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# **Committee on 21st Century Competitiveness**

**Tuesday, March 18, 2008  
9:00 AM - 12:00 PM  
404 HOB**

**Marco Rubio  
Speaker**

**David Simmons  
Chair**





# **The Florida House of Representatives**

## **Schools and Learning Council**

### **Committee on 21st Century Competitiveness**

**Marco Rubio**  
Speaker

**David Simmons**  
Chair

March 18, 2008

### **MEETING AGENDA**

**March 18, 2008**

**9:00 AM – 12:00 PM**

**404 HOB**

- I. Call to Order
- II. Chairman's Remarks
- III. Consideration of the following bills:
  - HB 659 by Kriseman – Service Learning in the Public Schools System
  - HB 985 by Nelson – Workplace Skills of Students
- IV. Workshop on the following:
  - HB 817 by McBurney – Public School Attendance
- V. Closing Comments
- VI. Adjournment







HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 659 Service Learning in the Public School System

SPONSOR(S): Kriseman and others

TIED BILLS: IDEN./SIM. BILLS: SB 1498

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) Schools & Learning Council		Hassell <i>AM</i>	Cobb <i>lcc</i>
2) Policy & Budget Council			
3)			
4)			
5)			

SUMMARY ANALYSIS

The bill creates section 1003.497, F.S., to encourage service-learning, a student-centered, research-based teaching and learning strategy that engages students in meaningful service activities in their community and school, in public school. Service-learning is directly tied to academic curricula and fosters academic achievement, character development, civic engagement, and career exploration.

The bill requires the Department of Education to:

- Encourage districts to initiate, adopt, expand, and institutionalize service-learning programs, activities, and policies in K-12.
- Provide assistance to any district electing to implement service-learning programs, activities, or policies.
- Develop and adopt elective service-learning courses for middle and high school course code directories.

The bill encourages school districts to:

- Include K-12 service-learning programs and activities in proposals submitted to the DOE under federal entitlement grants and competitive state and federal grants.
- Provide support for the use of service-learning as an instructional strategy to address appropriate areas of state education standards for student knowledge and performance.
- Include service-learning as part of any course or activity required for high school graduation.
- Accept service-learning activities and hours in requirements for academic awards.

The bill authorizes the hours that high school students devote to course-based service-learning activities to count toward high school graduation and the Florida Bright Futures Program community service requirements.

The bill does not appear to have a fiscal impact on state or local government because it does not require the implementation of service-learning programs in K-12. DOE estimates that current resources from the Florida's Learn & Serve program can be used to absorb any costs through current and future grant funding.





## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

*Safeguard Individual Liberties* – The bill safeguards individual liberties by increasing the opportunities for students to participate in service-learning programs and activities. It has the potential to enhance and increase the service provided to others in Florida communities by students.

#### B. EFFECT OF PROPOSED CHANGES:

##### Background

The Florida Learn & Serve program is a federally funded grant program that awards grants to schools and school districts to engage youth in service-learning. The Florida Department of Education (DOE) issues the awards to school districts.<sup>1</sup> Currently there are approximately 80 service-learning projects funded through the DOE's Florida Learn & Serve program. Several of the projects themselves issue mini-grants for an estimated 300 additional smaller projects. Altogether, it is estimated these projects engage approximately 50,000 students in service-learning throughout the state. About two thirds of these students (33,000) are in high school. These high school students will provide approximately 1,000,000 hours (approximately 30 per student) of service this school year.<sup>2</sup>

Since 1981, the DOE has awarded over \$23.6 million in grants statewide to support service-learning projects.<sup>3</sup> These programs include the following:

- Drug Prevention Community Service Grant (1991-1994),
- Florida Learn & Serve Formula Grants (1992-present, approximately \$14.4 million to date),
- Florida Learn & Serve Competitive Grants (1999-present, \$4.2 million to date), and
- Title IV Community Service Grants (2003-0505, approximately \$5 million).<sup>4</sup>

Service-learning language has also been inserted into the Request For Proposal (RFP) for the 2008 21<sup>st</sup> Century Community Learning Centers grants as a choice for districts among the eight strategies they must employ.

In service-learning projects funded through Florida Learn & Serve, students practice and apply skills, knowledge, and behaviors they need to learn through service to others in their school or community. Current projects reach specific academic, behavioral, or skills-acquisition goals for students. These goals include raising student academic performance, increasing FCAT scores, improving attendance, reducing conflict, fostering career exploration and civic engagement, or as a prevention and

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<sup>1</sup> <http://www.fsu.edu/~flserve/>

<sup>2</sup> Florida Department of Education. *Analysis for HB 659 on Service Learning in the Public School System for the 2008 Legislative Session.*; The Independent Sector has placed the national value of this service at \$18.77 per hour, which means the high school students alone are providing service worth \$18 million. If this service were only valued at the level of the current minimum wage, the service would still be worth over \$6 million. [http://www.independentsector.org/programs/research/volunteer\\_time.html](http://www.independentsector.org/programs/research/volunteer_time.html)

<sup>3</sup> Florida Department of Education. *Analysis for HB 659 on Service Learning in the Public School System for the 2008 Legislative Session.*

<sup>4</sup> Id.



intervention strategy for at-risk students. Florida Learn & Serve funds are used to support lesson planning and curriculum development.<sup>5</sup>

The DOE currently assists school districts by providing training and resources for the development and administration of current service-learning programs and activities in the state. The training is provided by the federally funded Florida Learn & Serve programs. The program has conducted several trainings-of-trainers, and these local district and school staff provide training in their communities across much of the state.<sup>6</sup>

Current law does not have any specific requirements for service-learning activities, programs, or policies. However, according to the Department of Education, several districts are engaging in the various service-learning activities, programs, or policies:

- A few districts, including Bay and Lake, have incorporated service-learning into their high school curriculums through the implementation of courses such as Community Service, Leadership Skills Development, Voluntary School/Community Service, and Peer Counseling I-IV; a dual enrollment Service Learning Course is offered at a local community college in Brevard County.
- In Lake County School District there are 9 classes at 6 schools (4 high schools, 2 middle schools) that have Service-Learning Youth Councils dedicated solely to service-learning. The curriculum was written specifically for students to facilitate service-learning projects for various teachers within their community as well as participate and facilitate their own projects. The core curriculum is based on a list of the 21<sup>st</sup> Century Skills and includes a pre and post test that is evaluated each semester by a district evaluator.
- In Lake County School District there is also a broad category of courses that integrate service-learning projects in elementary, middle and high schools.
- Through the Florida Learn & Serve program, 11 districts (Bay, Brevard, Flagler, Lake, Miami-Dade, Monroe, Orange, Palm Beach, Polk, Volusia, and Wakulla) have received multi-year infrastructure-building awards to put in place the programming, staffing, dedicated funding, partnerships, and links with policy to sustain their efforts. These districts are at different levels of progress, but none has a requirement or is contemplating one.
- A couple of districts have school board and superintendent approved statements encouraging the use of the service-learning strategy.
- Wakulla County School District lists service-learning as a strategy in its reading plan.
- In Brevard County School District service-learning was added to the list of school board priorities for 2007-08.
- Bay County School District has 2 service-learning magnet schools: a charter school and an elementary school.
- In Miami-Dade, teachers at two schools have voted/approved to make their schools into service-learning schools, and there are a couple of service-learning academies in other districts including Orange and Lake Counties.
- Bay, Lake, Wakulla, and Brevard County School Districts have web sites or links related to service-learning.<sup>7</sup>

Currently, the Course Code Directory System Guide does not include language that refers specifically to service-learning. However, many courses include experiential or applied components, which is what occurs in service-learning projects where students apply knowledge and skills to meet identified needs. Voluntary Public Service and Voluntary School/Community Service are two courses for grades 9-12 that have service-learning as part of their curriculum.

