

By Senator Legg

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

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

58 revising requirements for accelerated high school

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

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88 College System institution that conducts programs that
89 confer career and technical certificates to provide
90 applied academics instruction through which students
91 receive basic skills instruction; requiring certain
92 students to be referred to applied academics
93 instruction or another adult general education program
94 for a structured program or basic skills instruction;
95 revising the types of students who are exempt from
96 completing the basic skills for a career education
97 program; amending s. 1004.93, F.S.; revising the
98 priority in which an adult education program must
99 provide academic services to students; requiring
100 students who are entering adult general education
101 programs to complete certain activities before a
102 specified date in order to accelerate employment;
103 providing for the development of the action-steps-to-
104 employment activities; amending s. 1006.73, F.S.;
105 revising the primary purposes and the duties of the
106 Florida Virtual Campus to include enhancing and
107 expanding programs leading to industry certification;
108 amending s. 1007.263, F.S.; conforming a provision to
109 changes made by the act; amending s. 1007.271, F.S.;
110 conforming a provision to changes made by the act;
111 revising requirements for career dual enrollment
112 programs to include the earning of an industry
113 certification; amending s. 1008.25, F.S.; requiring
114 each school district to establish a comprehensive plan
115 for student progression which must provide
116 instructional sequences for students in kindergarten

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117 through high school to progressively higher levels of
118 competency in the use of digital tools; amending
119 1008.37, F.S.; conforming a provision to changes made
120 by the act; creating s. 1008.44, F.S.; requiring the
121 Department of Education to annually identify the
122 Industry Certification Funding List; requiring the
123 State Board of Education to adopt the Postsecondary
124 Industry Certification List; requiring the
125 Commissioner of Education to recommend to the State
126 Board of Education the Postsecondary Industry
127 Certification Funding List; authorizing the
128 commissioner to recommend adding certifications;
129 requiring the Chancellor of the State University
130 System, the Chancellor of the Florida College System,
131 and the Chancellor of Career and Adult Education to
132 recommend to the commissioner industry certifications
133 to be placed on the funding list; requiring that the
134 Postsecondary Industry Certification Funding List be
135 used in determining annual performance funding
136 distributions to school districts and Florida College
137 System institutions; requiring the chancellors to
138 consider results of the economic security report of
139 employment and earnings outcomes when recommending
140 certifications for the list; requiring the
141 commissioner to differentiate content, instructional,
142 and assessment requirements that, when provided by a
143 public institution and satisfactorily attained by a
144 student, indicate accomplishment of requirements
145 necessary for funding under certain circumstances;

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146 requiring differentiated requirements to be included
147 in the Industry Certification Funding List; amending
148 ss. 1009.22 and 1009.25, F.S.; conforming provisions
149 to changes made by the act; amending s. 1011.62, F.S.;
150 conforming provisions to changes made by the act;
151 revising the procedure for annual allocation of funds
152 to each school district; revising the bonus funding
153 for enrollment in advanced placement courses;
154 increasing the funding cap on funding associated with
155 industry certifications; providing a performance bonus
156 for teachers of specified subjects; revising the
157 calculation of additional full-time equivalent
158 membership based on certification of successful
159 completion of a career-themed course and issuance of
160 an industry certification; requiring that industry
161 certification courses be reported and funded;
162 authorizing bonus funding for elementary and middle
163 schools where students earn certain recognitions and
164 digital competency certificates; amending s. 1011.80,
165 F.S.; deleting the performance output measure for a
166 career program of study; providing that continuing
167 postsecondary education at a level that will further
168 enhance employment is a performance outcome for adult
169 general education programs; providing distribution and
170 calculation of performance funding for school district
171 workforce education programs; amending s. 1011.81,
172 F.S.; providing for performance funding for industry
173 certifications for Florida College System
174 institutions; amending s. 1011.905, F.S.; revising

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175 requirements for performance funding for state
176 universities; providing an effective date.

177

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

179

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

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

185 1001.42 Powers and duties of district school board.—The
186 district school board, acting as a board, shall exercise all
187 powers and perform all duties listed below:

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

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204 approve only courses and programs that contain industry
205 certifications. A course may be continued if at least 25 percent
206 of the students enrolled in the course attain an industry
207 certification. If fewer than 25 percent of the students enrolled
208 in a course attain an industry certification, the course must be
209 discontinued the following year.

210 Section 3. Paragraph (b) of subsection (5) of section
211 1001.706, Florida Statutes, is amended to read:

212 1001.706 Powers and duties of the Board of Governors.—

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

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

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

229 2. Consider reports and recommendations of the Higher
230 Education Coordinating Council pursuant to s. 1004.015 and the
231 Articulation Coordinating Committee pursuant to s. 1007.01.

232 3. Include student enrollment and performance data

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233 delineated by method of instruction, including, but not limited
234 to, traditional, online, and distance learning instruction.

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

243 a. Job placement in employment of 36 hours or more per week
244 and average full-time wages of graduates of the degree programs
245 1 year and 5 years after graduation, based in part on data
246 provided in the economic security report of employment and
247 earnings outcomes produced annually pursuant to s. 445.07; and

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

251 Section 4. Paragraph (b) of subsection (1) of section
252 1002.3105, Florida Statutes, is amended to read:

253 1002.3105 Academically Challenging Curriculum to Enhance
254 Learning (ACCEL) options.—

255 (1) ACCEL OPTIONS.—

256 (b) At a minimum, each school must offer the following
257 ACCEL options: whole-grade and midyear promotion; subject-matter
258 acceleration; virtual instruction in higher grade level
259 subjects; acceleration options, pathways, and the Credit
260 Acceleration Program under s. 1003.4295. Additional ACCEL
261 options may include, but are not limited to, enriched science,

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262 technology, engineering, and mathematics ~~(STEM)~~ coursework;
263 enrichment programs; flexible grouping; advanced academic
264 courses; combined classes; self-paced instruction; curriculum
265 compacting; advanced-content instruction; rigorous industry
266 certifications that are articulated to college credit and
267 approved pursuant to ss. 1003.492 and 1008.44; work-related
268 internships or apprenticeships; and telescoping curriculum.

269 Section 5. Paragraph (a) of subsection (1) of section
270 1003.41, Florida Statutes, is amended to read:

271 1003.41 Sunshine State Standards.—

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

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

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

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291 grade level. The language arts standards must also identify
292 significant literary genres and authors that encompass a
293 comprehensive range of historical periods. Beginning with the
294 2011-2012 school year, the reading portion of the language arts
295 curriculum shall include civics education content for all grade
296 levels. The State Board of Education shall, in accordance with
297 the expedited schedule established under subsection (2), review
298 and replace the language arts standards adopted by the state
299 board in 2007 with Next Generation Sunshine State Standards that
300 comply with this subparagraph.

