
 1398 The commissioner may enter into contracts for the continued  
 1399 administration of the assessment, testing, and evaluation  
 1400 programs authorized and funded by the Legislature. Contracts may

1401 be initiated in 1 fiscal year and continue into the next and may  
1402 be paid from the appropriations of either or both fiscal years.  
1403 The commissioner is authorized to negotiate for the sale or  
1404 lease of tests, scoring protocols, test scoring services, and  
1405 related materials developed pursuant to law. Pursuant to the  
1406 statewide assessment program, the commissioner shall:

1407 (c) Develop and implement a student achievement testing  
1408 program as follows:

1409 1. The Florida Comprehensive Assessment Test (FCAT)  
1410 measures a student's content knowledge and skills in reading,  
1411 writing, science, and mathematics. The content knowledge and  
1412 skills assessed by the FCAT must be aligned to the core  
1413 curricular content established in the Next Generation Sunshine  
1414 State Standards. Other content areas may be included as directed  
1415 by the commissioner. Comprehensive assessments of reading and  
1416 mathematics shall be administered annually in grades 3 through  
1417 10 except, beginning with the 2010-2011 school year, the  
1418 administration of grade 9 FCAT Mathematics shall be  
1419 discontinued, and beginning with the 2011-2012 school year, the  
1420 administration of grade 10 FCAT Mathematics shall be  
1421 discontinued, except as required for students who have not  
1422 attained minimum performance expectations for graduation as  
1423 provided in paragraph (9) (c). FCAT Writing and FCAT Science  
1424 shall be administered at least once at the elementary, middle,  
1425 and high school levels except, beginning with the 2011-2012  
1426 school year, the administration of FCAT Science at the high  
1427 school level shall be discontinued.

1428 2.a. End-of-course assessments for a subject shall be

1429 administered in addition to the comprehensive assessments  
1430 required under subparagraph 1. End-of-course assessments must be  
1431 rigorous, statewide, standardized, and developed or approved by  
1432 the department. The content knowledge and skills assessed by  
1433 end-of-course assessments must be aligned to the core curricular  
1434 content established in the Next Generation Sunshine State  
1435 Standards.

1436 (I) Statewide, standardized end-of-course assessments in  
1437 mathematics shall be administered according to this sub-sub-  
1438 subparagraph. Beginning with the 2010-2011 school year, all  
1439 students enrolled in Algebra I or an equivalent course must take  
1440 the Algebra I end-of-course assessment. For students entering  
1441 grade 9 during the 2010-2011 school year and who are enrolled in  
1442 Algebra I or an equivalent, each student's performance on the  
1443 end-of-course assessment in Algebra I shall constitute 30  
1444 percent of the student's final course grade. Beginning with the  
1445 2012-2013 school year, the end-of-course assessment in Algebra I  
1446 shall be administered four times annually. Beginning with  
1447 students entering grade 9 in the 2011-2012 school year, a  
1448 student who is enrolled in Algebra I or an equivalent must earn  
1449 a passing score on the end-of-course assessment in Algebra I or  
1450 attain an equivalent score as described in subsection (11) in  
1451 order to earn course credit. Beginning with the 2011-2012 school  
1452 year, all students enrolled in geometry or an equivalent course  
1453 must take the geometry end-of-course assessment. For students  
1454 entering grade 9 during the 2011-2012 school year, each  
1455 student's performance on the end-of-course assessment in  
1456 geometry shall constitute 30 percent of the student's final

1457 course grade. Beginning with students entering grade 9 during  
1458 the 2012-2013 school year, a student must earn a passing score  
1459 on the end-of-course assessment in geometry or attain an  
1460 equivalent score as described in subsection (11) in order to  
1461 earn course credit.

1462 (II) Statewide, standardized end-of-course assessments in  
1463 science shall be administered according to this sub-sub-  
1464 subparagraph. Beginning with the 2011-2012 school year, all  
1465 students enrolled in Biology I or an equivalent course must take  
1466 the Biology I end-of-course assessment. For the 2011-2012 school  
1467 year, each student's performance on the end-of-course assessment  
1468 in Biology I shall constitute 30 percent of the student's final  
1469 course grade. Beginning with students entering grade 9 during  
1470 the 2012-2013 school year, a student must earn a passing score  
1471 on the end-of-course assessment in Biology I in order to earn  
1472 course credit.

