

Postsecondary Education & Workforce Subcommittee

March 29, 2023
11:30 AM
Morris Hall (17 HOB)

Meeting Packet

Paul Renner
Speaker

Lauren Melo
Chair

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

Postsecondary Education & Workforce Subcommittee

Start Date and Time: Wednesday, March 29, 2023 11:30 am

End Date and Time: Wednesday, March 29, 2023 02:30 pm

Location: Morris Hall (17 HOB)

Duration: 3.00 hrs

Consideration of the following bill(s):

HB 515 Office of Inspector General of the Board of Governors of the State University System by Silvers
HB 1555 Hunger-Free Campus Pilot Program by Valdés

Consideration of the following proposed committee substitute(s):

PCS for HB 39 -- Emergency Opioid Antagonists
PCS for HB 1401 -- Articulation Agreements

Consideration of the following proposed committee bill(s):

PCB PEW 23-01 -- Education

NOTICE FINALIZED on 03/27/2023 4:25PM by Haney.Kendall

PCB PEW 23-01

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCB PEW 23-01 Education
SPONSOR(S): Postsecondary Education & Workforce Subcommittee
TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Postsecondary Education & Workforce Subcommittee		Dixon	Kiner

SUMMARY ANALYSIS

The bill enhances and streamlines provisions to improve the implementation and expansion of workforce education programs. The bill also increases access to career and technical education in middle and high school, including opportunities for work-based learning, such as apprenticeships. Among other things, the bill:

- Expands the Reimagining Education and Career Help (REACH) Office's authority to include facilitation of cooperation between the Department of Economic Opportunity (DEO), the Department of Education, and CareerSource Florida, Inc., (CareerSource) to develop and expand apprenticeship, preapprenticeship, and other work-based learning models.
- Expands and renames the internship tax credit program to include businesses that employ student apprentices and preapprentices.
- Expands the Pathways to Career Opportunities Grant Program (PCOG) to facilitate more employers creating, expanding, and operating apprenticeship programs.
- Revises the Workforce Development Capitalization Incentive Grant and the PCOG by removing the requirement that the grants be administered on a competitive basis.
- Requires each district school board to ensure that each student enrolled in grades 9 through 12 has access to at least one work-based learning opportunity.
- Requires each district school board to adopt policies and procedures that require each high school to host an annual career fair during the school year for students in grades 11 and 12, as well as a process to provide such students the opportunity to meet or interview potential employers during the career fair. The career fair must be held on the campus of the high school, except that a group of high schools in the district may hold a joint career fair at another location.
- Requires a middle school student who completes a career and technical education course or an industry certification included in the CAPE Industry Certification Funding List be given the opportunity to continue a sequential program in the same concentration via controlled open enrollment if a high school in the district offers the program.
- Revises the Money-Back Guarantee Program to provide flexibility for institutions to determine the three programs for which the institution offers a money-back guarantee, by removing the requirement that the programs be linked to preparing students for in-demand, middle-level to high-level wage occupations identified by the Labor Market Estimating Conference. The bill also removes the requirement that all programs offered to meet local workforce demand include a money-back guarantee for employment.
- Authorizes state universities to create workforce education partnership programs that facilitate work and learn opportunities for students and allow them to graduate without student loan debt.
- Shifts the administration of reimbursements for workers' compensation insurance costs of work-based learners from the Department of Education to the Department of Financial Services.
- Requires the ABLE Trust to research, identify, and report on the systems in the state that provide services to persons with disabilities. The bill also delays the scheduled repeal of the ABLE Trust from October 1, 2023, to October 1, 2027.

The bill may have a fiscal impact. *See* fiscal comments.