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

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

318 4. Social studies standards must establish specific
319 curricular content for, at a minimum, geography; 7 United States

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320 and world history;~~;~~ government;~~;~~ civics;~~;~~ economics, to include
321 financial literacy; and humanities. The standards must include
322 distinct grade level expectations for the core content knowledge
323 and skills that a student is expected to have acquired by each
324 individual grade level from kindergarten through grade 8. The
325 social studies standards for grades 9 through 12 may be
326 organized by grade clusters of more than one grade level.

327 Section 6. Paragraph (a) of subsection (1) of section
328 1003.4156, Florida Statutes, is amended to read:

329 1003.4156 General requirements for middle grades
330 promotion.—

331 (1) Promotion from a school composed of middle grades 6,
332 7, and 8 requires that:

333 (a) The student must successfully complete academic courses
334 as follows:

335 1. Three middle school or higher courses in English. These
336 courses shall emphasize:

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

338 b. Reading.

339 2. Three middle school or higher courses in mathematics.

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

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349 earn high school credit for a geometry course, a middle school
350 student must pass the geometry end-of-course assessment.

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

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

371 5. One course in career and education planning to be
372 completed in 6th, 7th, or 8th grade. The course may be taught by
373 any member of the instructional staff; must result in a
374 completed personalized academic and career plan for the student;
375 must emphasize the importance of entrepreneurship skills; must
376 emphasize technology or the application of technology in career
377 fields; and, beginning in the 2014-2015 academic year, must

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378 include information from the Department of Economic
379 Opportunity's economic security report as described in s.
380 445.07. The required personalized academic and career plan must
381 inform students of high school graduation requirements, high
382 school assessment and college entrance test requirements,
383 Florida Bright Futures Scholarship Program requirements, state
384 university and Florida College System institution admission
385 requirements, and programs through which a high school student
386 can earn college credit, including Advanced Placement,
387 International Baccalaureate, Advanced International Certificate
388 of Education, dual enrollment, career academy and career-themed
389 course opportunities, and courses that lead to national industry
390 certification.

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

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407 longitudinal high school course enrollment data by student
408 ethnicity in order to analyze course-taking patterns.

409 Section 7. Section 1003.4203, Florida Statutes, is amended
410 to read:

411 1003.4203 Digital technology materials, certificates, and
412 technical assistance curriculum.—

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

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

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

435 (3) Subject to available funding, the department shall

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436 contract by December 1, 2013, with one or more of the technology
437 companies or affiliated nonprofit organizations that have
438 approved industry certifications identified on the Industry
439 Certification Funding List or the Postsecondary Industry
440 Certification Funding List, pursuant to s. 1003.492 or s.
441 1008.44, for the development of a Florida Cyber Security
442 Recognition and a Florida Digital Arts Recognition to indicate a
443 student's attainment of knowledge and skills in digital
444 technology. The recognitions shall be made available to all
445 public elementary school students, at no cost to the districts.

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

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

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

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

462 (4) Subject to available funding, the department shall
463 contract, by December 1, 2013, with one or more of the
464 technology companies that have approved industry certifications

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465 identified on the Industry Certification Funding List or the
466 Postsecondary Industry Certification Funding List, pursuant to
467 s. 1003.492 or s. 1008.44, to develop a Florida Digital Tools
468 Certificate to indicate a student's technology skills. The
469 certificate shall be made available to all public middle school
470 students, at no cost to school districts.

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

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

485 (c) The Legislature intends that at least 75 percent of
486 public middle school students earn the certificate by July 1,
487 2018.

488 (5) ~~(3)~~ The Department of Education or company or companies
489 contracted under subsection (4) or this subsection shall provide
490 technical assistance to ~~develop a model digital curriculum to~~
491 ~~serve as a guide for~~ district school boards in the
492 implementation ~~development~~ of this section. Assistance to
493 districts shall include, but need not be limited to:

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494 identification of digital technology resources, primarily open-
495 access resources, including digital curriculum, instructional
496 materials, media assets, and other digital tools and
497 applications; training mechanisms for teachers and others to
498 facilitate integration of digital technologies into
499 instructional strategies; and model policies and procedures that
500 support sustainable implementation practices ~~a digital~~
501 ~~curriculum.~~

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

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

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

513 1003.428 General requirements for high school graduation;
514 revised.—

515 (1) Except as otherwise authorized pursuant to s. 1003.429,
516 beginning with students entering grade 9 in the 2007-2008 school
517 year, graduation requires the successful completion of a minimum
518 of 24 credits, an International Baccalaureate curriculum, or an
519 Advanced International Certificate of Education curriculum.
520 Beginning with the 2013-2014 school year, a student may meet
521 high school graduation requirements through a rigorous industry
522 certification program of study approved by the State Board of

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523 Education; however, the student must pass the Algebra I end-of-
524 course assessment and the high school English/Language Arts
525 assessment adopted pursuant to s. 1008.22 before high school
526 graduation. Students must be advised of eligibility requirements
527 for state scholarship programs and postsecondary admissions.

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

532 (a) Sixteen core curriculum credits:

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

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

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552 under s. 1008.22(3)(c)2.a.(I) must be met in order for a student
553 to earn the required credit in geometry. Beginning with students
554 entering grade 9 in the 2012-2013 school year, in addition to
555 the Algebra I and geometry credit requirements, one of the four
556 credits in mathematics must be Algebra II or a series of courses
557 equivalent to Algebra II as approved by the State Board of
558 Education.

559 3. Three credits in science, two of which must have a
560 laboratory component. Beginning with students entering grade 9
561 in the 2011-2012 school year, one of the three credits in
562 science must be Biology I or a series of courses equivalent to
563 Biology I as approved by the State Board of Education. Beginning
564 with students entering grade 9 in the 2011-2012 school year, the
565 end-of-course assessment requirements under s.
566 1008.22(3)(c)2.a.(II) must be met in order for a student to earn
567 the required credit in Biology I. Beginning with students
568 entering grade 9 in the 2013-2014 school year, one of the three
569 credits must be Biology I or a series of courses equivalent to
570 Biology I as approved by the State Board of Education, one
571 credit must be chemistry or physics or a series of courses
572 equivalent to chemistry or physics as approved by the State
573 Board of Education, and one credit must be an equally rigorous
574 course, as determined by the State Board of Education.

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

579 5. One credit in fine or performing arts, speech and
580 debate, or a practical arts course that incorporates artistic

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581 content and techniques of creativity, interpretation, and
582 imagination. Eligible practical arts courses shall be identified
583 through the Course Code Directory.