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<sup>5</sup> <http://www.fldoe.org/family/whatis.asp>

<sup>6</sup> Florida Department of Education. *Analysis for HB 659 on Service Learning in the Public School System for the 2008 Legislative Session.*

<sup>7</sup> Id.



There are numerous courses that could have service-learning included with minor adjustments or additions to their course descriptions. In school districts throughout Florida, teachers primarily integrate some service-learning activities into existing courses. However, a growing number are using existing elective courses as service-learning-dedicated classes. The following are currently being used in Lake County, for example: 0500500 Personal Career and School Development I; 0500510 Personal Career and School Development II; 0500520 Personal Career and School Development III; 0500530 Personal Career and School Development IV; 0500370 Voluntary Public Service; 2104330 Voluntary School/Community Service; 2400300 Leadership Skills Development; 2400310 Leadership Techniques; The Service-Learning Youth Council courses most used for a 50-minute period at the middle school level are: 1400300 Peer Counseling I; 1400310 Peer Counseling II; 1400320 Peer Counseling III; 1400330 Peer Counseling IV.<sup>8</sup>

### **Effects of Proposed Changes**

The bill creates section 1003.497, Florida Statutes, to encourage service-learning in the public school system.

Service-learning is a student-centered, research-based teaching and learning strategy that engages students in meaningful service activities in their community and school. Service-learning activities are directly tied to academic curricula, standards, and course, district, or state assessments. These activities foster academic achievement, character development, civic engagement, and career exploration and enable students to apply curriculum content, skills, and behaviors taught in the classroom.

The bill requires the Department of Education to:

- Encourage school districts to initiate, adopt, expand, and institutionalize service-learning programs, activities, and policies in kindergarten through grade 12.
- Provide assistance to any school district that elects to implement service-learning programs, activities, or policies in locating, leveraging, and utilizing available or alternative financial resources that will assist school districts or teachers desiring to receive training and other resources to develop and administer service-learning programs or activities.
- Develop and adopt elective service-learning courses for inclusion in middle and high school course code directories.

According to the DOE, Florida's Learn & Serve program is currently designated to work with practitioners to develop courses for the inclusion of service-learning components in the middle and high school curriculum. DOE would be able to provide training and technical assistance to district staff from federal title and other grant programs on ways that service learning can contribute to the mission and goals of those programs. Also, the DOE can add language that supports the use of the service-learning strategy into its RFPs and RFAs, which has been done in a couple of programs. Additionally, teachers in districts who require training on implementing service-learning could attend trainings provided by Florida Learn & Serve staff or district level service learning coordinators.<sup>9</sup>

The bill encourages school districts to:

- Include kindergarten through grade 12 service-learning programs and activities in proposals they submit to the DOE under federal entitlement grants and competitive state and federal grants administered through the DOE.
- Provide support for the use of service-learning at any grade level as an instructional strategy to address appropriate areas of state education standards for student knowledge and performance.

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<sup>8</sup> Id.

<sup>9</sup> Id.



- Include service-learning as part of any course or activity required for high school graduation.
- Accept service-learning activities and hours in requirements for academic awards, especially those that currently include community service as a criterion or selection factor.

The bill authorizes the hours that high school students devote to course-based service-learning activities to count toward high school graduation community service requirements. Currently, some districts do not count or accept course-based service-learning hours, either because the students are not volunteering on their own time or because the activity is not considered to be community service because it is part of a class requirement.<sup>10</sup> If a school district allows these activities to count towards the graduation requirements, there will be more opportunities available for students to meet the graduation community service requirements.

The bill authorizes the hours that high school students devote to course-based service-learning activities to count toward the community service requirements for participation in the Florida Bright Futures Program.<sup>11</sup> In addition to meeting the general eligibility criteria for a Bright Futures Award, a student must also perform 75 hours of community service work, approved by the district school board or the administrators of a nonpublic school, to be considered for an Academic Scholars<sup>12</sup> award. If a district school board allows these activities to count towards the community service requirements for the Bright Futures Award, it is possible that more students will be able to meet the community service requirements needed for the award eligibility.

#### C. SECTION DIRECTORY:

**Section 1.** Creates s. 1003.497, F.S., relating to service-learning in the public school system; requiring the Department of Education to encourage districts to initiate, adopt, expand, and institutionalize service-learning programs, activities, and policies; defining service-learning; requiring the department to provide assistance to districts; requiring development and adoption of course programs; authorizing service-learning activities to count toward high school graduation or academic awards requirements; and encouraging districts to include service-learning as part of courses or activities required for high school graduation or receipt of academic awards.

**Section 2.** Provides for an effective date.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

#### A. FISCAL IMPACT ON STATE GOVERNMENT:

##### 1. Revenues:

The bill does not appear to have a fiscal impact on state government revenues.

##### 2. Expenditures:

<sup>10</sup> Id.

<sup>11</sup> Section 1009.531, F.S., provides that a student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program: be a Florida resident; earn a Florida high school diploma, or the equivalent; enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester; not have been found guilty of, or entered a plea of nolo contendere to, a felony charge; apply for the scholarship by high school graduation, and commence using the award within 3 years of graduation.

<sup>12</sup>Section 1009.534, F.S., provides that students must also meet the following requirements: achieve a 3.5 weighted GPA using the 15 college preparatory credits; score the minimum on the SAT or ACT; and perform 75 hours of community service work





The bill does not appear to have a fiscal impact on state government expenditures.

**B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:

The bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

The bill does not appear to have a fiscal impact on local government expenditures.

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

The Independent Sector has placed the national value of this service at \$18.77 per hour, which means the high school students alone are providing service worth \$18 million. If this service were only valued at the level of the current minimum wage, the service would still be worth over \$6 million.<sup>13</sup>

**D. FISCAL COMMENTS:**

The bill does not appear to have a fiscal impact on state or local government because the bill does not require the implementation of service-learning programs in K-12. DOE estimates that current resources from the Florida's Learn & Serve program can be used to absorb any costs through current and future grant funding.

**III. COMMENTS**

**A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision:

The bill does not appear to require a city or county to expend funds or take any action requiring the expenditure of funds. The bill does not appear to reduce the authority that municipalities or counties have to raise revenues in the aggregate. The bill does not appear to reduce the percentage of state tax shared with counties or municipalities.