The bill has an effective date of July 1, 2023.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Florida's Workforce Development System

Present Situation

The federal Workforce Investment Act of 1998 (WIA) was passed by Congress in an effort to improve the quality of the nation's workforce through implementation of a comprehensive workforce investment system.[1] WIA required each state to establish an investment board at the state level and to also establish workforce investment boards to represent local service areas.[2] WIA also called for the delivery of workforce development services through a system of "one-stop" centers in local communities.[3] Some key principles of WIA were to better integrate workforce services, empower individuals, provide universal access to participants, increase accountability, and improve youth programs.[4]

In response to WIA, Florida established a workforce development system (WDS) under the Workforce Investment Act of 2000.[5] The act aimed to better connect the state's economic development strategies with its WDS and to implement the principles of the federal WIA.[6]

Federal Workforce Innovation and Opportunity Act of 2014

In 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA), which superseded the Workforce Investment Act of 1998.[7] WIOA requires each state to develop a single, unified plan for aligning workforce services through the identification and evaluation of core workforce programs.[8] In general, WIOA maintains the one-stop framework of WIA, and encompasses provisions aimed at streamlining services, easing reporting requirements, and reducing administrative barriers.[9] WIOA officially became effective on July 1, 2015, the first full program year after enactment.

Regional Planning and Local Workforce Development Boards

WIOA requires states to identify regional planning areas for workforce development strategies.[10] Within each area, a local workforce development board (LWBD) must be established.[11] Each LWDB is required to coordinate planning and service delivery strategies within their area.[12] Formulated strategies are then used by the LWDB to develop and submit a local plan for the delivery of workforce services.[13]

Strengthening Alignment between Industry and Learning to 60 Initiative

In 2019, the Legislature created the Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative to increase the percentage of working-age adults in Florida with a high-value postsecondary certificate, degree, or training experience to 60 percent by 2030.[14]

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[1] Workforce Investment Act of 1998, 29 U.S.C. § 2801 (1998), *repealed by* Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, H.R. 803, 113th Cong. (July 22, 2014)(codified at 29 U.S.C. § 3101, et seq.).
[2] *See* 29 U.S.C. s. 2821 and 29 U.S.C. s. 2832 (1998).
[3] *See* 29 U.S.C. s. 2841 (1998).
[4] *See* 29 U.S.C. s. 2811 (1998).
[5] Ch. 2000-165, Laws of Fla.
[6] *See* s. 445.003, F.S.
[7] Workforce Innovation and Opportunity Act, 29 U.S.C. § 3101 et seq. (2014).
[8] *See* 29 U.S.C. s. 3112(a).
[9] *See* 29 U.S.C. s. 3111.
[10] *See* 29 U.S.C. s. 3121.
[11] *Id*.
[12] *See* 29 U.S.C. s. 3122.
[13] *See* 29 U.S.C. s. 3123.
[14] Section 1004.013, F.S.

Florida Talent Development Council

The Legislature, in 2019, reconstituted the Higher Education Coordinating Council to create the Florida Talent Development Council for the purpose of developing a data-driven, statewide approach to meeting Florida's need for a 21st century workforce, which utilizes the in-state talent supply system.[15] The council, with support from the DEO, is tasked with developing a strategic plan to accomplish the SAIL to 60 goal.[16] The strategic plan must:[17]

- Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries.
- Assess whether postsecondary degrees, certificates, and other credentials awarded by Florida's postsecondary institutions align with high-demand employment needs and job placement rates.
- Identify strategies to deepen and expand cross-sector collaborations to align higher education programs with targeted industry needs.
- Establish targeted strategies to increase certification and degrees for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills.
- Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion.
- Identify common metrics and benchmarks to demonstrate progress toward the 60 percent goal and how the SAIL to 60 Initiative can provide coordinated cross-sector support for the strategic plan.
- Recommend improvements to the consistency of data collected and reported by FCS institutions and school districts, including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability.
- Establish a timeline for regularly updating the strategic plan and the established goals.