584 6. One credit in physical education to include integration
585 of health. Participation in an interscholastic sport at the
586 junior varsity or varsity level for two full seasons shall
587 satisfy the one-credit requirement in physical education if the
588 student passes a competency test on personal fitness with a
589 score of "C" or better. The competency test on personal fitness
590 must be developed by the Department of Education. A district
591 school board may not require that the one credit in physical
592 education be taken during the 9th grade year. Completion of one
593 semester with a grade of "C" or better in a marching band class,
594 in a physical activity class that requires participation in
595 marching band activities as an extracurricular activity, or in a
596 dance class shall satisfy one-half credit in physical education
597 or one-half credit in performing arts. This credit may not be
598 used to satisfy the personal fitness requirement or the
599 requirement for adaptive physical education under an individual
600 education plan (IEP) or 504 plan. Completion of 2 years in a
601 Reserve Officer Training Corps (R.O.T.C.) class, a significant
602 component of which is drills, shall satisfy the one-credit
603 requirement in physical education and the one-credit requirement
604 in performing arts. This credit may not be used to satisfy the
605 personal fitness requirement or the requirement for adaptive
606 physical education under an individual education plan (IEP) or
607 504 plan.

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

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610 1003.429 Accelerated high school graduation options.-

611 (1) Students who enter grade 9 in the 2006-2007 school year
612 and thereafter may select, upon receipt of each consent required
613 by this section, one of the following three high school
614 graduation options:

615 (b) Completion of a 3-year standard college preparatory
616 program requiring successful completion of a minimum of 18
617 academic credits in grades 9 through 12. At least 6 of the 18
618 credits required for completion of this program must be received
619 in classes that are offered pursuant to the International
620 Baccalaureate Program, the Advanced Placement Program, dual
621 enrollment, Advanced International Certificate of Education,
622 rigorous industry certifications that are approved by the State
623 Board of Education, or classes specifically listed or identified
624 by the Department of Education as rigorous pursuant to s.

625 1009.531(3); however, students must pass the Algebra I end-of-
626 course assessment and the high school English/Language Arts
627 assessment adopted pursuant to s. 1008.22 before high school
628 graduation. The 18 credits required for completion of this
629 program shall be primary requirements and shall be distributed
630 as follows:

631 1. Four credits in English, with major concentration in
632 composition and literature;

633 2. Three credits and, beginning with students entering
634 grade 9 in the 2010-2011 school year, four credits in
635 mathematics at the Algebra I level or higher from the list of
636 courses that qualify for state university admission; however,
637 beginning with the 2013-2014 school year, a student may repeat
638 Algebra I courses and count those courses toward satisfying the

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

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

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668 credits must be Biology I or a series of courses equivalent to
669 Biology I as approved by the State Board of Education, one
670 credit must be chemistry or physics or a series of courses
671 equivalent to chemistry or physics as approved by the State
672 Board of Education, and one credit must be an equally rigorous
673 course, as approved by the State Board of Education;

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

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

684 6. Three credits in electives and, beginning with students
685 entering grade 9 in the 2010-2011 school year, two credits in
686 electives; or

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

691 1. Four credits in English, with major concentration in
692 composition and literature;

693 2. Three credits and, beginning with students entering
694 grade 9 in the 2010-2011 school year, four credits in
695 mathematics, one of which must be Algebra I; however, beginning
696 with the 2013-2014 school year, a student may repeat Algebra I

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

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

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726 entering grade 9 in the 2013-2014 school year, one of the three
727 credits must be Biology I or a series of courses equivalent to
728 Biology I as approved by the State Board of Education, one
729 credit must be chemistry or physics or a series of courses
730 equivalent to chemistry or physics as approved by the State
731 Board of Education, and one credit must be an equally rigorous
732 course, as approved by the State Board of Education;

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

737 5. Three credits in a single vocational or career education
738 program, three credits in career and technical certificate dual
739 enrollment courses, or five credits in vocational or career
740 education courses; and

741 6. Two credits and, beginning with students entering grade
742 9 in the 2010-2011 school year, one credit in electives unless
743 five credits are earned pursuant to subparagraph 5.

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

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

752 1003.4295 Acceleration options.—

753 (4) By July 1, 2014, the department shall develop, the
754 State Board of Education shall approve, and each school district

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755 shall provide alternative pathways for students to earn a high
756 school diploma and demonstrate mastery of standards that satisfy
757 the credit requirements for the core curricula established in
758 ss. 1003.428, 1003.4281, 1003.429, and 1003.43 for high school
759 graduation.

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

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

780 1. A student who earns an industry certification,
781 identified on the Industry Certification Funding List or the
782 Postsecondary Industry Certification Funding List established
783 pursuant to s. 1003.492 or s. 1008.44, of sufficient rigor to

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784 earn articulated college credit, as approved by the State Board
785 of Education, may substitute the industry certification for one
786 or more courses or credits in mathematics and science,
787 including, but not limited to, Algebra II, chemistry, and
788 physics.

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

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

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

804 Section 11. Paragraph (c) of subsection (2) of section
805 1003.433, Florida Statutes, is amended to read:

806 1003.433 Learning opportunities for out-of-state and out-
807 of-country transfer students and students needing additional
808 instruction to meet high school graduation requirements.—

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

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813 (c) Participation in an adult general education program as
814 provided in s. 1004.93 for such time as the student requires to
815 master English, reading, mathematics, or any other subject
816 required for high school graduation. ~~Students attending adult~~
817 ~~basic, adult secondary, or vocational-preparatory instruction~~
818 ~~are exempt from any requirement for the payment of tuition and~~
819 ~~fees, including lab fees, pursuant to s. 1009.25.~~ A student
820 attending an adult general education program shall have the
821 opportunity to take the grade 10 FCAT an unlimited number of
822 times in order to receive a standard high school diploma.

823 Section 12. Subsection (4) of section 1003.4935, Florida
824 Statutes, is repealed.

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

827 1004.02 Definitions.—As used in this chapter:

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

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

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842 Section 14. Section 1004.082, Florida Statutes, is created
843 to read:

844 1004.082 Talent retention program.—The Chancellor of the
845 State University System shall cooperate with the Commissioner of
846 Education to support talent retention programs that encourage
847 middle school and high school students who indicate an interest
848 in or aptitude for physics or mathematics to continue their
849 education at a state university that has excellent departments
850 in selected fields. The commissioner and chancellor shall work
851 with state university department chairs to enable department
852 chairs of outstanding state university departments to send
853 letters to students who indicate an interest in and aptitude for
854 those subjects. At a minimum, the letter should provide an open
855 invitation for the student to communicate with the department,
856 at least annually, and to schedule a tour of the department and
857 the campus.

858 Section 15. Section 1004.91, Florida Statutes, is amended
859 to read:

860 1004.91 Requirements for career education program basic
861 skills ~~career-preparatory instruction.—~~

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

870 (2) Students who enroll in a program offered for career

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871 credit of 450 hours or more shall complete an entry-level
872 examination within the first 6 weeks after ~~of~~ admission into the
873 program. The State Board of Education shall designate
874 examinations that are currently in existence, the results of
875 which are comparable across institutions, to assess student
876 mastery of basic skills. Any student found to lack the required
877 level of basic skills for such program shall be referred to
878 applied academics ~~career-preparatory~~ instruction or another
879 adult general basic education program for a structured program
880 of basic skills instruction. Such instruction may include
881 English for speakers of other languages. A student may not
882 receive a career certificate of completion without first
883 demonstrating the basic skills required in the state curriculum
884 frameworks for the career education program.

