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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/20/2019	.	
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The Committee on Education (Hutson) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause  
and insert:

Section 1. Subsection (2) of section 446.011, Florida  
Statutes, is amended to read:

446.011 Legislative intent regarding apprenticeship  
training.—

(2) It is the intent of the Legislature that the Department  
of Education have responsibility for the development of the  
apprenticeship and preapprenticeship uniform minimum standards



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12 for the apprenticeable trades and that the department have  
13 responsibility for assisting district school boards and Florida  
14 College System institution ~~community college district~~ boards of  
15 trustees in developing preapprenticeship programs.

16 Section 2. Subsection (3) is added to section 446.032,  
17 Florida Statutes, to read:

18 446.032 General duties of the department for apprenticeship  
19 training.—The department shall:

20 (3) Provide assistance to district school boards, Florida  
21 College System institution boards of trustees, program sponsors,  
22 and local workforce development boards in notifying students,  
23 parents, and members of the community of the availability of  
24 apprenticeship and preapprenticeship opportunities, including  
25 data provided in the economic security report pursuant to s.  
26 445.07.

27 Section 3. Subsections (2) and (3) of section 446.052,  
28 Florida Statutes, are amended to read:

29 446.052 Preapprenticeship program.—

30 (2) The department, under regulations established by the  
31 State Board of Education, may administer the provisions of ss.  
32 446.011-446.092 which relate to preapprenticeship programs in  
33 cooperation with district school boards and Florida College  
34 System institution ~~community college district~~ boards of  
35 trustees. District school boards, Florida College System  
36 institution ~~community college district~~ boards of trustees, and  
37 registered program sponsors shall cooperate in developing and  
38 establishing programs that include career instruction and  
39 general education courses required to obtain a high school  
40 diploma.



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41 (3) The department, the district school boards, and the  
42 Florida College System institution ~~community college district~~  
43 boards of trustees shall work together with existing registered  
44 apprenticeship programs in order that individuals completing the  
45 preapprenticeship programs may be able to receive credit toward  
46 ~~towards~~ completing a registered apprenticeship program.

47 Section 4. Paragraph (b) of subsection (14) of section  
48 1001.43, Florida Statutes, is amended to read:

49 1001.43 Supplemental powers and duties of district school  
50 board.—The district school board may exercise the following  
51 supplemental powers and duties as authorized by this code or  
52 State Board of Education rule.

53 (14) RECOGNITION OF ACADEMIC ACHIEVEMENT.—

54 (b) The district school board is encouraged to adopt  
55 policies and procedures to provide for a student "Academic  
56 Scholarship Signing Day" by declaring the third Tuesday in April  
57 each year as "Academic Scholarship Signing Day." The "Academic  
58 Scholarship Signing Day" shall recognize the outstanding  
59 academic achievement of high school seniors who sign a letter of  
60 intent to accept an academic scholarship offered to the student  
61 by a postsecondary educational institution. The district school  
62 board shall adopt policies and procedures to declare an annual  
63 "College and Career Decision Day" to recognize high school  
64 seniors for their postsecondary education plans, to encourage  
65 early preparation for college, and to encourage students to  
66 pursue advanced career pathways through the attainment of  
67 industry certifications for which there are statewide college  
68 credit articulation agreements.

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70 District school board policies and procedures may include, but  
71 need not be limited to, conducting assemblies or other  
72 appropriate public events in which students offered academic  
73 scholarships assemble and sign actual or ceremonial documents  
74 accepting those scholarships. The district school board may  
75 encourage holding such events in an assembly or gathering of the  
76 entire student body as a means of making academic success and  
77 recognition visible to all students.

78 Section 5. Paragraph (e) is added to subsection (1) of  
79 section 1003.4156, Florida Statutes, to read:

80 1003.4156 General requirements for middle grades  
81 promotion.—

82 (1) In order for a student to be promoted to high school  
83 from a school that includes middle grades 6, 7, and 8, the  
84 student must successfully complete the following courses:

85 (e) One course in career and education planning to be  
86 completed in grades 6, 7, or 8 and which may be taught by any  
87 member of the instructional staff. The course must be Internet-  
88 based, customizable to each student, and include research-based  
89 assessments to assist students in determining educational and  
90 career options and goals. In addition, the course must result in  
91 a completed personalized academic and career plan for the  
92 student which may be revised as the student progresses through  
93 middle school and high school; must emphasize the importance of  
94 entrepreneurship and employability skills; and must include  
95 information from the Department of Economic Opportunity's  
96 economic security report under s. 445.07. Upon completion of the  
97 course, a student's resulting personalized academic and career  
98 plan must be sent to his or her academic advisor pursuant to s.