1473 b. During the 2012-2013 school year, an end-of-course  
1474 assessment in civics education shall be administered as a field  
1475 test at the middle school level. During the 2013-2014 school  
1476 year, each student's performance on the statewide, standardized  
1477 end-of-course assessment in civics education shall constitute 30  
1478 percent of the student's final course grade. Beginning with the  
1479 2014-2015 school year, a student must earn a passing score on  
1480 the end-of-course assessment in civics education in order to  
1481 pass the course and be promoted from the middle grades. The  
1482 school principal of a middle school shall determine, in  
1483 accordance with State Board of Education rule, whether a student  
1484 who transfers to the middle school and who has successfully

1485 completed a civics education course at the student's previous  
1486 school must take an end-of-course assessment in civics  
1487 education.

1488 c. The commissioner may select one or more nationally  
1489 developed comprehensive examinations, which may include, but  
1490 need not be limited to, examinations for a College Board  
1491 Advanced Placement course, International Baccalaureate course,  
1492 or Advanced International Certificate of Education course, or  
1493 industry-approved examinations to earn national industry  
1494 certifications identified in the Industry Certification Funding  
1495 List, pursuant to rules adopted by the State Board of Education,  
1496 for use as end-of-course assessments under this paragraph, if  
1497 the commissioner determines that the content knowledge and  
1498 skills assessed by the examinations meet or exceed the grade  
1499 level expectations for the core curricular content established  
1500 for the course in the Next Generation Sunshine State Standards.  
1501 The commissioner may collaborate with the American Diploma  
1502 Project in the adoption or development of rigorous end-of-course  
1503 assessments that are aligned to the Next Generation Sunshine  
1504 State Standards.

1505 d. Contingent upon funding provided in the General  
1506 Appropriations Act, including the appropriation of funds  
1507 received through federal grants, the Commissioner of Education  
1508 shall establish an implementation schedule for the development  
1509 and administration of additional statewide, standardized end-of-  
1510 course assessments in English/Language Arts II, Algebra II,  
1511 chemistry, physics, earth/space science, United States history,  
1512 and world history. Priority shall be given to the development of

1513 end-of-course assessments in English/Language Arts II. The  
1514 Commissioner of Education shall evaluate the feasibility and  
1515 effect of transitioning from the grade 9 and grade 10 FCAT  
1516 Reading and high school level FCAT Writing to an end-of-course  
1517 assessment in English/Language Arts II. The commissioner shall  
1518 report the results of the evaluation to the President of the  
1519 Senate and the Speaker of the House of Representatives no later  
1520 than July 1, 2011.

1521 3. The testing program shall measure student content  
1522 knowledge and skills adopted by the State Board of Education as  
1523 specified in paragraph (a) and measure and report student  
1524 performance levels of all students assessed in reading, writing,  
1525 mathematics, and science. The commissioner shall provide for the  
1526 tests to be developed or obtained, as appropriate, through  
1527 contracts and project agreements with private vendors, public  
1528 vendors, public agencies, postsecondary educational  
1529 institutions, or school districts. The commissioner shall obtain  
1530 input with respect to the design and implementation of the  
1531 testing program from state educators, assistive technology  
1532 experts, and the public.

1533 4. The testing program shall be composed of criterion-  
1534 referenced tests that shall, to the extent determined by the  
1535 commissioner, include test items that require the student to  
1536 produce information or perform tasks in such a way that the core  
1537 content knowledge and skills he or she uses can be measured.