885 (3) The following students are exempt from the provisions
886 of this section:

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

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

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

899 (d) A student ~~Students~~ who passes ~~have passed~~ a state or,

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900 national, ~~or~~ industry certification or licensure exam that is
901 identified in the rules of the State Board of Education and
902 aligned to the career education program in which the student is
903 enrolled ~~are exempt from this section.~~

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

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

912 1004.93 Adult general education.—

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

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

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

923 (c) Students who are earning credit required for a high
924 school diploma or who are preparing for the General Educational
925 Development test.

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

928 1. Obtain or maintain employment or benefit from

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929 certificate career education programs;

930 2. Pursue a postsecondary degree; or

931 3. Develop competence in the English language to qualify
932 for employment.

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

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

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

946 (a) Identify employment opportunities using market-driven
947 tools.

948 (b) Create a personalized employment goal.

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

950 (d) Compare the results of the personalized skill and
951 knowledge inventory with the knowledge and skills needed to
952 attain the personalized employment goal.

953 (e) Upgrade skills and knowledge needed through adult
954 general education programs and additional educational pursuits
955 based on the personalized employment goal.

956
957 The action-steps-to-employment activities may be developed

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958 through a blended approach with assistance provided to adult
959 general education students by teachers, employment specialists,
960 guidance counselors, business and industry representatives, and
961 online resources. Students may be directed to online resources
962 and provided information on financial literacy, student
963 financial aid, industry certifications, and occupational
964 services and a listing of job openings.

965 Section 17. Paragraph (b) of subsection (1) and paragraphs
966 (b), (c), (d), and (h) of subsection (5) of section 1006.73,
967 Florida Statutes, are amended to read:

968 1006.73 Florida Virtual Campus.—

969 (1) The Florida Virtual Campus is established to provide
970 access to online student and library support services and to
971 serve as a statewide resource and clearinghouse for public
972 postsecondary education distance learning courses and degree
973 programs. The primary purposes of the Florida Virtual Campus are
974 to:

975 (b) Enhance and expand educational access and increase
976 public postsecondary education degree and industry certification
977 attainment across the state.

978 (5) The Florida Virtual Campus shall:

979 (b) Develop and manage a statewide Internet-based catalog
980 of distance learning courses, degree programs, programs leading
981 to industry certifications, and resources offered by public
982 postsecondary education institutions which is intended to assist
983 in the coordination and collaboration of articulation and access
984 pursuant to parts II and III of chapter 1007. The campus shall
985 establish operational guidelines and procedures for the catalog
986 which must:

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987 1. Require participating institutions to provide
988 information concerning the distance learning course to include
989 information on the availability of the course; the type of
990 required technology; any prerequisite course or technology
991 competency or skill; the availability of academic support
992 services and financial aid resources; and course costs, fees,
993 and payment policies.

994 2. Require that distance learning courses and degree
995 programs meet applicable accreditation standards and criteria.

996 3. Require that, at a minimum, the catalog is reviewed at
997 the start of each academic semester to ensure that programs
998 leading to industry certifications, distance learning courses,
999 and degree programs comply with all operational guidelines and
1000 procedures.

1001 4. Use an Internet-based analytic tool that allows for the
1002 collection and analysis of data, including, but not limited to:

1003 a. The number and type of students who use the catalog to
1004 search for programs leading to industry certifications, distance
1005 learning courses, and degree programs.

1006 b. The number and type of requests for information on
1007 programs leading to industry certifications, distance learning
1008 courses, and degree programs that are not listed in the catalog.

1009 c. A summary of specific requests by course type or course
1010 number, delivery method, offering institution, and semester.

1011 5. Periodically obtain and analyze data from the Florida
1012 College System and the State University System concerning:

1013 a. Costs of programs leading to industry certifications,
1014 distance learning courses, and degree programs.

1015 b. Graduation and retention rates of students enrolled in

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1016 programs leading to industry certifications, and distance
1017 learning programs.

1018 c. ~~Distance learning course~~ Completion of programs leading
1019 to industry certifications and distance learning courses.

1020 (c) Implement a streamlined, automated, online admissions
1021 application process for undergraduate transient students who are
1022 currently enrolled and pursuing a degree or industry
1023 certification at a public postsecondary education institution
1024 and who enroll in a course or a program leading to an industry
1025 certification offered by a public postsecondary education
1026 institution that is not the student's degree-granting
1027 institution. The Florida Virtual Campus shall work with the
1028 Florida College System and the State University System to
1029 implement this process which requires all Florida College System
1030 institutions and state universities to:

1031 1. Use the transient student admissions application
1032 available through the statewide computer-assisted student
1033 advising system established pursuant to paragraph (d). This
1034 admissions application is the only application required for the
1035 enrollment of a transient student as described in this
1036 paragraph.

1037 2. Implement the financial aid procedures required by the
1038 transient student admissions application process.

1039 3. Transfer credit awarded by the institutions offering the
1040 course to the transient student's degree-granting institution.

1041 4. By December 1, 2012, provide for an interface between
1042 the institutional advising system and the statewide computer-
1043 assisted student advising system established pursuant to
1044 paragraph (d) in order to electronically send, receive, and

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1045 process the transient student admissions application.

1046 (d) Develop and manage a statewide computer-assisted
1047 student advising system which shall support the process of
1048 advising, registering, and certifying students for graduation
1049 and include a degree audit and an articulation component. The
1050 Florida College System institutions and state universities shall
1051 interface institutional advising systems with the statewide
1052 computer-assisted student advising system. At a minimum, the
1053 statewide computer-assisted student advising system shall:

1054 1. Allow a student to access the system at any time, search
1055 public postsecondary education institutions, and identify course
1056 options that will meet the requirements of a selected path
1057 toward a degree or industry certification.

1058 2. Audit transcripts of students enrolled in a public
1059 postsecondary education institution to assess current academic
1060 standing, the impact of changing majors or institutions, the
1061 requirements for a student to transfer to another institution,
1062 and all requirements necessary for graduation.

1063 3. Serve as the official statewide repository for the
1064 common prerequisite manual, admissions information for
1065 transferring programs, foreign language requirements, residency
1066 requirements, and statewide articulation agreements.

1067 4. Provide information relating to career descriptions and
1068 corresponding educational requirements, admissions requirements,
1069 and available sources of student financial assistance.

1070 5. Provide the admissions application for transient
1071 students pursuant to paragraph (c) which must include the
1072 electronic transfer and receipt of information and records for:

1073 a. Admissions and readmissions.

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1074 b. Financial aid.

1075 c. Transfer of credit awarded by the institution offering

1076 the course to the transient student's degree-granting

1077 institution.