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99 1003.4282(11) (c). The required personalized academic and career  
100 plan must inform students of high school graduation  
101 requirements, including a detailed explanation of the  
102 requirements for earning a high school diploma designation under  
103 s. 1003.4285; requirements for each scholarship in the Florida  
104 Bright Futures Scholarship Program; state university and Florida  
105 College System institution admission requirements; available  
106 opportunities to earn college credit in high school, including  
107 Advanced Placement courses; the International Baccalaureate  
108 Program; the Advanced International Certificate of Education  
109 Program; dual enrollment, including career dual enrollment; and  
110 career education courses, including career-themed courses,  
111 preapprenticeship and apprenticeship programs, and course  
112 sequences that lead to industry certification pursuant to s.  
113 1003.492 or s. 1008.44. The course may be implemented as a  
114 stand-alone course or integrated into another course or courses.

115 Section 6. Present subsection (11) of section 1003.4282,  
116 Florida Statutes, is redesignated as subsection (12), a new  
117 subsection (11) is added to that section, and paragraphs (b) and  
118 (c) of subsection (3) and paragraph (a) of subsection (8) of  
119 that section are amended, to read:

120 1003.4282 Requirements for a standard high school diploma.—

121 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
122 REQUIREMENTS.—

123 (b) *Four credits in mathematics.*—

124 1. A student must earn one credit in Algebra I and one  
125 credit in Geometry. A student's performance on the statewide,  
126 standardized Algebra I end-of-course (EOC) assessment  
127 constitutes 30 percent of the student's final course grade. A



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128 student must pass the statewide, standardized Algebra I EOC  
129 assessment, or earn a comparative score, in order to earn a  
130 standard high school diploma. A student's performance on the  
131 statewide, standardized Geometry EOC assessment constitutes 30  
132 percent of the student's final course grade.

133 2. A student who earns an industry certification for which  
134 there is a statewide college credit articulation agreement  
135 approved by the State Board of Education may substitute the  
136 certification for one mathematics credit. Substitution may occur  
137 for up to two mathematics credits, except for Algebra I and  
138 Geometry.

139 3. A student who earns a computer science credit may  
140 substitute the credit for up to one credit of the mathematics  
141 requirement, with the exception of Algebra I and Geometry, if  
142 the commissioner identifies the computer science credit as being  
143 equivalent in rigor to the mathematics credit. An identified  
144 computer science credit may not be used to substitute for both a  
145 mathematics and a science credit. A student who earns an  
146 industry certification in 3D rapid prototype printing may  
147 satisfy up to two credits of the mathematics requirement, with  
148 the exception of Algebra I, if the commissioner identifies the  
149 certification as being equivalent in rigor to the mathematics  
150 credit or credits.

151 (c) *Three credits in science.*—

152 1. Two of the three required credits must have a laboratory  
153 component. A student must earn one credit in Biology I and two  
154 credits in equally rigorous courses. The statewide, standardized  
155 Biology I EOC assessment constitutes 30 percent of the student's  
156 final course grade.



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157           2. A student who earns an industry certification for which  
158 there is a statewide college credit articulation agreement  
159 approved by the State Board of Education may substitute the  
160 certification for one science credit, except for Biology I.

161           3. A student who earns a computer science credit may  
162 substitute the credit for up to one credit of the science  
163 requirement, with the exception of Biology I, if the  
164 commissioner identifies the computer science credit as being  
165 equivalent in rigor to the science credit. An identified  
166 computer science credit may not be used to substitute for both a  
167 mathematics and a science credit.

168           (8) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL  
169 CREDIT REQUIREMENTS.—

170           (a) Participation in career education courses engages  
171 students in their high school education, increases academic  
172 achievement, enhances employability, and increases postsecondary  
173 success. ~~By July 1, 2014,~~ The department shall develop, for  
174 approval by the State Board of Education, multiple, additional  
175 career education courses or a series of courses that meet the  
176 requirements set forth in s. 1003.493(2), (4), and (5) and this  
177 subsection and allow students to earn credit in both the career  
178 education course and courses required for high school graduation  
179 under this section and s. 1003.4281.

180           1. The state board must determine at least biennially if  
181 sufficient academic standards are covered to warrant the award  
182 of academic credit, including credit for Algebra I. A student  
183 who earns a credit for a course identified pursuant to this  
184 subparagraph must still take the statewide, standardized EOC  
185 assessment or grade-level assessment associated with the



186 required course and pass the statewide, standardized Algebra I  
187 EOC assessment and statewide, standardized grade 10 ELA  
188 assessment in accordance with subsection (3).