Reimaging Education and Career Help Act (REACH Act)

In 2021, the Legislature passed several initiatives to enhance the SAIL to 60 Initiative and to ensure that workforce education programs were tailored to Florida's workforce needs. One initiative was the Reimagining Education and Career Help Act (REACH Act). The REACH Act serves to address the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training and providing for equity and access to a more integrated workforce and education system for Florida.[18]

To facilitate alignment and coordination of entities responsible for Florida's WDS, the Office of Reimagining Education and Career Help (REACH Office) was created in the Executive Office of the Governor. The Director of the REACH Office is appointed by, and serves at the pleasure of, the Governor.[19]

REACH Office Duties

The duties of the REACH Office are to:[20]

- Serve as an advisor to the Governor on matters related to the state's WDS.
- Establish criteria and goals for workforce development and diversification in Florida's WDS.
- Provide strategies to align and improve efficiency in Florida's WDS and the delivery of workforce related programs.
- Coordinate state and federal workforce related programs, plans, resources, and activities provided by CareerSource, the DEO, and the DOE.

[15] Section 1004.015(1), F.S.
[16] Section 1004.015(4), F.S. *See also*, Florida Department of Economic Opportunity, *Florida Talent Development Council*, https://floridajobs.org/TalentDevelopmentCouncil (last visited Mar. 5, 2023).
[17] Section 1004.015(4)(a)-(h), F.S.
[18] Section 1, ch. 2021-164, L.O.F. *codified at* s. 14.36, F.S.
[19] Section 14.36(1), F.S.
[20] Section 14.36(3)(a)-(j), F.S.

- Oversee the workforce development information system designed by the DOE to verify the validity of data collected and monitor compliance of workforce related programs and education and training programs with applicable federal and state requirements as authorized by federal and state law.
- Serve on the Credentials Review Committee to identify non-degree and degree credentials of value and facilitate the collection of data necessary to conduct committee work.
- Coordinate and facilitate a memorandum of understanding (MOU) for data sharing agreements of the state's workforce performance data among state agencies and align, to the greatest extent possible, adopted performance measures.
- Streamline the clinical placement process and increase clinical placement opportunities for students, hospitals, and other clinical sites by administering, directly or through a contract, a web-based centralized clinical placement system for use by all nursing education programs subject to the requirements of nursing education program approval.
- Direct the objectives of the Talent Development Council.

The office is required to provide the public with access to available federal, state, and local services and provide stakeholders with a systemwide, global view of workforce related program data across various programs through actionable qualitative and quantitative information.[21]

CareerSource Florida, Inc. (CareerSource)

Florida's workforce system is led by the CareerSource state board.[22] The members on the state board represent public and private sectors and consist of business, education, and government leaders.[23] The state board[24] conducts its work through a board of directors, two councils, and an Executive Committee. The two councils are the Strategic Policy and Performance Council and the Finance Council.[25]

The purpose of the state board is to design and implement strategies that help Floridians enter, remain in, and advance in the workplace, so that they may become more highly skilled and successful, which benefits these Floridians, Florida businesses, and the entire state, and fosters the development of the state's business climate.[26]

The state board appoints a Credentials Review Committee to identify nondegree credentials and degree credentials of value for approval by the state board and inclusion on the Master Credentials List. The credentials must include registered apprenticeship programs, industry certifications, licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas, associate degrees, baccalaureate degrees, and graduate degrees. The Credentials Review Committee must include: [27]

- The Chancellor of the Division of Public Schools.
- The Chancellor of the Division of Career and Adult Education.
- The Chancellor the Florida College System.
- The Chancellor of the State University System.
- The Director of the Office of Reimagining Education and Career Help.
- Four members from local workforce development boards, with equal representation from urban and rural regions.
- Two members from nonpublic postsecondary institutions.

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[21] Section 14.36(5), F.S.
[22] *See* s. 445.004(5), F.S. Workforce Innovation and Opportunity Act (WIOA), *State of Florida Unified Plan July 1, 2020-June 30, 2024* (2020), at 58, available at https://careersourceflorida.com/wp-content/uploads/2020/09/2020-2024-WIOA-Unified-Plan.pdf.
[23] *See* s. 445.004(3)(a)-(d), F.S. *See also*, CareerSource Florida, Boardroom, https://careersourceflorida.com/boardroom/ (last visited Mar. 16, 2023).
[24] Section 445.002, "State board" means the state workforce development board established pursuant to the Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, Title I, s. 101. The state board is the board of directors of CareerSource Florida, Inc., which works at the direction of the state board in consultation with the department as required chapter 445 of Florida Statues.
[25] WIOA, *supra* note 22 at 59.
[26] Section 445.004(2), F.S.
[27] Section 445.004(h)1.a.-k., F.S.