2. Other:

None.

**B. RULE-MAKING AUTHORITY:**

None.

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<sup>13</sup> Florida Department of Education. *Analysis for HB 659 on Service Learning in the Public School System for the 2008 Legislative Session.*



C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

D. STATEMENT OF THE SPONSOR

**IV. AMENDMENTS/COUNCIL SUBSTITUTE CHANGES**



1 A bill to be entitled  
 2 An act relating to service learning in the public school  
 3 system; creating s. 1003.497, F.S.; requiring the  
 4 Department of Education to encourage school districts to  
 5 initiate, adopt, expand, and institutionalize service-  
 6 learning programs, activities, and policies in  
 7 kindergarten through grade 12; defining service learning;  
 8 providing for department assistance to a school district  
 9 that elects to implement service-learning activities;  
 10 requiring development and adoption of service-learning  
 11 courses; authorizing service-learning activities to count  
 12 toward high school graduation or academic award  
 13 requirements; encouraging school districts to include  
 14 service learning as part of courses or activities required  
 15 for high school graduation or receipt of academic awards;  
 16 providing an effective date.

17  
 18 Be It Enacted by the Legislature of the State of Florida:

19  
 20 Section 1. Section 1003.497, Florida Statutes, is created  
 21 to read:

22 1003.497 Service learning.--

23 (1) The Department of Education shall encourage school  
 24 districts to initiate, adopt, expand, and institutionalize  
 25 service-learning programs, activities, and policies in  
 26 kindergarten through grade 12. Service learning refers to a  
 27 student-centered, research-based teaching and learning strategy  
 28 that engages students in meaningful service activities in their



29 schools or communities. Service-learning activities are directly  
 30 tied to academic curricula, standards, and course, district, or  
 31 state assessments. Service-learning activities foster academic  
 32 achievement, character development, civic engagement, and career  
 33 exploration and enable students to apply curriculum content,  
 34 skills, and behaviors taught in the classroom.

35 (2) Upon request of any school district that elects to  
 36 implement service-learning programs, activities, or policies,  
 37 the department shall provide assistance in locating, leveraging,  
 38 and utilizing available or alternative financial resources that  
 39 will assist school districts or teachers desiring to receive  
 40 training and other resources to develop and administer service-  
 41 learning programs or activities. School districts are encouraged  
 42 to include kindergarten through grade 12 service-learning  
 43 programs and activities in proposals they submit to the  
 44 department under federal entitlement grants and competitive  
 45 state and federal grants administered through the department.

46 (3) (a) The department shall develop and adopt elective  
 47 service-learning courses for inclusion in middle and high school  
 48 course code directories, which will allow additional  
 49 opportunities for students to engage in service learning. School  
 50 districts are encouraged to provide support for the use of  
 51 service learning at any grade level as an instructional strategy  
 52 to address appropriate areas of state education standards for  
 53 student knowledge and performance.

54 (b) The hours that high school students devote to course-  
 55 based service-learning activities may be counted toward meeting  
 56 community service requirements for high school graduation and





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57 community service requirements for participation in the Florida  
58 Bright Futures Scholarship Program. School districts are  
59 encouraged to include service learning as part of any course or  
60 activity required for high school graduation and to include and  
61 accept service-learning activities and hours in requirements for  
62 academic awards, especially those awards that currently include  
63 community service as a criterion or selection factor.

64       Section 2. This act shall take effect July 1, 2008.







HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 985 Workplace Skills of Students

SPONSOR(S): Nelson

TIED BILLS: IDEN./SIM. BILLS: SB 2460, SB 2818

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) Schools & Learning Council		Hassell <i>JH</i>	Cobb <i>CC</i>
2) Policy & Budget Council			
3)			
4)			
5)			

SUMMARY ANALYSIS

HB 985 requires students entering their first year of high school in the 2008-2009 school year to earn a Florida Ready to Work Credential (credential) as requirement for graduation, if the student selects the traditional 24-credit graduation option and chooses a career or technical major area of interest.

The bill revises the student eligibility requirements of the Florida Gold Seal Vocational Scholars (Gold Seal) award to include the requirement that a student earn a gold level Florida Ready to Work Credential. In order to achieve a gold level credential, a student must score a minimum of 5 each of the following assessments: Reading for Information, Applied Mathematics, and Locating Information.

The bill also requires Workforce Florida, Inc. to work together with the Department of Education to ensure consistent use of the credential.

There is no direct cost to students, job seekers, employers, schools or other partners to participate in the Florida Ready to Work Certificate Program.

The bill may result in minor savings to Educational Enhancement Trust Fund appropriations if students who otherwise would have earned a Gold Seal do not because of the new requirement to earn the credential. Gold Seal awards account for less than 1% of all Bright Futures awards.

The 2007-2008 General Appropriations Act appropriates \$17,160,000 to the Florida Ready to Work Certificate Program. (See Fiscal Comments section of this analysis)



## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. HOUSE PRINCIPLES ANALYSIS:

*Safeguard individual liberties* – The bill safeguards individual liberties by increasing a high school student's chances for successful employment after high school by merging academics and workplace skills as a graduation requirement for students enrolled in a career or technical major area of interest.

#### B. EFFECT OF PROPOSED CHANGES:

##### Background

##### *High School Graduation Requirements*

To graduate from high school, a student must complete credits for the required courses and earn the required grade point average. In addition, to earn a high school diploma, the student must earn passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT) or attain concordant scores on standardized tests determined by the Commissioner of Education, currently the SAT or ACT tests.

There are three options a student may select to satisfy the credit requirements:

- Traditional 24-credit option that generally may be completed in 4 years.
- Accelerated 18-credit college preparatory option that generally may be completed in 3 years.
- Accelerated 18-credit career preparatory option that generally may be completed in 3 years.

A student who selects the traditional 24-credit graduation option must earn 24 credits in high school courses, complete the International Baccalaureate (IB) curriculum, or complete an Advanced International Certificate of Education (AICE) curriculum.<sup>1</sup> Credits must be earned through applied, integrated, and combined courses approved by the Department of Education (DOE) and must consist of 16 core curriculum credits and 8 credits in majors, minors, or electives.

A major area of interest consists of 4 credits in sequential courses in an academic content area, career and technical area, or fine and performing arts. A student selects a major area of interest as part of his or her personalized academic career plan developed in 7<sup>th</sup> or 8<sup>th</sup> grade. A student may annually change his or her major area of interest at registration. To be selected, a major area of interest must be offered at the student's high school.<sup>2</sup>

Each major area of interest offered by a high school must be submitted to by the school district for approval by the Commissioner of Education. Once approved, a major area of interest may be offered by any school district.

##### *Florida Ready to Work Certificate Program*

<sup>1</sup> Section 1003.428, F.S., provides for the general requirements for high school graduation.

<sup>2</sup> Section 1003.428(2)(b), F.S.