1538 5. FCAT Reading, Mathematics, and Science and all  
1539 statewide, standardized end-of-course assessments shall measure  
1540 the content knowledge and skills a student has attained on the

1541 assessment by the use of scaled scores and achievement levels.  
1542 Achievement levels shall range from 1 through 5, with level 1  
1543 being the lowest achievement level, level 5 being the highest  
1544 achievement level, and level 3 indicating satisfactory  
1545 performance on an assessment. For purposes of FCAT Writing,  
1546 student achievement shall be scored using a scale of 1 through 6  
1547 and the score earned shall be used in calculating school grades.  
1548 A score shall be designated for each subject area tested, below  
1549 which score a student's performance is deemed inadequate. The  
1550 school districts shall provide appropriate remedial instruction  
1551 to students who score below these levels.

1552 6. The State Board of Education shall, by rule, designate  
1553 a passing score for each part of the grade 10 assessment test  
1554 and end-of-course assessments. Any rule that has the effect of  
1555 raising the required passing scores may apply only to students  
1556 taking the assessment for the first time after the rule is  
1557 adopted by the State Board of Education. Except as otherwise  
1558 provided in this subparagraph and as provided in s.  
1559 1003.428(8)(b) or s. 1003.43(11)(b), students must earn a  
1560 passing score on grade 10 FCAT Reading and grade 10 FCAT  
1561 Mathematics or attain concordant scores as described in  
1562 subsection (10) in order to qualify for a standard high school  
1563 diploma.

1564 7. In addition to designating a passing score under  
1565 subparagraph 6., the State Board of Education shall also  
1566 designate, by rule, a score for each statewide, standardized  
1567 end-of-course assessment which indicates that a student is high  
1568 achieving and has the potential to meet college-readiness



1569 standards by the time the student graduates from high school.  
1570 8. Participation in the testing program is mandatory for  
1571 all students attending public school, including students served  
1572 in Department of Juvenile Justice programs, except as otherwise  
1573 prescribed by the commissioner. A student who has not earned  
1574 passing scores on the grade 10 FCAT as provided in subparagraph  
1575 6. must participate in each retake of the assessment until the  
1576 student earns passing scores or achieves scores on a  
1577 standardized assessment which are concordant with passing scores  
1578 pursuant to subsection (10). If a student does not participate  
1579 in the statewide assessment, the district must notify the  
1580 student's parent and provide the parent with information  
1581 regarding the implications of such nonparticipation. A parent  
1582 must provide signed consent for a student to receive classroom  
1583 instructional accommodations that would not be available or  
1584 permitted on the statewide assessments and must acknowledge in  
1585 writing that he or she understands the implications of such  
1586 instructional accommodations. The State Board of Education shall  
1587 adopt rules, based upon recommendations of the commissioner, for  
1588 the provision of test accommodations for students in exceptional  
1589 education programs and for students who have limited English  
1590 proficiency. Accommodations that negate the validity of a  
1591 statewide assessment are not allowable in the administration of  
1592 the FCAT or an end-of-course assessment. However, instructional  
1593 accommodations are allowable in the classroom if included in a  
1594 student's individual education plan. Students using  
1595 instructional accommodations in the classroom that are not  
1596 allowable as accommodations on the FCAT or an end-of-course

1597 assessment may have the FCAT or an end-of-course assessment  
1598 requirement waived pursuant to the requirements of s.  
1599 1003.428(8)(b) or s. 1003.43(11)(b).

1600 9. A student seeking an adult high school diploma must  
1601 meet the same testing requirements that a regular high school  
1602 student must meet.

1603 10. District school boards must provide instruction to  
1604 prepare students in the core curricular content established in  
1605 the Next Generation Sunshine State Standards adopted under s.  
1606 1003.41, including the core content knowledge and skills  
1607 necessary for successful grade-to-grade progression and high  
1608 school graduation. If a student is provided with instructional  
1609 accommodations in the classroom that are not allowable as  
1610 accommodations in the statewide assessment program, as described  
1611 in the test manuals, the district must inform the parent in  
1612 writing and must provide the parent with information regarding  
1613 the impact on the student's ability to meet expected performance  
1614 levels in reading, writing, mathematics, and science. The  
1615 commissioner shall conduct studies as necessary to verify that  
1616 the required core curricular content is part of the district  
1617 instructional programs.

1618 11. District school boards must provide opportunities for  
1619 students to demonstrate an acceptable performance level on an  
1620 alternative standardized assessment approved by the State Board  
1621 of Education following enrollment in summer academies.