- Two members from industry associations.
- Two members from Florida-based businesses.
- Two members from the Department of Economic Opportunity.
- One member from the Department of Agriculture and Consumer Services.

One of the responsibilities of the Credentials Review Committee is to establish a process for the following:[28]

- At a minimum, quarterly review and approval of credential applications. Approved credentials of value shall be used by the committee to develop the Master Credentials List.
- Annually review the Master Credentials List.
- Phasing out credentials on the Master Credentials List that do not meet the framework of quality.
- Designating performance funding eligibility for school district workforce education programs and Florida College System attainment of industry certifications, based upon the highest available certification for postsecondary students.
- Beginning 2022-2023, submit the Master Credentials[29] List to the State Board of Education (SBE).

The Credentials Review Committee is also required to develop a returned-value funding formula that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. The return-value funding formula determines how school districts and the Florida College System are funded for industry certifications earned by students.[30]

The REACH Act requires the state board, beginning July 1, 2022, to assign and make public a letter grade[31] for each LWDB using the criteria established by the REACH Office, based on local workforce development board performance accountability measures and return on investment.[32]

In addition, CareerSource, through the DEO, may use funds dedicated for incumbent worker training for digital media industry. The training may be provided by public or private training providers for broadband digital media jobs listed on the occupations list developed by the Labor Market Estimating Conference. Programs that operate outside the normal semester time periods and coordinate the use of industry and public resources should be given priority status for funding.[33]

Florida's Local Workforce Development Boards (LWDB) and Delivery System

Florida's local workforce development boards (LWDB)[34] offer resources and programs to assist individuals with job searches, career development and training. The DEO and CareerSource, in consultation with the Board of Directors of CareerSource, implemented a training program for the local workforce development boards to familiarize local board members with the state's workforce development goals and strategies.[35]

The LWDBs deliver workforce development services through over 100 one-stop delivery systems. The one-stop service providers give Floridians access to available workforce services, including job

[28] Section 445.004(4)(h)7., F.S.
[29] CareerSource, Florida, *Master Credentials List*, https://careersourceflorida.com/boardroom/florida-credentials-review-committee/master-credentials-list/ (last visited Mar. 16, 2023).
[30] Sections 445.004(4)(h)10., 1011.80(7)(b), and 1011.81(2)(b), F.S.
[31] Section 14.36, F.S. REACH will develop the criteria for assigning a letter grade for each local workforce development board. The criteria shall, in part, be based on local workforce development board performance accountability measures and return on investment. The majority of the grade shall be based on the improvement by each local workforce development board in the long-term self-sufficiency of participants through outcome measures such as reduction in long-term public assistance and the percentage of participants whose wages were higher after program completion compared to wages before participation in a program.
[32] Section 445.004(8), F.S.
[33] Section 445.038, F.S.
[34] There are 24 local workforce career centers in Florida. *See* https://careersourceflorida.com/career-services/your-local-team/ (last visited Mar. 16, 2023).
[35] Section 445.007(4)(d) and (5).

placement, career counseling, and skills training.[36] Some LWDBs operate their own one-stop centers, while others contract for these services.

The one-stop delivery system includes, among other features, an approved training program that establishes a fair market purchase price to be paid through an individual training account. The DEO periodically reviews the individual training account pricing schedules developed by local workforce development boards and presents findings and recommendations for process improvement to the President of the Senate and the Speaker of the House of Representatives. The training services provided through the individual training accounts must be performance-based, with successful job placement triggering final payment of at least 10 percent.[37]

Labor Market Estimating Conference

The Florida Talent Development Council noted the importance of identifying high-demand employment needs in its strategic plan.[38] In this regard, the Labor Market Estimating Conference is required to develop official information with respect to real-time supply and demand in Florida's statewide, regional, and local labor markets as the conference determines is needed by the state planning and budgeting system. Such information must include labor supply by education level, analyses of labor demand by occupational groups and occupations compared to labor supply, a ranking of critical areas of concern, and identification of in-demand, high-skill, middle-level to high-level wage occupations prioritized by level of statewide or regional shortages.[39]