The 2006 Florida Legislature created the Florida Ready to Work Certificate Program<sup>3</sup> to enhance the workplace skills of Florida's students to better prepare them for successful employment in specific occupations. A student who earns a Ready to Work Credential (credential) will be considered equipped with the skills to enter the workforce.<sup>4</sup> Any Florida student or resident is eligible to earn the credential.

The program is administered by the Florida Department of Education, Division of Workforce Education, in cooperation with Worldwide Interactive Network (WIN) and the nationally recognized ACT® WorkKeys program. WIN provides the online WIN for WorkKeys® pre-assessment and skills training courseware, career database and other program support. ACT WorkKeys® provides the proctored assessment and career readiness certification.<sup>5</sup>

A credential is awarded to a student who successfully passes 3 WorkKeys assessments in Reading for Information, Applied Mathematics, and Locating Information. Each assessment can be completed in less than 1 hour. The assessments are offered online but must be proctored and taken at a certified Florida Ready to Work testing center.<sup>6</sup>

Each assessment is scored on a scale from 3 to 7. The higher the score, the greater the participant's ability to perform more complex skills. The three levels of the credential are:

- Bronze – minimum score of 3 or more on all assessments
- Silver – minimum score of 4 or more on all assessments
- Gold - minimum score of 5 or more on all assessments

The credential demonstrates to current and future employers that students have the skills to meet employment expectations. Knowing a job applicant possesses a credential, an employer can be more confident that he or she can begin the job with the skills necessary for successful job performance. In addition, the credential ensures that students have the skills necessary to enter college or the workforce based on objective, standardized skill assessments which are aligned to FCAT objectives.<sup>7</sup>

#### *Florida Gold Seal Vocational Scholars Award*

The Florida Gold Seal Vocational Scholars award (Gold Seal) is created within the Florida Bright Futures Scholarship Program to recognize and reward academic achievement and career preparation by high school students who wish to continue their education.<sup>8</sup> In addition to meeting the general eligibility criteria for a Bright Futures award<sup>9</sup>, a student must meet the following criteria to be considered for a Gold Seal award:

- Complete the secondary school portion of a sequential program of studies that requires at least three secondary school credits taken over at least 2 academic years, and is continued in a planned, related postsecondary education program.

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<sup>3</sup> Section 35, Chapter 2006-74, Laws of Florida

<sup>4</sup> Section 1004.99, F.S.

<sup>5</sup> <http://www.fldoe.org/readytowork/>

<sup>6</sup> Id.

<sup>7</sup> Id.

<sup>8</sup> Section 1009.536, F.S.

<sup>9</sup> Section 1009.531, F.S., provides that a student must meet the following general criteria to be considered for an award under the Bright Futures Scholarship Program: be a Florida resident; earn a Florida high school diploma, or the equivalent; enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester; not have been found guilty of, or entered a plea of nolo contendere to, a felony charge; apply for the scholarship by high school graduation, and commence using the award within 3 years of graduation.



- Demonstrate readiness for postsecondary education by earning a passing score on the Florida College Entry Level Placement Test or its equivalent as identified by the DOE.
- Achieve a 3.0 weighted GPA on all subjects required for graduation, excluding elective courses.
- Achieve a 3.5 unweighted GPA in a minimum of three sequential secondary school career technical education credits in one vocational program.

### **Effects of Proposed Changes**

The bill requires a student to earn a Ready to Work Credential (credential) as requirement for graduation, if the student selects the traditional 24-credit graduation option and chooses a career or technical major area of interest. The bill provides that this requirement would begin with students entering their first year of high school in the 2008-2009 school year. Therefore, students that are currently in a career or technical major area of interest would not be required to earn a credential as a requirement for high school graduation.

The bill revises the student eligibility requirements of the Gold Seal award to include the requirement that a student earn a gold level credential. In order to achieve a gold level credential, a student must score a minimum of 5 each of the following assessments: Reading for Information, Applied Mathematics, and Locating Information.

The bill also requires Workforce Florida, Inc. to work together with the Department of Education to ensure consistent use of the credential.

#### **C. SECTION DIRECTORY:**

**Section 1.** Amends s. 1003.428, F.S., requiring a Florida Ready to Work Credential for high school graduation with a career or technical major area of interest.

**Section 2.** Amends s. 1009.536, F.S., requiring a student to earn the credential for receipt of a Florida Gold Seal Vocational Scholars award.

**Section 3.** Amends 445.004, F.S., requiring Workforce Florida, Inc., and the DOE to ensure consistent use of the credential.

**Section 4.** Provides an effective date.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

### **A. FISCAL IMPACT ON STATE GOVERNMENT:**

#### **1. Revenues:**

The bill does not appear to have a fiscal impact on state government revenues.

#### **2. Expenditures:**

The bill does not appear to have a fiscal impact on state government expenditures.



**B. FISCAL IMPACT ON LOCAL GOVERNMENTS:**

1. Revenues:

The bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

The bill does not appear to have a fiscal impact on local government expenditures.

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

There does not appear to be a direct economic impact on the private sector.

**D. FISCAL COMMENTS:**

The Ready to Work Certificate Program is funded by the Legislature. There is no direct cost to students, job seekers, employers, schools or other partners to participate in the program. The 2007-2008 General Appropriations Act appropriates \$17,160,000 to the Florida Ready to Work Certificate Program.<sup>10</sup>

The bill may result in minor savings to Educational Enhancement Trust Fund appropriations if students who otherwise would have earned a Gold Seal do not b/c of the new requirement to earn the Ready to Work credential. Gold Seal awards account for less than 1% of all Bright Futures awards.

**III. COMMENTS**

**A. CONSTITUTIONAL ISSUES:**

1. Applicability of Municipality/County Mandates Provision:

The bill does not appear to require a city or county to expend funds or take any action requiring the expenditure of funds. The bill does not appear to reduce the authority that municipalities or counties have to raise revenues in the aggregate. The bill does not appear to reduce the percentage of state tax shared with counties or municipalities.

2. Other:

None.

**B. RULE-MAKING AUTHORITY:**

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<sup>10</sup> 2007-2008 General Appropriations Act, Specific Appropriation 127 and Section 17. Conference Report for House Bill 7009, Specific Appropriation 65, passed March 12, 2008.



None.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

- 1) The bill references a "gold-level Ready to Work Credential as created under s. 1004.99." However, the term "gold level" is not referenced in s. 1004.99, F.S. or in DOE rule.
- 2) As currently drafted, the change to Gold Seal eligibility requirements takes effect July 1, 2008, and would impact current high school students. The bill could be amended to require the Ready to Work Credential of students entering high school for the first time in 2008-09 or later, as is done on lines 35-36 re: high school graduation requirements.

The sponsor of the bill is expected to file an amendment to address these drafting issues.

**D. STATEMENT OF THE SPONSOR**

HB 985 incorporates important workplace skills components into the traditional 24-credit high school graduation option, in which a student chooses a career or technical major area of interest, through the use of the Ready to Work assessment. Additionally, the bill would establish a minimum credential of the Ready to Work program as a condition to receive the Florida Goad Seal Vocational Scholars award. This legislation is intended to increase high school students' chances for successful employment after high school.