1622 12. The Department of Education must develop, or select,  
1623 and implement a common battery of assessment tools that will be  
1624 used in all juvenile justice programs in the state. These tools

1625 must accurately measure the core curricular content established  
1626 in the Next Generation Sunshine State Standards.

1627       13. For students seeking a special diploma pursuant to s.  
1628 1003.438, the Department of Education must develop or select and  
1629 implement an alternate assessment tool that accurately measures  
1630 the core curricular content established in the Next Generation  
1631 Sunshine State Standards for students with disabilities under s.  
1632 1003.438.

1633       14. The Commissioner of Education shall establish  
1634 schedules for the administration of statewide assessments and  
1635 the reporting of student test results. When establishing the  
1636 schedules for the administration of statewide assessments, the  
1637 commissioner shall consider the observance of religious and  
1638 school holidays. The commissioner shall, by August 1 of each  
1639 year, notify each school district in writing and publish on the  
1640 department's Internet website the testing and reporting  
1641 schedules for, at a minimum, the school year following the  
1642 upcoming school year. The testing and reporting schedules shall  
1643 require that:

1644       a. There is the latest possible administration of  
1645 statewide assessments and the earliest possible reporting to the  
1646 school districts of student test results which is feasible  
1647 within available technology and specific appropriations;  
1648 however, test results for the FCAT must be made available no  
1649 later than the week of June 8. Student results for end-of-course  
1650 assessments must be provided no later than 1 week after the  
1651 school district completes testing for each course. The  
1652 commissioner may extend the reporting schedule under exigent

1653 | circumstances.

1654 |       b. FCAT Writing may not be administered earlier than the  
1655 | week of March 1, and a comprehensive statewide assessment of any  
1656 | other subject may not be administered earlier than the week of  
1657 | April 15.

1658 |       c. A statewide, standardized end-of-course assessment is  
1659 | administered at the end of the course. The commissioner shall  
1660 | select an administration period for assessments that meets the  
1661 | intent of end-of-course assessments and provides student results  
1662 | prior to the end of the course. School districts shall  
1663 | administer tests in accordance with the schedule determined by  
1664 | the commissioner. For an end-of-course assessment administered  
1665 | at the end of the first semester, the commissioner shall  
1666 | determine the most appropriate testing dates based on a review  
1667 | of each school district's academic calendar.

1668 |  
1669 | The commissioner may, based on collaboration and input from  
1670 | school districts, design and implement student testing programs,  
1671 | for any grade level and subject area, necessary to effectively  
1672 | monitor educational achievement in the state, including the  
1673 | measurement of educational achievement of the Next Generation  
1674 | Sunshine State Standards for students with disabilities.  
1675 | Development and refinement of assessments shall include  
1676 | universal design principles and accessibility standards that  
1677 | will prevent any unintended obstacles for students with  
1678 | disabilities while ensuring the validity and reliability of the  
1679 | test. These principles should be applicable to all technology  
1680 | platforms and assistive devices available for the assessments.

1681 The field testing process and psychometric analyses for the  
 1682 statewide assessment program must include an appropriate  
 1683 percentage of students with disabilities and an evaluation or  
 1684 determination of the effect of test items on such students.

1685 Section 23. Subsections (1), (2), (9), and (10) of section  
 1686 1008.25, Florida Statutes, are amended to read:

1687 1008.25 Public school student progression; remedial  
 1688 instruction; reporting requirements.—

1689 (1) INTENT.—It is the intent of the Legislature that each  
 1690 student's progression from one grade to another be determined,  
 1691 in part, upon satisfactory performance ~~proficiency~~ in reading,  
 1692 writing, science, and mathematics; that district school board  
 1693 policies facilitate student achievement ~~such proficiency; and~~  
 1694 that each student and his or her parent be informed of that  
 1695 student's academic progress; and that students have access to  
 1696 educational options that provide academically challenging  
 1697 coursework or accelerated instruction pursuant to s. 1002.3105.