All state agencies must provide the Office of Economic and Demographic Research with the necessary data to accomplish the goals of the conference. State agencies are required to ensure that any related work product regarding labor demand and supply is consistent with the official information developed by the Labor Market Estimating Conference.[40] The labor market demand data informs the development of a state Master Credentials List. State agencies and the judicial branch are required to use the official information developed by each of the consensus estimating conferences in carrying out their duties under the state planning and budgeting system.[41]

Effect of Proposed Changes

Florida Talent Development Council

The bill requires the Florida Talent Development to identify barriers and best practices in the facilitation of work-based learning opportunities for students in middle and high school. By December 1, 2023, the Florida Talent Development Council is required to submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives recommendations on best practices for collaboration between district school boards, local workforce development boards, local businesses and business groups. The recommendations must include any necessary legislative actions to facilitate work-based learning opportunities for students in middle and high school, including the identification of potential targeted financial incentives that may help to facilitate work-based learning opportunities for students.

Reimagining Education and Career Help Act (REACH Act)

The bill expands the REACH Office authority to include facilitating coordination among the DEO, DOE, and CareerSource Florida, Inc., to develop and expand apprenticeship, preapprenticeship, and other work-based learning models and streamline efforts to recruit and onboard new apprentices,

[36] Section 445.009, F.S., *see also* https://careersourceflorida.com/career-services/ (last visited March 5, 2023).
[37] Sections 445.009(8)(b), (c) and (e), F.S.
[38] Florida Talent Development Council, *Strategic Plan: 2020-2030*, at 6, *available at* https://www.floridajobs.org/docs/default-source/communicationsfiles/florida-talent-development-council/ftdc-plan.pdf?sfvrsn=4eae40b0_2#:~:text=GOAL%3A,training%20experience%20to%2060%20percent.&text=Identify%20the%20postsecondary%20degrees%2C%20certificates,awarded%20by%20Florida%27s%20postsecondary%20institutions.
[39] Section 216.136(7), F.S.
[40] Section 216.136(7)(a), F.S.
[41] Section 216.135, F.S.

preapprentices, students, and employers interested in work-based learning opportunities. The coordination must include, but not be limited to, conducting outreach with business leaders, local governments, and education providers.

The bill requires the REACH Office to develop criteria and display public information that will assist the public in making informed decisions when deciding to access the local workforce board or one-stop career center.

The bill also revises the statutory name of the opportunity portal by renaming it the consumer-first workforce system.

Additionally, the bill requires the REACH Office to maximize the use of funds appropriated for the development and initial operation of the consumer-first workforce system rather than maximize the use of available federal and private funds as under current law.

Labor Market Estimating Conference & DEO's Labor Market Statistics Center

The bill requires state agencies, including divisions, bureaus, and statutorily created entities, to ensure that any related work product is consistent with the official information developed by the Economic Estimating Conference, the Demographic Estimating Conference, and the Labor Market Estimating Conference.

The bill shifts the focus of the Labor Market Estimating Conference to supply and demand in Florida's statewide and regional labor markets, rather than on real-time supply and demand in Florida's statewide, regional, and local labor markets. This shift is consistent with the bill's changes allowing workforce entities to consider data from the Department of Economic Opportunity's Labor Market Statistics Center with respect to local supply and demand. All state agencies are required to provide the Office of Economic and Demographic Research with the necessary data to accomplish the goals of the conference.

CareerSource Florida, Inc. (CareerSource)

The bill requires CareerSource, in consultation with the DEO, to assist the state board in developing and administering streamlined and collaborative approaches to workforce development that results in cost saving and efficiencies throughout the state.

The bill clarifies existing law that industry certifications for agricultural occupations are eligible for inclusion on the Master Credentials List.

The bill requires the director of the REACH Office to serve as the chair of the Credentials Review Committee.