**IV. AMENDMENTS/COUNCIL SUBSTITUTE CHANGES**





1                                   A bill to be entitled  
 2           An act relating to workplace skills of students; amending  
 3           s. 1003.428, F.S.; requiring a Florida Ready to Work  
 4           Credential for high school graduation with a career or  
 5           technical major area of interest; amending s. 1009.536,  
 6           F.S.; requiring a student to earn the credential for  
 7           receipt of a Florida Gold Seal Vocational Scholars award;  
 8           amending s. 445.004, F.S.; requiring Workforce Florida,  
 9           Inc., and the Department of Education to ensure consistent  
 10          use of the credential; providing an effective date.

11  
 12   Be It Enacted by the Legislature of the State of Florida:

13  
 14           Section 1. Paragraph (b) of subsection (2) of section  
 15   1003.428, Florida Statutes, is amended to read:

16           1003.428 General requirements for high school graduation;  
 17   revised.--

18           (2) The 24 credits may be earned through applied,  
 19   integrated, and combined courses approved by the Department of  
 20   Education and shall be distributed as follows:

21           (b) Eight credits in majors, minors, or electives:

22           1. Four credits in a major area of interest, such as  
 23   sequential courses in a career and technical program, fine and  
 24   performing arts, or academic content area, selected by the  
 25   student as part of the education plan required by s. 1003.4156.  
 26   Students may revise major areas of interest each year as part of  
 27   annual course registration processes and should update their  
 28   education plan to reflect such revisions. Annually by October 1,



29 the district school board shall approve major areas of interest  
 30 and submit the list of majors to the Commissioner of Education  
 31 for approval. Each major area of interest shall be deemed  
 32 approved unless specifically rejected by the commissioner within  
 33 60 days. Upon approval, each district's major areas of interest  
 34 shall be available for use by all school districts and shall be  
 35 posted on the department's website. Beginning with students  
 36 entering their first year of high school in the 2008-2009 school  
 37 year, a student must earn a Florida Ready to Work Credential as  
 38 created under s. 1004.99 in order to graduate with a career or  
 39 technical major area of interest.

40 2. Four credits in elective courses selected by the  
 41 student as part of the education plan required by s. 1003.4156.  
 42 These credits may be combined to allow for a second major area  
 43 of interest pursuant to subparagraph 1., a minor area of  
 44 interest, elective courses, or intensive reading or mathematics  
 45 intervention courses as described in this subparagraph.

46 a. Minor areas of interest are composed of three credits  
 47 selected by the student as part of the education plan required  
 48 by s. 1003.4156 and approved by the district school board.

49 b. Elective courses are selected by the student in order  
 50 to pursue a complete education program as described in s.  
 51 1001.41(3) and to meet eligibility requirements for  
 52 scholarships.

53 c. For each year in which a student scores at Level 1 on  
 54 FCAT Reading, the student must be enrolled in and complete an  
 55 intensive reading course the following year. Placement of Level  
 56 2 readers in either an intensive reading course or a content



57 area course in which reading strategies are delivered shall be  
 58 determined by diagnosis of reading needs. The department shall  
 59 provide guidance on appropriate strategies for diagnosing and  
 60 meeting the varying instructional needs of students reading  
 61 below grade level. Reading courses shall be designed and offered  
 62 pursuant to the comprehensive reading plan required by s.  
 63 1011.62(8).

64 d. For each year in which a student scores at Level 1 or  
 65 Level 2 on FCAT Mathematics, the student must receive  
 66 remediation the following year. These courses may be taught  
 67 through applied, integrated, or combined courses and are subject  
 68 to approval by the department for inclusion in the Course Code  
 69 Directory.

70 Section 2. Subsection (1) of section 1009.536, Florida  
 71 Statutes, is amended to read:

72 1009.536 Florida Gold Seal Vocational Scholars award.--The  
 73 Florida Gold Seal Vocational Scholars award is created within  
 74 the Florida Bright Futures Scholarship Program to recognize and  
 75 reward academic achievement and career preparation by high  
 76 school students who wish to continue their education.

77 (1) A student is eligible for a Florida Gold Seal  
 78 Vocational Scholars award if the student meets the general  
 79 eligibility requirements for the Florida Bright Futures  
 80 Scholarship Program and the student:

81 (a) Completes the secondary school portion of a sequential  
 82 program of studies that requires at least three secondary school  
 83 career credits taken over at least 2 academic years, and is  
 84 continued in a planned, related postsecondary education program.



85 If the student's school does not offer such a two-plus-two or  
 86 tech-prep program, the student must complete a job-preparatory  
 87 career education program selected by Workforce Florida, Inc.,  
 88 for its ability to provide high-wage employment in an occupation  
 89 with high potential for employment opportunities. On-the-job  
 90 training may not be substituted for any of the three required  
 91 career credits.

92 (b) Demonstrates readiness for postsecondary education by  
 93 earning a passing score on the Florida College Entry Level  
 94 Placement Test or its equivalent as identified by the Department  
 95 of Education.

96 (c) Earns a minimum cumulative weighted grade point  
 97 average of 3.0, as calculated pursuant to s. 1009.531, on all  
 98 subjects required for a standard high school diploma, excluding  
 99 elective courses.

100 (d) Earns a minimum unweighted grade point average of 3.5  
 101 on a 4.0 scale for secondary career courses comprising the  
 102 career program.

103 (e) Earns a gold-level Florida Ready to Work Credential as  
 104 created under s. 1004.99.

105 Section 3. Paragraph (j) is added to subsection (5) of  
 106 section 445.004, Florida Statutes, to read:

107 445.004 Workforce Florida, Inc.; creation; purpose;  
 108 membership; duties and powers.--

109 (5) Workforce Florida, Inc., shall have all the powers and  
 110 authority, not explicitly prohibited by statute, necessary or  
 111 convenient to carry out and effectuate the purposes as  
 112 determined by statute, Pub. L. No. 105-220, and the Governor, as





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113 well as its functions, duties, and responsibilities, including,  
114 but not limited to, the following:

115       (j) In partnership with the Department of Education,  
116 ensuring consistent use of the Florida Ready to Work Credential  
117 as created under s. 1004.99.