1698 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN ~~PROGRAM~~.—Each  
 1699 district school board shall establish a comprehensive plan  
 1700 ~~program~~ for student progression which must ~~include~~:

1701 (a) Provide standards for evaluating each student's  
 1702 performance, including how well he or she masters the  
 1703 performance standards approved by the State Board of Education.

1704 (b) Provide specific levels of performance in reading,  
 1705 writing, science, and mathematics for each grade level,  
 1706 including the levels of performance on statewide assessments as  
 1707 defined by the commissioner, below which a student must receive  
 1708 remediation<sup>7</sup> or be retained within an intensive program that is

1709 different from the previous year's program and that takes into  
1710 account the student's learning style.

1711 (c) Provide appropriate alternative placement for a  
1712 student who has been retained 2 or more years.

1713 (d)1. List the student eligibility and procedural  
1714 requirements established by the school district for whole-grade  
1715 promotion, midyear promotion, and subject-matter acceleration  
1716 that would result in a student attending a different school,  
1717 pursuant to s. 1002.3105(2) (b) .

1718 2. Notify parents and students of the school district's  
1719 process by which a parent may request student participation in  
1720 whole-grade promotion, midyear promotion, or subject-matter  
1721 acceleration that would result in a student attending a  
1722 different school, pursuant to s. 1002.3105(4) (b)2.

1723 (e)1. Advise parents and students that additional ACCEL  
1724 options may be available at the student's school, pursuant to s.  
1725 1002.3105.

1726 2. Advise parents and students to contact the principal at  
1727 the student's school for information related to student  
1728 eligibility requirements for whole-grade promotion, midyear  
1729 promotion, and subject-matter acceleration when the promotion or  
1730 acceleration occurs within the principal's school; virtual  
1731 instruction in higher grade level subjects; and any other ACCEL  
1732 options offered by the principal, pursuant to s.  
1733 1002.3105(2) (a) .

1734 3. Advise parents and students to contact the principal at  
1735 the student's school for information related to the school's  
1736 process by which a parent may request student participation in

1737 whole-grade promotion, midyear promotion, and subject-matter  
 1738 acceleration when the promotion or acceleration occurs within  
 1739 the principal's school; virtual instruction in higher grade  
 1740 level subjects; and any other ACCEL options offered by the  
 1741 principal, pursuant to s. 1002.3105(4)(b)1.

1742 (f) Advise parents and students of the early and  
 1743 accelerated graduation options under ss. 1003.4281 and 1003.429.

1744 (g) List, or incorporate by reference, all dual enrollment  
 1745 courses contained within the dual enrollment articulation  
 1746 agreement established pursuant to s. 1007.271(21).

1747 (9) RULEMAKING STATE BOARD AUTHORITY AND  
 1748 RESPONSIBILITIES.—

1749 ~~(a) The State Board of Education shall have authority as~~  
 1750 ~~provided in s. 1008.32 to enforce this section.~~

1751 ~~(b)~~ The State Board of Education shall adopt rules  
 1752 pursuant to ss. 120.536(1) and 120.54 for the administration of  
 1753 this section.

1754 ~~(10) TECHNICAL ASSISTANCE.—The department shall provide~~  
 1755 ~~technical assistance as needed to aid district school boards in~~  
 1756 ~~administering this section.~~

1757 Section 24. Paragraph (a) of subsection (1) of section  
 1758 1009.25, Florida Statutes, is amended to read:

1759 1009.25 Fee exemptions.—

1760 (1) The following students are exempt from the payment of  
 1761 tuition and fees, including lab fees, at a school district that  
 1762 provides postsecondary career programs, Florida College System  
 1763 institution, or state university:

1764 (a) A student enrolled in a dual enrollment or early

1765 admission program pursuant to ~~s. 1007.27~~ or s. 1007.271.