1078 (h) Identify and evaluate new technologies and

1079 instructional methods that can be used for improving distance

1080 learning instruction, student learning, the efficient delivery

1081 of student support services, and the overall quality of programs

1082 leading to industry certifications, undergraduate distance

1083 learning courses, and degree programs.

1084 Section 18. Subsection (1) of section 1007.263, Florida

1085 Statutes, is amended to read:

1086 1007.263 Florida College System institutions; admissions of

1087 students.—Each Florida College System institution board of

1088 trustees is authorized to adopt rules governing admissions of

1089 students subject to this section and rules of the State Board of

1090 Education. These rules shall include the following:

1091 (1) Admissions counseling shall be provided to all students

1092 entering college or career credit programs. Counseling shall

1093 utilize tests to measure achievement of college-level

1094 communication and computation competencies by all students

1095 entering college credit programs or tests to measure achievement

1096 of basic skills for career education programs as prescribed in

1097 s. 1004.91.

1098

1099 Each board of trustees shall establish policies that notify

1100 students about, and place students into, adult basic education,

1101 adult secondary education, or other instructional programs that

1102 provide students with alternatives to traditional college-

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1103 preparatory instruction, including private provider instruction.
1104 A student is prohibited from enrolling in additional college-
1105 level courses until the student scores above the cut-score on
1106 all sections of the common placement test.

1107 Section 19. Subsections (2), (7), and (11) of section
1108 1007.271, Florida Statutes, are amended to read:

1109 1007.271 Dual enrollment programs.—

1110 (2) For the purpose of this section, an eligible secondary
1111 student is a student who is enrolled in a Florida public
1112 secondary school or in a Florida private secondary school which
1113 is in compliance with s. 1002.42(2) and provides a secondary
1114 curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43.
1115 Students who are eligible for dual enrollment pursuant to this
1116 section may enroll in dual enrollment courses conducted during
1117 school hours, after school hours, and during the summer term.
1118 However, if the student is projected to graduate from high
1119 school before the scheduled completion date of a postsecondary
1120 course, the student may not register for that course through
1121 dual enrollment. The student may apply to the postsecondary
1122 institution and pay the required registration, tuition, and fees
1123 if the student meets the postsecondary institution's admissions
1124 requirements under s. 1007.263. Instructional time for dual
1125 enrollment may vary from 900 hours; however, the school district
1126 may only report the student for a maximum of 1.0 FTE, as
1127 provided in s. 1011.61(4). Any student enrolled as a dual
1128 enrollment student is exempt from the payment of registration,
1129 tuition, and laboratory fees. Applied academics for adult
1130 education ~~Vocational-preparatory~~ instruction, college-
1131 preparatory instruction, and other forms of precollegiate

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1132 instruction, as well as physical education courses that focus on
1133 the physical execution of a skill rather than the intellectual
1134 attributes of the activity, are ineligible for inclusion in the
1135 dual enrollment program. Recreation and leisure studies courses
1136 shall be evaluated individually in the same manner as physical
1137 education courses for potential inclusion in the program.

1138 (7) Career dual enrollment shall be provided as a
1139 curricular option for secondary students to pursue in order to
1140 earn industry certifications adopted pursuant to s. 1008.44,
1141 which count as a series of elective credits toward the high
1142 school diploma. Career dual enrollment shall be available for
1143 secondary students seeking a degree and industry certification
1144 through ~~or certificate from a complete career preparatory~~
1145 ~~program or a career course and may not be used to enroll~~
1146 ~~students in isolated career courses.~~

1147 (11) Career early admission is a form of career dual
1148 enrollment through which eligible secondary students enroll full
1149 time in a career center or a Florida College System institution
1150 in postsecondary programs leading to industry certifications, as
1151 listed in the Postsecondary Industry Certification Funding List
1152 pursuant to s. 1008.44, which ~~courses that~~ are creditable toward
1153 the high school diploma and ~~the~~ certificate or associate degree.
1154 Participation in the career early admission program is limited
1155 to students who have completed a minimum of 6 semesters of full-
1156 time secondary enrollment, including studies undertaken in the
1157 ninth grade. Students enrolled pursuant to this section are
1158 exempt from the payment of registration, tuition, and laboratory
1159 fees.

1160 Section 20. Paragraph (h) is added to subsection (2) of

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1161 section 1008.25, Florida Statutes, to read:

1162 1008.25 Public school student progression; remedial
1163 instruction; reporting requirements.—

1164 (2) COMPREHENSIVE STUDENT PROGRESSION PLAN.—Each district
1165 school board shall establish a comprehensive plan for student
1166 progression which must:

1167 (h) Provide instructional sequences by which students in
1168 kindergarten through high school may attain progressively higher
1169 levels of skill in the use of digital tools and applications.
1170 The instructional sequences must include participation in
1171 curricular and instructional options and the demonstration of
1172 competence of standards required pursuant to ss. 1003.41 and
1173 1003.4203 through attainment of industry certifications and
1174 other means of demonstrating credit requirements identified
1175 under ss. 1002.3105, 1003.4203, and 1003.4295.

1176 Section 21. Subsection (2) of section 1008.37, Florida
1177 Statutes, is amended to read:

1178 1008.37 Postsecondary feedback of information to high
1179 schools.—

1180 (2) The Commissioner of Education shall report, by high
1181 school, to the State Board of Education, the Board of Governors,
1182 and the Legislature, no later than November 30 of each year, on
1183 the number of prior year Florida high school graduates who
1184 enrolled for the first time in public postsecondary education in
1185 this state during the previous summer, fall, or spring term,
1186 indicating the number of students whose scores on the common
1187 placement test indicated the need for remediation through
1188 applied academics instruction or college-preparatory ~~or~~
1189 ~~vocational-preparatory~~ instruction pursuant to s. 1004.91 or s.

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1190 1008.30.

1191 Section 22. Section 1008.44, Florida Statutes, is created
1192 to read:

1193 1008.44 Industry certifications; Industry Certification
1194 Funding List and Postsecondary Industry Certification Funding
1195 List.—

1196 (1) Pursuant to s. 1003.492, the Department of Education
1197 shall, at least annually, identify, under rules approved by the
1198 State Board of Education, the Industry Certification Funding
1199 List that must be applied in the distribution of funding to
1200 school districts pursuant to s. 1011.62.

1201 (2) The State Board of Education shall adopt, at least
1202 annually, the Postsecondary Industry Certification Funding List
1203 pursuant to this section. The commissioner shall recommend, at
1204 least annually, the Postsecondary Industry Certification Funding
1205 List to the State Board of Education and may at any time
1206 recommend adding certifications. The Chancellor of the State
1207 University System, the Chancellor of the Florida College System,
1208 and the Chancellor of Career and Adult Education shall recommend
1209 to the commissioner industry certifications to be placed on the
1210 funding list. The list shall be used in determining annual
1211 performance funding distributions to school districts and
1212 Florida College System institutions as specified in ss. 1011.80
1213 and 1011.81, respectively. The chancellors shall consider
1214 results of the economic security report of employment and
1215 earnings outcomes produced annually pursuant to s. 445.07 when
1216 recommending certifications for the list.