118       Section 4. This act shall take effect July 1, 2008.



HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (for drafter's use only)

Bill No. 985

COUNCIL/COMMITTEE ACTION

ADOPTED \_\_\_\_\_ (Y/N)  
ADOPTED AS AMENDED \_\_\_\_\_ (Y/N)  
ADOPTED W/O OBJECTION \_\_\_\_\_ (Y/N)  
FAILED TO ADOPT \_\_\_\_\_ (Y/N)  
WITHDRAWN \_\_\_\_\_ (Y/N)  
OTHER \_\_\_\_\_

---

1 Council/Committee hearing bill: Committee on 21st Century  
2 Competitiveness  
3 Representative(s) Nelson offered the following:  
4

5 **Amendment 01**

6 Remove line(s) 103-104 and insert:

7 (e) Beginning with students entering grade 9 in the 2008-  
8 2009 school year, earns a gold-level Florida Ready to Work  
9 Credential as created under s. 1004.99.  
10



HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (for drafter's use only)

Bill No. 985

COUNCIL/COMMITTEE ACTION

ADOPTED \_\_\_\_\_ (Y/N)  
ADOPTED AS AMENDED \_\_\_\_\_ (Y/N)  
ADOPTED W/O OBJECTION \_\_\_\_\_ (Y/N)  
FAILED TO ADOPT \_\_\_\_\_ (Y/N)  
WITHDRAWN \_\_\_\_\_ (Y/N)  
OTHER \_\_\_\_\_

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1 Council/Committee hearing bill: Committee on 21st Century  
2 Competitiveness  
3 Representative(s) Nelson offered the following:  
4

5 **Amendment 02 (with title amendments)**

6 Between line(s)117-118 insert:

7 Section 4. Paragraph (d) of subsection (3) is amended,  
8 current subsection (4) is renumbered as subsection (5), and a  
9 new subsection (4) is added to section 1004.99, Florida  
10 Statutes, to read:

11 1004.99 Florida Ready to Work Certification Program.--

12 (3) The Florida Ready to Work Certification Program shall  
13 be composed of:

14 (d) A Florida Ready to Work Credential ~~certificate~~ and  
15 portfolio awarded to students upon successful completion of the  
16 instruction. Each portfolio must delineate the skills  
17 demonstrated by the student as evidence of the student's  
18 preparation for employment.

19 (4) The Florida Ready to Work Credential shall be awarded  
20 to students who successfully pass each of the three assessments.  
21 Each assessment shall be scored on a scale of three to seven.



HOUSE AMENDMENT FOR COUNCIL/COMMITTEE PURPOSES

Amendment No. (for drafter's use only)

22 The level of the credential each student receives is based on  
23 the following:

24 (a) A bronze-level credential requires a minimum score of  
25 3 or above on each of the three assessments.

26 (b) A silver-level credential requires a minimum score of 4  
27 or above on each of the three assessments.

28 (c) A gold-level credential requires a minimum score of 5  
29 or above on each of the three assessments.

30 Section 5. This act shall take effect July 1, 2008.

31

32

33

34

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

35

Remove line 10 and insert:

36

use of the credential; amending s. 1004.99, F.S.; providing for  
37 bronze, silver, and gold credential levels; requiring minimum  
38 scores on assessments for each credential level; providing an  
39 effective date.

40









HB 817

2008

1                   A bill to be entitled  
 2           An act relating to public school attendance; creating s.  
 3           1003.215, F.S.; creating the Compulsory Attendance Pilot  
 4           Program; requiring receipt of a high school diploma, a  
 5           high school equivalency diploma and ready to work  
 6           certification, career or job training certification or  
 7           licensure, or ready to work certification in order to  
 8           terminate school enrollment between ages 16 and 18 years;  
 9           providing for an application and selection process for  
 10          school district participation in the pilot program;  
 11          providing student and parent rights; specifying school  
 12          attendance requirements and procedures for termination of  
 13          school enrollment; requiring an annual study and reporting  
 14          by the Office of Program Policy Analysis and Government  
 15          Accountability; providing an effective date.

16  
 17   Be It Enacted by the Legislature of the State of Florida:

18  
 19          Section 1.   Section 1003.215, Florida Statutes, is created  
 20   to read:

21          1003.215   Compulsory Attendance Pilot Program.--

22          (1)   The Legislature finds it to be in the public interest  
 23          that all students exit from the public schools with academic  
 24          skills that provide the students with the opportunity to pursue  
 25          postsecondary education or with skills that lead to ready to  
 26          work certification, industry certification, or skill licensure.

27          (2)   Beginning with the 2008-2009 school year, and  
 28          continuing through the 2013-2014 school year, there is created



29 the Compulsory Attendance Pilot Program (CAPP) to be piloted by  
 30 school districts. Beginning with incoming ninth graders in the  
 31 2008-2009 school year, all students enrolled in a pilot school  
 32 district shall be subject to the attendance requirements of this  
 33 section, notwithstanding ss. 1002.20(2)(a)1. and (b) and  
 34 1003.21(1)(a)1. and (c) and any other provision of law to the  
 35 contrary.

36 (3) The Department of Education shall develop an  
 37 application process for school districts to participate in the  
 38 pilot program. The State Board of Education shall select the  
 39 pilot school districts from the applications submitted, one of  
 40 which shall be the Duval County School District.

41 (4) Parents of public school students enrolled in a pilot  
 42 school district must receive accurate and timely information  
 43 regarding their child's academic progress and must be informed  
 44 of ways they can help their child to succeed in school. These K-  
 45 12 students and their parents are afforded numerous statutory  
 46 rights, including, but not limited to, the following:

47 (a) The compulsory school attendance laws apply to all  
 48 children in a pilot school district between the ages of 6 and 18  
 49 years, as provided in, and in accordance with, subsection (5)  
 50 and s. 1003.21(1)(a)2., (b), (d), (e), and (f). A student who  
 51 attains the age of 16 years during the school year has the right  
 52 to file a formal declaration of intent to terminate school  
 53 enrollment if the declaration is signed by the parent. The  
 54 parent has the right to be notified by the school district of  
 55 the district's receipt of the student's declaration of intent to  
 56 terminate school enrollment. However, any student who files a



57 declaration seeking to terminate school enrollment but has not  
58 reached the age of 18 years shall be required to continue  
59 pursuing credits toward a high school diploma, pursue a high  
60 school equivalency diploma with participation in the Florida  
61 Ready to Work Certification Program under s. 1004.99,  
62 participate in a career or job training program leading to  
63 industry certification or skill licensure that is developed by  
64 or in cooperation with the district school board, or participate  
65 in the Ready to Work Certification Program under s. 1004.99.

66 (b) Students who become or have become married or who are  
67 pregnant and parenting have the right to attend school and  
68 receive the same or equivalent educational instruction as other  
69 students.

70 (c) Parents of students who have attained the age of 6  
71 years by February 1 of any school year but who have not attained  
72 the age of 18 years must comply with the compulsory school  
73 attendance laws. Parents have the option to comply with the  
74 school attendance laws by attendance of the student in a public  
75 school; a parochial, religious, or denominational school; a  
76 private school; a home education program; or a private tutoring  
77 program, in accordance with the provisions of s. 1003.01(13).

78 (5) (a) All children in a pilot school district who have  
79 attained the age of 6 years or who will have attained the age of  
80 6 years by February 1 of any school year or who are older than 6  
81 years of age but who have not attained the age of 18 years,  
82 except as otherwise provided, are required to attend school  
83 regularly during the entire school term.