1766 Section 25. Paragraphs (b) and (f) of subsection (1) of  
1767 section 1009.531, Florida Statutes, are amended to read:

1768 1009.531 Florida Bright Futures Scholarship Program;  
1769 student eligibility requirements for initial awards.-

1770 (1) Effective January 1, 2008, in order to be eligible for  
1771 an initial award from any of the three types of scholarships  
1772 under the Florida Bright Futures Scholarship Program, a student  
1773 must:

1774 (b) Earn a standard Florida high school diploma or its  
1775 equivalent pursuant to ~~as described in~~ s. 1003.428, s.  
1776 1003.4281, s. 1003.429, s. 1003.43, or s. 1003.435 unless:

1777 1. The student completes a home education program  
1778 according to s. 1002.41; or

1779 2. The student earns a high school diploma from a non-  
1780 Florida school while living with a parent or guardian who is on  
1781 military or public service assignment away from Florida.

1782 (f) Apply for a scholarship from the program by high  
1783 school graduation. However, a student who graduates from high  
1784 school midyear must apply no later than August 31 of the  
1785 student's graduation year in order to be evaluated for and, if  
1786 eligible, receive an award for the current academic year.

1787 Section 26. Subsection (4) is added to section 1009.532,  
1788 Florida Statutes, to read:

1789 1009.532 Florida Bright Futures Scholarship Program;  
1790 student eligibility requirements for renewal awards.-

1791 (4) A student who receives an initial award during the  
1792 spring term shall be evaluated for scholarship renewal after the



1793 completion of a full academic year, which begins with the fall  
 1794 term.

1795 Section 27. Paragraph (c) of subsection (1) of section  
 1796 1011.61, Florida Statutes, is amended to read:

1797 1011.61 Definitions.—Notwithstanding the provisions of s.  
 1798 1000.21, the following terms are defined as follows for the  
 1799 purposes of the Florida Education Finance Program:

1800 (1) A "full-time equivalent student" in each program of  
 1801 the district is defined in terms of full-time students and part-  
 1802 time students as follows:

1803 (c)1. A "full-time equivalent student" is:

1804 a. A full-time student in any one of the programs listed  
 1805 in s. 1011.62(1)(c); or

1806 b. A combination of full-time or part-time students in any  
 1807 one of the programs listed in s. 1011.62(1)(c) which is the  
 1808 equivalent of one full-time student based on the following  
 1809 calculations:

1810 (I) A full-time student in a combination of programs  
 1811 listed in s. 1011.62(1)(c) shall be a fraction of a full-time  
 1812 equivalent membership in each special program equal to the  
 1813 number of net hours per school year for which he or she is a  
 1814 member, divided by the appropriate number of hours set forth in  
 1815 subparagraph (a)1. or subparagraph (a)2. The difference between  
 1816 that fraction or sum of fractions and the maximum value as set  
 1817 forth in subsection (4) for each full-time student is presumed  
 1818 to be the balance of the student's time not spent in such  
 1819 special education programs and shall be recorded as time in the  
 1820 appropriate basic program.

1821 (II) A prekindergarten handicapped student shall meet the  
1822 requirements specified for kindergarten students.

1823 (III) A full-time equivalent student for students in  
1824 kindergarten through grade 5 in a virtual instruction program  
1825 under s. 1002.45 or a virtual charter school under s. 1002.33  
1826 shall consist of a student who has successfully completed a  
1827 basic program listed in s. 1011.62(1)(c)1.a. or b., and who is  
1828 promoted to a higher grade level.

1829 (IV) A full-time equivalent student for students in grades  
1830 6 through 12 in a virtual instruction program under s.  
1831 1002.45(1)(b)1., 2., or 3. or a virtual charter school under s.  
1832 1002.33 shall consist of six full credit completions in programs  
1833 listed in s. 1011.62(1)(c)1.b. or c. and 3. Credit completions  
1834 may be a combination of full-credit courses or half-credit  
1835 courses. Beginning in the 2014-2015 fiscal year, when s.  
1836 1008.22(3)(g) is implemented, the reported full-time equivalent  
1837 students and associated funding of students enrolled in courses  
1838 requiring passage of an end-of-course assessment shall be  
1839 adjusted after the student completes the end-of-course  
1840 assessment.