189       2. Career education courses must include workforce and  
190 digital literacy skills and the integration of required course  
191 content with practical applications and designated rigorous  
192 coursework that results in one or more industry certifications  
193 or clearly articulated credit or advanced standing in a 2-year  
194 or 4-year certificate or degree program, which may include high  
195 school junior and senior year work-related internships or  
196 apprenticeships. The department shall negotiate state licenses  
197 for material and testing for industry certifications. The  
198 instructional methodology used in these courses must be  
199 comprised of authentic projects, problems, and activities for  
200 contextually learning the academics.

201       3. A student who earns credit upon completion of an  
202 apprenticeship or preapprenticeship program registered with the  
203 Department of Education under chapter 446 may use such credit to  
204 satisfy the high school graduation credit requirements in  
205 paragraph (3)(e) or paragraph (3)(g). The state board shall  
206 approve and identify in the Course Code Directory the  
207 apprenticeship and preapprenticeship programs from which earned  
208 credit may be used pursuant to this subparagraph.

209       (11) CAREER AND TECHNICAL EDUCATION GRADUATION PATHWAY  
210 OPTION.—Beginning with the 2019-2020 school year, a student is  
211 eligible to complete an alternative pathway to earning a  
212 standard high school diploma through the Career and Technical  
213 Education (CTE) pathway option. Receipt of a standard high  
214 school diploma awarded through the CTE pathway option requires





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215 the student's successful completion of at least 18 credits. A  
216 student completing the CTE pathway option must earn at least a  
217 cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

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

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

229 2. Complete four credits in mathematics. A student must  
230 earn one credit in Algebra I and one credit in Geometry. A  
231 student's performance on the statewide, standardized Algebra I  
232 EOC assessment constitutes 30 percent of the student's final  
233 course grade. A student also must pass the statewide,  
234 standardized Algebra I EOC assessment, or earn a comparative  
235 score, in order to earn a standard high school diploma. A  
236 student's performance on the statewide, standardized Geometry  
237 EOC assessment constitutes 30 percent of the student's final  
238 course grade. A student who earns an industry certification for  
239 which there is a statewide college credit articulation agreement  
240 approved by the State Board of Education may substitute the  
241 certification for one mathematics credit. Substitution may occur  
242 for up to two mathematics credits, except for Algebra I and  
243 Geometry;



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244       3. Complete three credits in science. Two of the three  
245 required credits must have a laboratory component. A student  
246 must earn one credit in Biology I and two credits in equally  
247 rigorous courses. The statewide, standardized Biology I EOC  
248 assessment constitutes 30 percent of the student's final course  
249 grade. A student who earns an industry certification for which  
250 there is a statewide college credit articulation agreement  
251 approved by the State Board of Education may substitute the  
252 certification for two science credits, except for Biology I;

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

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

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

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

268       8. Sit for the statewide, standardized Geometry EOC  
269 assessment, Biology I EOC assessment, and United States History  
270 EOC assessment.

271       (b) Upon completion of the requirements specified in  
272 paragraph (a), a student shall be awarded a standard high school



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273 diploma in a form prescribed by the State Board of Education.

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

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

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

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

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

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

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

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

300 Section 7. Paragraph (b) of subsection (3) of section  
301 1008.34, Florida Statutes, is amended to read:



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302           1008.34 School grading system; school report cards;  
303 district grade.—  
304           (3) DESIGNATION OF SCHOOL GRADES.—  
305           (b)1. Beginning with the 2019-2020 ~~2014-2015~~ school year, a  
306 school's grade shall be based on the following components, each  
307 worth 100 points:  
308           a. The percentage of eligible students passing statewide,  
309 standardized assessments in English Language Arts under s.  
310 1008.22(3).  
311           b. The percentage of eligible students passing statewide,  
312 standardized assessments in mathematics under s. 1008.22(3).  
313           c. The percentage of eligible students passing statewide,  
314 standardized assessments in science under s. 1008.22(3).  
315           d. The percentage of eligible students passing statewide,  
316 standardized assessments in social studies under s. 1008.22(3).  
317           e. The percentage of eligible students who make Learning  
318 Gains in English Language Arts as measured by statewide,  
319 standardized assessments administered under s. 1008.22(3).  
320           f. The percentage of eligible students who make Learning  
321 Gains in mathematics as measured by statewide, standardized  
322 assessments administered under s. 1008.22(3).  
323           g. The percentage of eligible students in the lowest 25  
324 percent in English Language Arts, as identified by prior year  
325 performance on statewide, standardized assessments, who make  
326 Learning Gains as measured by statewide, standardized English  
327 Language Arts assessments administered under s. 1008.22(3).  
328           h. The percentage of eligible students in the lowest 25  
329 percent in mathematics, as identified by prior year performance  
330 on statewide, standardized assessments, who make Learning Gains



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331 as measured by statewide, standardized Mathematics assessments  
332 administered under s. 1008.22(3).