1217 (3) In the case of rigorous industry certifications that
1218 have embedded prerequisite minimum age, grade level, diploma or

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1219 degree, post-graduation period of work experience of at least 12
1220 months, or other reasonable requirements that may limit the
1221 extent to which a student can complete all requirements of the
1222 certification recognized by industry for employment purposes,
1223 the commissioner shall differentiate content, instructional, and
1224 assessment requirements that, when provided by a public
1225 institution and satisfactorily attained by a student, indicate
1226 accomplishment of requirements necessary for funding pursuant to
1227 ss. 1011.62, 1011.80, and 1011.81, notwithstanding attainment of
1228 prerequisite requirements necessary for recognition by industry
1229 for employment purposes. The differentiated requirements
1230 established by the commissioner shall be included in the
1231 Industry Certification Funding List at the time the
1232 certification is adopted.

1233 Section 23. Paragraph (a) of subsection (3) of section
1234 1009.22, Florida Statutes, is amended to read:

1235 1009.22 Workforce education postsecondary student fees.—

1236 (3) (a) Except as otherwise provided by law, fees for
1237 students who are nonresidents for tuition purposes must offset
1238 the full cost of instruction. Residency of students shall be
1239 determined as required in s. 1009.21. Fee-nonexempt students
1240 enrolled in applied academics for adult education ~~vocational-~~
1241 ~~preparatory~~ instruction shall be charged fees equal to the fees
1242 charged for adult general education programs. Each Florida
1243 College System institution that conducts college-preparatory and
1244 applied academics for adult education ~~vocational-preparatory~~
1245 instruction in the same class section may charge a single fee
1246 for both types of instruction.

1247 Section 24. Paragraphs (c) and (d) of subsection (1) of

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1248 section 1009.25, Florida Statutes, are amended to read:

1249 1009.25 Fee exemptions.—

1250 (1) The following students are exempt from the payment of
1251 tuition and fees, including lab fees, at a school district that
1252 provides workforce education programs, Florida College System
1253 institution, or state university:

1254 (c) A student who is or was at the time he or she reached
1255 18 years of age in the custody of the Department of Children and
1256 Family Services or who, after spending at least 6 months in the
1257 custody of the department after reaching 16 years of age, was
1258 placed in a guardianship by the court. Such exemption includes
1259 fees associated with enrollment in applied academics for adult
1260 education ~~career-preparatory~~ instruction. The exemption remains
1261 valid until the student reaches 28 years of age.

1262 (d) A student who is or was at the time he or she reached
1263 18 years of age in the custody of a relative under s. 39.5085 or
1264 who was adopted from the Department of Children and Family
1265 Services after May 5, 1997. Such exemption includes fees
1266 associated with enrollment in applied academics for adult
1267 education ~~career-preparatory~~ instruction. The exemption remains
1268 valid until the student reaches 28 years of age.

1269 Section 25. Present paragraphs (s) and (t) of subsection
1270 (1) of section 1011.62, Florida Statutes, are redesignated as
1271 paragraphs (t) and (u), respectively, a new paragraph (s) is
1272 added to that subsection, and paragraphs (c), (n), and (o) and
1273 present paragraph (t) of that subsection are amended, to read:

1274 1011.62 Funds for operation of schools.—If the annual
1275 allocation from the Florida Education Finance Program to each
1276 district for operation of schools is not determined in the

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1277 annual appropriations act or the substantive bill implementing
1278 the annual appropriations act, it shall be determined as
1279 follows:

1280 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1281 OPERATION.—The following procedure shall be followed in
1282 determining the annual allocation to each district for
1283 operation:

1284 (c) *Determination of programs.*—Cost factors based on
1285 desired relative cost differences between the following programs
1286 shall be established in the annual General Appropriations Act.
1287 The cost factor for secondary career education programs and
1288 basic programs grades 9 through 12 shall be equal. The
1289 Commissioner of Education shall specify a matrix of services and
1290 intensity levels to be used by districts in the determination of
1291 the two weighted cost factors for exceptional students with the
1292 highest levels of need. For these students, the funding support
1293 level shall fund the exceptional students' education program,
1294 with the exception of extended school year services for students
1295 with disabilities.

- 1296 1. Basic programs.—
1297 a. Kindergarten and grades 1, 2, and 3.
1298 b. Grades 4, 5, 6, 7, and 8.
1299 c. Grades 9, 10, 11, and 12.
1300 2. Programs for exceptional students.—
1301 a. Support Level IV.
1302 b. Support Level V.
1303 3. Secondary career education programs.—
1304 4. English for Speakers of Other Languages.—

1305 (n) *Calculation of additional full-time equivalent*

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1306 membership based on college board advanced placement scores of
1307 students.—A value of 0.16 full-time equivalent student
1308 membership shall be calculated for each student enrolled in each
1309 advanced placement course who receives a score of 3 or higher on
1310 the College Board Advanced Placement Examination for the prior
1311 year and added to the total full-time equivalent student
1312 membership in basic programs for grades 9 through 12 in the
1313 subsequent fiscal year. Each district must allocate at least 80
1314 percent of the funds provided to the district for advanced
1315 placement instruction, in accordance with this paragraph, to the
1316 high school that generates the funds. The school district shall
1317 distribute to each classroom teacher who provided advanced
1318 placement instruction:

1319 1. A bonus in the amount of \$50 for each student taught by
1320 the Advanced Placement teacher in each advanced placement course
1321 who receives a score of 3 or higher on the College Board
1322 Advanced Placement Examination, if at least 50 percent of the
1323 students enrolled in the course earn a score of 3 or higher on
1324 the examination.

1325 2. An additional bonus of \$1,000 ~~\$500~~ to each Advanced
1326 Placement teacher in a school designated with a grade of "D" or
1327 "F" who has at least 25 percent of students enrolled in the
1328 teacher's class ~~one student~~ scoring 3 or higher on the College
1329 Board Advanced Placement Examination, regardless of the number
1330 of classes taught or of the number of students scoring a 3 or
1331 higher on the College Board Advanced Placement Examination.

1332
1333 Bonuses awarded to a teacher according to this paragraph shall
1334 not exceed \$3,000 ~~\$2,000~~ in any given school year and shall be

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1335 in addition to any regular wage or other bonus the teacher
1336 received or is scheduled to receive.