1841 (V) A Florida Virtual School full-time equivalent student  
1842 shall consist of six full credit completions or the prescribed  
1843 level of content that counts toward promotion to the next grade  
1844 in the programs listed in s. 1011.62(1)(c)1.a. and b. for  
1845 kindergarten through grade 8 and the programs listed in s.  
1846 1011.62(1)(c)1.c. for grades 9 through 12. Credit completions  
1847 may be a combination of full-credit courses or half-credit  
1848 courses. Beginning in the 2014-2015 fiscal year, when s.

1849 1008.22(3)(g) is implemented, the reported full-time equivalent  
1850 students and associated funding of students enrolled in courses  
1851 requiring passage of an end-of-course assessment shall be  
1852 adjusted after the student completes the end-of-course  
1853 assessment.

1854 (VI) Each successfully completed full-credit course earned  
1855 through an online course delivered by a district other than the  
1856 one in which the student resides shall be calculated as 1/6 FTE.

1857 (VII) Each successfully completed credit earned under the  
1858 alternative high school course credit requirements authorized in  
1859 s. 1002.375, which is not reported as a portion of the 900 net  
1860 hours of instruction pursuant to subparagraph (1)(a)1., shall be  
1861 calculated as 1/6 FTE.

1862 (VIII) (A) A full-time equivalent student for courses  
1863 requiring a statewide, standardized end-of-course assessment  
1864 pursuant to s. 1008.22(3)(c)2.a. shall be defined and reported  
1865 based on the number of instructional hours as provided in  
1866 subsection (1) for the first 3 years of administering the end-  
1867 of-course assessment. Beginning in the fourth year of  
1868 administering the end-of-course assessment, the FTE shall be  
1869 credit-based and each course shall be equal to 1/6 FTE. The  
1870 reported FTE shall be adjusted after the student successfully  
1871 completes the end-of-course assessment pursuant to s.  
1872 1008.22(3)(c)2.a.

1873 (B) For students enrolled in a school district as a full-  
1874 time student, the district may report 1/6 FTE for each student  
1875 who passes a statewide, standardized end-of-course assessment  
1876 without being enrolled in the corresponding course.

1877           (C) The FTE earned under this sub-sub-subparagraph and any  
 1878 FTE for courses or programs listed in s. 1011.62(1)(c) that do  
 1879 not require passing a statewide, standardized end-of-course  
 1880 assessment are subject to the requirements in subsection (4).

1881           2. A student in membership in a program scheduled for more  
 1882 or less than 180 school days or the equivalent on an hourly  
 1883 basis as specified by rules of the State Board of Education is a  
 1884 fraction of a full-time equivalent membership equal to the  
 1885 number of instructional hours in membership divided by the  
 1886 appropriate number of hours set forth in subparagraph (a)1.;  
 1887 however, for the purposes of this subparagraph, membership in  
 1888 programs scheduled for more than 180 days is limited to students  
 1889 enrolled in juvenile justice education programs and the Florida  
 1890 Virtual School.

1891  
 1892 The department shall determine and implement an equitable method  
 1893 of equivalent funding for experimental schools and for schools  
 1894 operating under emergency conditions, which schools have been  
 1895 approved by the department to operate for less than the minimum  
 1896 school day.

1897           Section 28. Paragraph (o) of subsection (1) of section  
 1898 1011.62, Florida Statutes, is amended, paragraphs (p) through  
 1899 (s) are redesignated as paragraphs (q) through (t),  
 1900 respectively, and a new paragraph (p) is added to that  
 1901 subsection, to read:

1902           1011.62 Funds for operation of schools.—If the annual  
 1903 allocation from the Florida Education Finance Program to each  
 1904 district for operation of schools is not determined in the

1905 annual appropriations act or the substantive bill implementing  
 1906 the annual appropriations act, it shall be determined as  
 1907 follows:

1908 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
 1909 OPERATION.—The following procedure shall be followed in  
 1910 determining the annual allocation to each district for  
 1911 operation:

1912 (o) Calculation of additional full-time equivalent  
 1913 membership based on certification of successful completion of a  
 1914 career-themed course or industry-certified career and  
 1915 professional academy program ~~programs~~ pursuant to ss. 1003.491,  
 1916 1003.492, 1003.493, and 1003.4935 and issuance of the highest  
 1917 level of industry certification identified in the Industry  
 1918 Certified Funding List pursuant to rules adopted by the State  
 1919 Board of Education.—