84        (b) A student who attains the age of 16 years during the  
 85 school year is not subject to compulsory school attendance  
 86 beyond the date upon which he or she attains that age if the  
 87 student files a formal declaration of intent to terminate school  
 88 enrollment with the district school board and has received a  
 89 high school diploma, has received a high school equivalency  
 90 diploma and obtained a bronze or higher level Florida Ready to  
 91 Work Credential under s. 1004.99, has obtained industry  
 92 certification or skill licensure, or has obtained a Florida  
 93 Ready to Work Credential under s. 1004.99. The declaration must  
 94 acknowledge that terminating school enrollment is likely to  
 95 reduce the student's earning potential and must be signed by the  
 96 student and the student's parent. The school district must  
 97 notify the student's parent of receipt of the student's  
 98 declaration of intent to terminate school enrollment. The  
 99 student's guidance counselor or other school personnel must  
 100 conduct an interview with the student to determine the reasons  
 101 for the student's decision to terminate school enrollment and  
 102 actions that could be taken to keep the student in school. If,  
 103 after the interview, the student still wishes to terminate  
 104 school enrollment, the student must continue his or her  
 105 education to complete high school graduation credit  
 106 requirements, receive a high school equivalency diploma with  
 107 completion of the Florida Ready to Work Certification Program,  
 108 complete a career or job training program leading to industry  
 109 certification or skill licensure that is developed by or in  
 110 cooperation with the district school board, or complete the  
 111 Florida Ready to Work Certification Program. Such student shall



112 be required to receive a high school diploma, a high school  
 113 equivalency diploma and a bronze or higher level Florida Ready  
 114 to Work Credential, industry certification or skill licensure,  
 115 or a Florida Ready to Work Credential. Additionally, the student  
 116 must complete a survey in a format prescribed by the Department  
 117 of Education to provide data on student reasons for seeking to  
 118 terminate enrollment and actions taken by schools to keep  
 119 students enrolled.

120 (6) The Office of Program Policy Analysis and Government  
 121 Accountability (OPPAGA), in cooperation with the pilot school  
 122 districts, the applicable state attorneys' offices and regional  
 123 workforce boards, the Agency for Workforce Innovation, the  
 124 Department of Education, and the Department of Juvenile Justice,  
 125 shall conduct a study annually of the impact of the pilot  
 126 program on dropout and graduation rates, on the employability of  
 127 students, and on juvenile crime, using 2007-2008 data as the  
 128 baseline for the research. OPPAGA shall develop criteria for  
 129 collection and reporting of data with input from the cooperating  
 130 entities. The results of each annual report shall be made  
 131 available to participating pilot school districts, the  
 132 applicable state attorneys' offices and regional workforce  
 133 boards, the Agency for Workforce Education, the Department of  
 134 Education, the Department of Juvenile Justice, the Office of the  
 135 Governor, the President of the Senate, and the Speaker of the  
 136 House of Representatives by January 1 following each school  
 137 year, beginning January 1, 2011.

138 Section 2. This act shall take effect July 1, 2008.



PROPOSED COUNCIL SUBSTITUTE FOR COUNCIL/COMMITTEE PURPOSES

Bill No. 817

**COUNCIL/COMMITTEE ACTION**

ADOPTED                                   \_\_\_ (Y/N)  
ADOPTED AS AMENDED                   \_\_\_ (Y/N)  
ADOPTED W/O OBJECTION               \_\_\_ (Y/N)  
FAILED TO ADOPT                       \_\_\_ (Y/N)  
WITHDRAWN                              \_\_\_ (Y/N)  
OTHER                                    \_\_\_\_\_

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**Council/Committee hearing bill:**

Representative McBurney offered the following:

**Proposed Council Substitute**

Remove the entire bill and insert:

A bill to be entitled

An act relating to public school attendance; creating s.  
1003.215, F.S.; creating the Student Preparedness Pilot  
Program; requiring Duval County School District to review  
and identify curricula options for certain students;  
requiring students age 16 through age 18 in pilot program  
school districts who do not regularly attend school to be  
subject to specific attendance and completion  
requirements; providing for an application and selection  
process for school district participation in the pilot  
program in 2009-2010; requiring Legislative approval for  
pilot program districts; requiring receipt of a high  
school diploma, a high school equivalency diploma and  
ready to work certification, career or job training  
certification or licensure, or ready to work certification  
in order to terminate school enrollment between ages 16  
and 18 years in a pilot program district; specifying  
school attendance requirements and procedures for



PROPOSED COUNCIL SUBSTITUTE FOR COUNCIL/COMMITTEE PURPOSES

24 termination of school enrollment; requiring an annual  
25 study and reporting by the Office of Program Policy  
26 Analysis and Government Accountability; amending s.  
27 1003.01, F.S., adding cross-references; adding a  
28 definition of regular school attendance in a pilot program  
29 district; amending s. 1003.21, F.S., requiring any student  
30 in a pilot program district to be informed of attendance  
31 requirements; amending s. 1004.99, F.S., providing for  
32 bronze, silver, and gold credential levels; requiring  
33 minimum scores on assessments for each credential level;  
34 providing an effective date.

35  
36 Be It Enacted by the Legislature of the State of Florida:

37  
38 Section 1. Section 1003.215, Florida Statutes, is created to  
39 read:

40 1003.215 Student Preparedness Pilot Program.--

41 (1) The Legislature finds it to be in the public interest  
42 that all students exit from the public schools with academic  
43 skills that provide the students with the opportunity to pursue  
44 postsecondary education or with skills that lead to ready to  
45 work certification, industry certification, or skill licensure.

46 (2) Beginning with the 2008-2009 school year, and  
47 continuing through the 2014-2015 school year, there is created  
48 the Student Preparedness Pilot Program to be piloted by school  
49 districts.

50 (a) In the 2008-2009 school year, the Duval County School  
51 District shall review curricula options for students whose  
52 academic goals may not include a traditional high school  
53 diploma. The district school board shall identify options for  
54 these students and develop curricula to meet their needs prior  
55 to implementation in the 2009-2010 school year. These options





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56 shall include, but are not limited to, nontraditional academic  
57 options and flexible attendance options.

58 (b) Beginning with the 2009-2010 school year, all students  
59 age 16 through age 18 who are enrolled in a pilot program school  
60 district and who choose to exercise their option not to  
61 regularly attend school pursuant to s. 1003.21(1)(c), shall be  
62 subject to the attendance and completion requirements of this  
63 section.

64 (3) The Department of Education shall develop an  
65 application process for all school districts to apply to  
66 participate in the pilot program in the 2009-2010 school year.  
67 The State Board of Education shall select the pilot program  
68 school districts from the applications submitted, one of which  
69 shall be the Duval County School District. Pilot program school  
70 districts, in addition to the Duval County School District,  
71 shall be subject to Legislative approval during the 2009  
72 Legislative Session.

73 (4) Parents of public school students enrolled in a pilot  
74 program school district must receive accurate and timely  
75 information regarding their child's academic progress and must  
76 be informed of ways they can help their child to succeed in  
77 school.