1337 (o) *Calculation of additional full-time equivalent*
1338 *membership based on ~~certification of successful completion of a~~*
1339 *career-themed course ~~or career and professional academy program~~*
1340 *pursuant to ss. 1003.491, 1003.492, and 1003.493, ~~and 1003.4935~~*
1341 *and issuance of the ~~highest level of~~ industry certification*
1342 *identified in the Industry Certification Certified Funding List*
1343 *pursuant to rules adopted by the State Board of Education.*—

1344 1. A value of 0.15 ~~0.1, 0.2,~~ or 0.3 full-time equivalent
1345 student membership shall be calculated for each student who
1346 completes a career-themed course as defined in s. 1003.493(1)(b)
1347 ~~or a career and professional academy program under ss. 1003.491,~~
1348 ~~1003.492, 1003.493, and 1003.4935~~ and who is issued an the
1349 ~~highest level of~~ industry certification identified annually in
1350 the Industry Certification Funding List approved under rules
1351 adopted by the State Board of Education ~~upon promotion to the~~
1352 ~~9th grade under subparagraph 2. or upon earning a high school~~
1353 ~~diploma~~. The maximum full-time equivalent student membership
1354 value for any student in grades 9 through 12 is 0.3. A value of
1355 0.3 full-time equivalent membership shall be calculated for each
1356 student who is issued an industry certification that has a
1357 statewide articulation agreement for college credit approved by
1358 the State Board of Education. For industry certifications that
1359 do not articulate for college credit, the Department of
1360 Education shall assign a ~~the appropriate~~ full-time equivalent
1361 value of 0.15 for each certification, ~~50 percent of which is~~
1362 ~~based on rigor and the remaining 50 percent on employment value.~~
1363 The State Board of Education shall include the assigned values

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1364 in the Industry Certification Funding List under rules adopted
1365 by the state board. ~~Rigor shall be based on the number of~~
1366 ~~instructional hours, including work experience hours, required~~
1367 ~~to earn the certification, with a bonus for industry~~
1368 ~~certifications that have a statewide articulation agreement for~~
1369 ~~college credit approved by the State Board of Education.~~
1370 ~~Employment value shall be based on the entry wage, growth rate~~
1371 ~~in employment for each occupational category, and average annual~~
1372 ~~openings for the primary occupation linked to the industry~~
1373 ~~certification. Such value shall be added to the total full-time~~
1374 ~~equivalent student membership in secondary career education~~
1375 ~~programs for grades 9 through 12 in the subsequent year for~~
1376 ~~courses that were not provided ~~funded~~ through dual enrollment.~~
1377 Industry certifications earned through dual enrollment must be
1378 reported and funded pursuant to ss. 1011.80 and 1011.81.

1379 ~~2. Upon promotion to the 9th grade, a value of 0.1 full-~~
1380 ~~time equivalent student membership shall be calculated for each~~
1381 ~~student who completes a career-themed course or a career and~~
1382 ~~professional academy program under s. 1003.4935 and who is~~
1383 ~~issued the highest level of industry certification in science,~~
1384 ~~technology, engineering, or mathematics identified on the~~
1385 ~~Industry Certification Funding List under rules adopted by the~~
1386 ~~State Board of Education.~~

1387 ~~2.3. The additional full-time equivalent membership~~
1388 ~~authorized under this paragraph may not exceed 0.3 per student.~~
1389 Each district must allocate at least 80 percent of the funds
1390 provided for industry certification, in accordance with this
1391 paragraph, to the program that generated the funds. This
1392 allocation may not be used to supplant funds provided for basic

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1393 operation of the program. Unless a different amount is specified
1394 in the General Appropriations Act, the appropriation for this
1395 calculation is limited to \$60 ~~\$15~~ million annually. If the
1396 appropriation is insufficient to fully fund the total
1397 calculation, the appropriation shall be prorated.

1398 3. For industry certifications earned in the 2012-2013
1399 school year and in subsequent years, the school district shall
1400 distribute to each classroom teacher who provided direct
1401 instruction toward the attainment of an industry certification
1402 that qualified for additional full-time equivalent membership
1403 under subparagraph 1.:

1404 a. A bonus in the amount of \$25 for each student taught by
1405 a teacher who provided instruction in a course that led to the
1406 attainment of an industry certification on the Industry
1407 Certification Funding List with a weight of 0.15.

1408 b. A bonus in the amount of \$50 for each student taught by
1409 a teacher who provided instruction in a course that led to the
1410 attainment of an industry certification on the Industry
1411 Certification Funding List with a weight of 0.3.

1412 4. For the 2013-14 fiscal year, the additional FTE
1413 membership calculation must include the additional FTE for any
1414 student who earned a certification in the 2009-2010, 2010-2011,
1415 and 2011-2012 fiscal years, who was not previously funded and
1416 was enrolled in 2012-2013.

1417
1418 Bonuses awarded according to this paragraph shall be provided to
1419 teachers who are employed by the district in the year in which
1420 the additional FTE membership calculation is included in the
1421 calculation. Bonuses shall be calculated based upon the

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1422 associated weight of an industry certification on the Industry
1423 Certification Funding List for the year in which the
1424 certification is earned by the student. Any bonus awarded to a
1425 teacher under this paragraph may not exceed \$2,000 in any given
1426 school year and is in addition to any regular wage or other
1427 bonus the teacher received or is scheduled to receive.

1428 (s) Florida Cyber Security Recognition, Florida Digital
1429 Arts Recognition, and Florida Digital Tools Certificate
1430 established pursuant to s. 1003.4203.

1431 1. Each public elementary school shall receive \$50 for each
1432 student who earns, annually, the Florida Cyber Security
1433 Recognition or the Florida Digital Arts Recognition established
1434 pursuant to s. 1003.4203. The maximum award per student is \$100
1435 per year. The minimum award per school shall be \$1,000 and the
1436 maximum \$15,000 annually. This performance payment shall be
1437 calculated in the FEFP as a full-time equivalent student.

1438 2. Each middle school shall receive \$50 for each student
1439 who earns the Florida Digital Tools Certificate established
1440 pursuant to s. 1003.4203, with a minimum award per school of
1441 \$1,000 annually and a maximum of \$15,000 annually. This
1442 performance payment shall be calculated in the FEFP as a full-
1443 time equivalent student.

1444 (u) ~~(t)~~ Computation for funding through the Florida
1445 Education Finance Program.—The State Board of Education may
1446 adopt rules establishing programs, industry certifications, and
1447 courses for which the student may earn credit toward high school
1448 graduation.

1449 Section 26. Subsection (4) of section 1011.80, Florida
1450 Statutes, is amended, paragraph (b) of subsection (6) is

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1451 redesignated as paragraph (c), and a new paragraph (b) is added
1452 to that subsection, to read:

1453 1011.80 Funds for operation of workforce education
1454 programs.—

1455 (4) Funding for all workforce education programs must be
1456 based on cost categories, performance output measures, and
1457 performance outcome measures.

1458 (a) The cost categories must be calculated to identify
1459 high-cost programs, medium-cost programs, and low-cost programs.
1460 The cost analysis used to calculate and assign a program of
1461 study to a cost category must include at least both direct and
1462 indirect instructional costs, consumable supplies, equipment,
1463 and standard program length.