1920 1. A value of 0.1, 0.2, or 0.3 full-time equivalent  
 1921 student membership shall be calculated for each student who  
 1922 completes a career-themed course as defined in s. 1003.493(1)(b)  
 1923 or a an industry-certified career and professional academy  
 1924 program under ss. 1003.491, 1003.492, 1003.493, and 1003.4935  
 1925 and who is issued the highest level of industry certification  
 1926 identified annually in the Industry Certification Funding List  
 1927 approved under rules adopted by the State Board of Education  
 1928 upon promotion to the 9th grade under subparagraph 2. or upon  
 1929 earning ~~and~~ a high school diploma. The maximum full-time  
 1930 equivalent student membership value for any student is 0.3. The  
 1931 Department of Education shall assign the appropriate full-time  
 1932 equivalent value for each certification, 50 percent of which is

1933 based on rigor and the remaining 50 percent on employment value.  
 1934 The State Board of Education shall include the assigned values  
 1935 in the Industry Certification Funding List under rules adopted  
 1936 by the state board. Rigor shall be based on the number of  
 1937 instructional hours, including work experience hours, required  
 1938 to earn the certification, with a bonus for industry  
 1939 certifications that have a statewide articulation agreement for  
 1940 college credit approved by the State Board of Education.  
 1941 Employment value shall be based on the entry wage, growth rate  
 1942 in employment for each occupational category, and average annual  
 1943 openings for the primary occupation linked to the industry  
 1944 certification. Such value shall be added to the total full-time  
 1945 equivalent student membership in secondary career education  
 1946 programs for grades 9 through 12 in the subsequent year for  
 1947 courses that were not funded through dual enrollment.

1948 2. Upon promotion to the 9th grade, a value of 0.1 full-  
 1949 time equivalent student membership shall be calculated for each  
 1950 student who completes a career-themed course or a career and  
 1951 professional academy program under s. 1003.4935 and who is  
 1952 issued the highest level of industry certification in science,  
 1953 technology, engineering, or mathematics identified on the  
 1954 Industry Certification Funding List under rules adopted by the  
 1955 State Board of Education.

1956 3. The additional full-time equivalent membership  
 1957 authorized under this paragraph may not exceed 0.3 per student.  
 1958 Each district must allocate at least 80 percent of the funds  
 1959 provided for industry certification, in accordance with this  
 1960 paragraph, to the program that generated the funds. Unless a

1961 different amount is specified in the General Appropriations Act,  
1962 the appropriation for this calculation is limited to  
1963 \$15 million annually. If the appropriation is insufficient to  
1964 fully fund the total calculation, the appropriation shall be  
1965 prorated.

1966 (p) Calculation of additional full-time equivalent  
1967 membership based upon early high school graduation.-  
1968 Notwithstanding s. 1011.61(4), each unpaid high school credit  
1969 delivered by a school district during the student's prior  
1970 enrollment may be reported by the district as 1/6 FTE when the  
1971 student graduates early pursuant to s. 1003.4281. A district may  
1972 report up to 1/2 FTE for unpaid credits delivered by the  
1973 district for a student who graduates one semester in advance of  
1974 the student's cohort and up to 1 FTE for a student who graduates  
1975 1 year or more in advance of the student's cohort. If the  
1976 student was enrolled in the district as a full-time high school  
1977 student for at least 2 years, the district shall report the  
1978 unpaid FTE delivered by the district during the student's prior  
1979 enrollment. If the student was enrolled in the district for less  
1980 than 2 years, the district shall report the unpaid FTE delivered  
1981 by the district and by the district in which the student was  
1982 previously enrolled. The district of enrollment for which early  
1983 graduation is claimed shall transfer a proportionate share of  
1984 the funds earned for the unpaid FTE to the district in which the  
1985 student was previously enrolled.

1986 Section 29. This act shall take effect July 1, 2012.