78 (a) A student who attains the age of 16 years during the  
79 school year has the right to file a formal declaration of intent  
80 to terminate school enrollment if the declaration is signed by  
81 the parent. The parent has the right to be notified by the  
82 school district of the district's receipt of the student's  
83 declaration of intent to terminate school enrollment. The  
84 student's guidance counselor or other school personnel must  
85 conduct an exit interview pursuant to s. 1003.21(1)(c). Any  
86 student who files a declaration seeking to terminate school  
87 enrollment but has not reached the age of 18 years shall be



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88 required to continue pursuing credits toward a high school  
89 diploma, pursue a high school equivalency diploma with  
90 participation in the Florida Ready to Work Certification Program  
91 under s. 1004.99, participate in a career or job training  
92 program leading to industry certification or skill licensure  
93 that is developed by or in cooperation with the district school  
94 board, or participate in the Ready to Work Certification Program  
95 under s. 1004.99 until completion or attainment of the age of 18  
96 years.

97 (b) A student who attains the age of 16, 17, or 18 years  
98 during the school year is not subject to compulsory school  
99 attendance beyond the date upon which he or she attains that age  
100 if the student files a formal declaration of intent to terminate  
101 school enrollment with the district school board and has  
102 received a high school diploma, has received a high school  
103 equivalency diploma and obtained a bronze or higher level  
104 Florida Ready to Work Credential under s. 1004.99, has obtained  
105 industry certification or skill licensure, or has obtained a  
106 Florida Ready to Work Credential under s. 1004.99.

107 (c) Students who become or have become married or who are  
108 pregnant and parenting have the right to attend school and  
109 receive the same or equivalent educational instruction as other  
110 students.

111 (5) The Office of Program Policy Analysis and Government  
112 Accountability (OPPAGA), in cooperation with the program school  
113 districts, the applicable state attorneys' offices and regional  
114 workforce boards, the Agency for Workforce Innovation, the  
115 Department of Education, and the Department of Juvenile Justice,  
116 shall conduct a study annually of the impact of the pilot  
117 program on dropout and graduation rates, on the employability of  
118 students, and on juvenile crime, using 2007-2008 data as the  
19 baseline for the research. OPPAGA shall develop criteria for



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120 collection and reporting of data with input from the cooperating  
21 entities. The results of each annual report shall be made  
122 available to participating pilot program school districts, the  
123 applicable state attorneys' offices and regional workforce  
124 boards, the Agency for Workforce Education, the Department of  
125 Education, the Department of Juvenile Justice, the Office of the  
126 Governor, the President of the Senate, and the Speaker of the  
127 House of Representatives by January 1 following each school  
128 year, beginning January 1, 2012.

129 Section 2. Subsection (8), subsection (13) of section 1003.01,  
130 Florida Statutes, are amended to read:

131 1003.01 Definitions.--As used in this chapter, the term:

132 (8) "Habitual truant" means a student who has 15 unexcused  
133 absences within 90 calendar days with or without the knowledge  
134 or consent of the student's parent, is subject to compulsory  
135 school attendance under s. 1003.21(1) and (2)(a), and is not  
36 exempt under s. 1003.21(3) or s. 1003.24, is subject to the  
137 Student Preparedness Pilot Program under s. 1003.215, or by  
138 meeting the criteria for any other exemption specified by law or  
139 rules of the State Board of Education. Such a student must have  
140 been the subject of the activities specified in ss. 1003.26 and  
141 1003.27(3), without resultant successful remediation of the  
142 truancy problem before being dealt with as a child in need of  
143 services according to the provisions of chapter 984.

144 (13) (a) "Regular school attendance" means the actual  
145 attendance of a student during the school day as defined by law  
146 and rules of the State Board of Education. Regular attendance  
147 within the intent of s. 1003.21 may be achieved by attendance  
148 in:

- 149 1. ~~(a)~~ A public school supported by public funds;  
150 2. ~~(b)~~ A parochial, religious, or denominational school;



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151        3. ~~(e)~~ A private school supported in whole or in part by  
52 tuition charges or by endowments or gifts;

153        4. ~~(d)~~ A home education program that meets the  
154 requirements of chapter 1002; or

155        5. ~~(e)~~ A private tutoring program that meets the  
156 requirements of chapter 1002.

157        (b) "Regular program attendance" for a student in the  
158 Student Preparedness Pilot Program pursuant to s. 1003.215 means  
159 actual attendance by the student in traditional or  
160 nontraditional academic options as defined by law and rules of  
161 the State Board of Education. The district school  
162 Superintendent shall be responsible for enforcing such  
163 attendance.

164 Section 3. Paragraph (c) of subsection (1) of section 1003.21,  
165 Florida Statutes, is amended to read:

166        1003.21 School attendance.--

67        (1)

168        (c) A student who attains the age of 16 years during the  
169 school year is not subject to compulsory school attendance  
170 beyond the date upon which he or she attains that age if the  
171 student files a formal declaration of intent to terminate school  
172 enrollment with the district school board. Public school  
173 students who have attained the age of 16 years and who have not  
174 graduated are subject to compulsory school attendance until the  
175 formal declaration of intent is filed with the district school  
176 board. The declaration must acknowledge that terminating school  
177 enrollment is likely to reduce the student's earning potential  
178 and must be signed by the student and the student's parent. The  
179 school district must notify the student's parent of receipt of  
180 the student's declaration of intent to terminate school  
181 enrollment. The student's guidance counselor or other school  
82 personnel must conduct an exit interview with the student to





PROPOSED COUNCIL SUBSTITUTE FOR COUNCIL/COMMITTEE PURPOSES

183 determine the reasons for the student's decision to terminate  
84 school enrollment and actions that could be taken to keep the  
185 student in school. The student must be informed of opportunities  
186 to continue his or her education in a different environment,  
187 including, but not limited to, adult education and GED test  
188 preparation. Additionally, the student must complete a survey in  
189 a format prescribed by the Department of Education to provide  
190 data on student reasons for terminating enrollment and actions  
191 taken by schools to keep students enrolled. A student enrolled  
192 in a Student Preparedness Pilot Program school district must  
193 receive information regarding the district's compulsory school  
194 attendance and completion requirements under s. 1003.215.

195 Section 4. Paragraph (d) of subsection (3) is amended, current  
196 subsection (4) is renumbered as subsection (5), and a new  
197 subsection (4) is added to section 1004.99, Florida Statutes, to  
198 read:

99 1004.99 Florida Ready to Work Certification Program.--

200 (3) The Florida Ready to Work Certification Program shall  
201 be composed of:

202 (d) A Florida Ready to Work Credential ~~certificate~~ and  
203 portfolio awarded to students upon successful completion of the  
204 instruction. Each portfolio must delineate the skills  
205 demonstrated by the student as evidence of the student's  
206 preparation for employment.

207 (4) The Florida Ready to Work Credential shall be awarded  
208 to students who successfully pass each of the three assessments.  
209 Each assessment shall be scored on a scale of three to seven.  
210 The level of the credential each student receives is based on  
211 the following:

212 (a) A bronze-level credential requires a minimum score of  
213 3 or above on each of the three assessments.



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214        (b) A silver-level credential requires a minimum score of 4  
15        or above on each of the three assessments.

216        (c) A gold-level credential requires a minimum score of 5  
217        or above on each of the three assessments.

218        Section 5. This act shall take effect July 1, 2008.

219