1464 ~~(b)1. The performance output measure for career education~~
1465 ~~programs of study is student completion of a career program of~~
1466 ~~study that leads to an occupational completion point associated~~
1467 ~~with a certificate; an apprenticeship program; or a program that~~
1468 ~~leads to an applied technology diploma or an associate in~~
1469 ~~applied science or associate in science degree. Performance~~
1470 ~~output measures for registered apprenticeship programs shall be~~
1471 ~~based on program lengths that coincide with lengths established~~
1472 ~~pursuant to the requirements of chapter 446.~~

1473 ~~2.~~ The performance output measure for an adult general
1474 education course of study is measurable improvement in student
1475 skills. This measure shall include improvement in literacy
1476 skills, grade level improvement as measured by an approved test,
1477 or attainment of a State of Florida diploma or an adult high
1478 school diploma.

1479 (c) The performance outcome measures for adult general

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1480 ~~workforce~~ education programs are associated with placement and
1481 retention of students after reaching a completion point or
1482 completing a program of study. These measures include placement
1483 or retention in employment ~~that is related to the program of~~
1484 ~~study; placement into or retention in employment in an~~
1485 ~~occupation on the Workforce Estimating Conference list of high-~~
1486 ~~wage, high-skill occupations with sufficient openings, or other~~
1487 ~~High Wage/High Skill Program occupations as determined by~~
1488 ~~Workforce Florida, Inc.; and placement and retention of~~
1489 ~~participants or former participants in the welfare transition~~
1490 ~~program in employment.~~ Continuing postsecondary education at a
1491 level that will further enhance employment is a performance
1492 outcome for adult general education programs. ~~Placement and~~
1493 ~~retention must be reported pursuant to ss. 1008.39 and 1008.43.~~

1494 (6)

1495 (b) Performance funding for industry certifications for
1496 school district workforce education programs shall be determined
1497 as follows:

1498 1. The General Appropriations Act must specify occupational
1499 areas for which industry certifications may be earned for
1500 performance funding. Priority shall be given to the occupational
1501 areas emphasized in state, national, or corporate grants
1502 provided to Florida educational institutions.

1503 2. The Chancellor of Career and Adult Education shall
1504 identify the industry certifications eligible for funding on the
1505 Postsecondary Industry Certification Funding List adopted
1506 pursuant to s. 1008.44, based on the occupational areas
1507 specified in the General Appropriations Act.

1508 3. Each school district shall be provided \$1,000 for each

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1509 industry certification earned by a workforce education student.
1510 The maximum amount of funding appropriated for performance
1511 funding pursuant to this paragraph shall be limited to \$15
1512 million annually. If funds are insufficient to fully fund the
1513 calculated total award, they shall be prorated.

1514 Section 27. Present subsections (2) and (3) of section
1515 1011.81, Florida Statutes, are redesignated as subsections (3)
1516 and (4), respectively, and a new subsection (2) is added to that
1517 section, to read:

1518 1011.81 Florida College System Program Fund.—

1519 (2) Performance funding for industry certifications for
1520 Florida College System institutions shall be determined as
1521 follows:

1522 (a) The General Appropriations Act must specify
1523 occupational areas for which industry certifications may be
1524 earned for performance funding. Priority shall be given to the
1525 occupational areas emphasized in state, national, or corporate
1526 grants provided to Florida educational institutions.

1527 (b) The Chancellor of the Florida College System shall
1528 identify the industry certifications eligible for funding on the
1529 Postsecondary Industry Certification Funding List adopted
1530 pursuant to s. 1008.44, based on the occupational areas
1531 specified in the General Appropriations Act.

1532 (c) Each Florida College System institution shall be
1533 provided \$1,000 for each industry certification earned by a
1534 student. The maximum amount of funding appropriated for
1535 performance funding pursuant to this subsection shall be limited
1536 to \$15 million annually. If funds are insufficient to fully fund
1537 the calculated total award, they shall be prorated.

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1538 Section 28. Section 1011.905, Florida Statutes, is amended
1539 to read:

1540 1011.905 Performance funding for state universities.-

1541 (1) The Legislature intends that state performance funds
1542 for the state university system be based on indicators of system
1543 and institutional attainment of performance expectations. For
1544 the 2012-2013 through at least 2016-2017 ~~2012-2013 and 2013-2014~~
1545 fiscal years, the Board of Governors shall review and rank each
1546 state university that applies for performance funding, as
1547 provided in the General Appropriations Act, based on the
1548 following formula:

1549 (a) Twenty-five percent of a state university's score shall
1550 be based on the percentage of employed graduates who have earned
1551 degrees which have a primary focus in the following programs:

1552 1. For the 2012-2013 and 2013-2014 fiscal years:

1553 a.1. Computer and information science;

1554 b.2. Computer engineering;

1555 c.3. Information systems technology;

1556 d.4. Information technology; and

1557 e.5. Management information systems.

1558
1559 The 2012-2013 award recipients shall receive the same award for
1560 2013-2014.

1561 2. For the 2013-2014 and 2014-2015 fiscal years, high-
1562 demand programs determined by the Board of Governors using gap
1563 analysis data adopted pursuant to s. 1001.706(5).

1564 3. For the 2013-2014 and 2014-2015 fiscal years, a master's
1565 degree in cloud virtualization technology and related large data
1566 management.

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1567 (b) Twenty-five percent of a state university's score shall
1568 be based on the percentage of graduates who have earned
1569 baccalaureate degrees in the programs in paragraph (a) and who
1570 have earned industry certifications, identified on the
1571 Postsecondary Industry Certification Funding List pursuant to s.
1572 1008.44, in a related field from a Florida College System
1573 institution or state university prior to graduation.

1574 (c) Fifty percent of a state university's score shall be
1575 based on factors determined by the Board of Governors which
1576 relate to increasing the probability that graduates who have
1577 earned degrees in the programs described in paragraph (a) will
1578 be employed in high-skill, high-wage, and high-demand
1579 employment.

1580 (2) The submission from a state university that has the
1581 highest score shall be ranked first, with each remaining
1582 submission from a state university ranked sequentially by score.

1583 (3) (a) Each year, the Board of Governors shall award up to
1584 \$15 million to the highest-ranked state universities in support
1585 of each program identified in paragraph (1) (a) from funds
1586 appropriated for the purposes in this section and as specified
1587 in the General Appropriations Act. The award per state
1588 university shall be a minimum of 25 percent of the total amount
1589 appropriated pursuant to this section.

1590 (b) The funds shall be awarded to the department of the
1591 state university which offers the degrees described in paragraph
1592 (1) (a).

1593 (c) The funds may not be used to supplant funding for the
1594 degree programs described in paragraph (1) (a).

1595 (4) By December 31 of each year funds are appropriated for

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1596 performance funding, the Board of Governors shall submit a
1597 report containing the rankings and award distributions to the
1598 Governor, the President of the Senate, and the Speaker of the
1599 House of Representatives.

1600 Section 29. This act shall take effect upon becoming a law.