333 i. For schools comprised of middle grades 6 through 8 or  
334 grades 7 and 8, the percentage of eligible students passing high  
335 school level statewide, standardized end-of-course assessments  
336 or attaining national industry certifications identified in the  
337 CAPE Industry Certification Funding List pursuant to rules  
338 adopted by the State Board of Education.

339  
340 In calculating Learning Gains for the components listed in sub-  
341 subparagraphs e.-h., the State Board of Education shall require  
342 that learning growth toward achievement levels 3, 4, and 5 is  
343 demonstrated by students who scored below each of those levels  
344 in the prior year. In calculating the components in sub-  
345 subparagraphs a.-d., the state board shall include the  
346 performance of English language learners only if they have been  
347 enrolled in a school in the United States for more than 2 years.

348 2. For a school comprised of grades 9, 10, 11, and 12, or  
349 grades 10, 11, and 12, the school's grade shall also be based on  
350 the following components, each worth 100 points:

351 a. The 4-year high school graduation rate of the school as  
352 defined by state board rule.

353 b. The percentage of students who were eligible to earn  
354 college and career credit through College Board Advanced  
355 Placement examinations;; International Baccalaureate  
356 examinations;; dual enrollment courses, including career clock-  
357 hour dual enrollment courses; or Advanced International  
358 Certificate of Education examinations; or who, at any time  
359 during high school, earned national industry certification



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360 identified in the CAPE Industry Certification Funding List,  
361 pursuant to rules adopted by the state board.

362 Section 8. Paragraph (b) of subsection (1) of section  
363 1008.44, Florida Statutes, is amended to read:

364 1008.44 CAPE Industry Certification Funding List and CAPE  
365 Postsecondary Industry Certification Funding List.—

366 (1) Pursuant to ss. 1003.4203 and 1003.492, the Department  
367 of Education shall, at least annually, identify, under rules  
368 adopted by the State Board of Education, and the Commissioner of  
369 Education may at any time recommend adding the following  
370 certificates, certifications, and courses:

371 (b) No more than 30 ~~15~~ CAPE Digital Tool certificates  
372 limited to the areas of word processing; spreadsheets; sound,  
373 motion, and color presentations; digital arts; cybersecurity;  
374 and coding pursuant to s. 1003.4203(3) that do not articulate  
375 for college credit. Such certificates shall be annually  
376 identified on the CAPE Industry Certification Funding List and  
377 updated solely by the Chancellor of Career and Adult Education.  
378 The certificates shall be made available to students in  
379 elementary school and middle school grades and, if earned by a  
380 student, shall be eligible for additional full-time equivalent  
381 membership pursuant to s. 1011.62(1)(o)1.

382 Section 9. This act shall take effect July 1, 2019.

383

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

385 And the title is amended as follows:

386 Delete everything before the enacting clause  
387 and insert:

388 A bill to be entitled



389 An act relating to education; amending s. 446.011,  
390 F.S.; updating terminology; amending s. 446.032, F.S.;  
391 requiring the Department of Education to provide  
392 assistance to certain entities in notifying specified  
393 persons of apprenticeship and preapprenticeship  
394 opportunities; amending s. 446.052, F.S.; updating  
395 terminology; amending s. 1001.43, F.S.; requiring  
396 district school boards to declare an annual "College  
397 and Career Decision Day" for specified purposes;  
398 amending s. 1003.4156, F.S.; requiring students to  
399 take a career and education planning course for  
400 promotion to high school; providing requirements for  
401 such course; requiring each student who takes the  
402 course to receive an academic and career plan;  
403 providing requirements for such plan; amending s.  
404 1003.4282, F.S.; authorizing a credit in computer  
405 science to meet specified graduation requirements  
406 under certain circumstances; requiring a student who  
407 earns a credit through a career education course to  
408 pass specified assessments; providing that, as of a  
409 specified school year, certain students are eligible  
410 for an alternative pathway to a standard high school  
411 diploma through the Career and Technical Education  
412 (CTE) pathway option; providing requirements for the  
413 CTE pathway option; requiring that each principal or  
414 his or her designee, who must be designated as an  
415 academic advisor, inform parents and students of the  
416 CTE pathway option and establish certain processes  
417 relating to the pathway; requiring district school



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418 boards to incorporate certain information in the  
419 student progression plan; providing that charter  
420 schools that exclusively offer the CTE pathway option  
421 are exempt from specified application requirements;  
422 authorizing adjunct educators to administer courses in  
423 the CTE pathway option; amending s. 1008.34, F.S.;  
424 revising school grade components to specify that dual  
425 enrollment courses include career clock-hour dual  
426 enrollment courses; amending s. 1008.44, F.S.;  
427 increasing the number of CAPE Digital Tool  
428 certificates relating to specified subjects which may  
429 be included on the CAPE Industry Certification Funding  
430 List; providing an effective date.