The bill also requires the criteria to determine value for nondegree credentials require, among other things, evidence that the credential meets labor market demand as identified by the Labor Market Statistics Center within the DEO or the Labor Market Estimating Conference or meets local demand as identified in the criteria adopted by the Credentials Review Committee. Evidence to be considered by the Credentials Review Committee must include employer information on present credential use to emerging opportunities.

As the Credentials Review Committee must establish the criteria to determine value for degree programs, the bill requires the criteria to include evidence that the program meets statewide or regional labor market demand as identified by the Labor Market Statistics Center within the DEO or Labor Market Estimating Conference or meets local demand as determined by the Credentials Review Committee.

In addition, the bill requires a minimum phase-out period of at least one year once credentials have been identified for removal from the Master Credential's List. The bill also removes obsolete language regarding the Master Credentials List for the 2021-2022 school year.

The bill also repeals the requirement the Credentials Review Committee develop a return-value funding formula for colleges and career center performance funding.

The bill requires the state board, in consultation with the DEO, to:
- require administrative cost arrangements among planning regions;
- implement consistent contract and procurement policies and procedures;
- require the use of a state-established template for contracts or other method for ensuring all contract mechanisms follow certain standards established by the board, and leveraged buying power for fringe benefits, such as health insurance, life insurance, and retirement.

Additionally, the bill revises the annual date by which the state board is required to assign and make public a letter grade for each local workforce development board to October 15, instead of July 1 as under current law. By October 15 of each year, the public information must be made available and easily accessible on state board's website.

For job training for the digital media industry, the bill authorizes the training be provided by public or private training providers for broadband digital media jobs listed on the occupations list developed by the Labor Market Estimating conference, the Labor Market Statistics Center within the DEO, and on other programs recommended and approved by the state board. In addition, the bill requires that priority status for funding must be given to programs that operate outside the normal semester time periods.

Florida's Local Workforce Development Boards (LWDB) and Delivery System

The bill requires each LWDB to create a regional education and industry consortium and requires the consortium to meet periodically and report to the LWDB. Each consortium must:
- Include representatives of educational entities and businesses in the designated service delivery area appointed to serve two-year terms, beginning on January 1 of the year appointed. Any vacancy must be filled for the remainder of the unexpired term. A member of a LWDB may not serve as a member of the consortium.
- Must provide quarterly reports to the applicable LWDB which provide community-based information related to educational programs and industry needs to assist the LWDB in making decisions on programs, services, and partnerships in the service delivery area.

The LWDB, as required by the bill, must consider the information obtained from the consortium to determine the most effective ways to grow, retain, and attract talent to the service delivery area. The chair of each LWDB is required to appoint the consortium members.

The bill authorizes funds in an Individual Training Account to be expending on programs that prepare people to enter occupations identified by the Labor Market Statistics Center with the DEO.

The bill maintains the requirement that training services provided through WIOA individual training accounts be performance-based, but removes the specified final payment of at least 10 percent for job placement.

Florida's Workforce Education Programs

Present Situation

Workforce education[42] programs in Florida assist individuals in attaining the skills necessary for economic self-sufficiency and provide training to meet local and state workforce needs. These programs include both adult general education and career education programs, and may be offered by both school districts and Florida College System (FCS) institutions.[43] State agency oversight for workforce education is provided by the Division of Career and Adult Education within Florida's DOE.[44]

Work-based Learning

A work-based learning opportunity is an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned with curriculum and instruction, and is provided in partnership with an educational institution.[45] Work-based learning opportunities must meet all of the following criteria:[46]

- Be developmentally appropriate.
- Identify learning objectives for the term of experience.
- Explore multiple aspects of an industry.
- Develop workplace skills and competencies.
- Assess performance.
- Provide opportunities for work-based reflections.
- Link to next steps in career planning and preparation in a student's chosen career pathway.
- Be provided in an equal and fair manner.
- Be documented and reported in compliance with state and federal labor laws.

Diversified Education

Diversified education programs offer career guidance, occupational work experience and coursework in employability skills utilizing cooperative partnerships between schools, businesses, and parents to prepare students for future employment and careers.[47]

Apprenticeship and Preapprenticeship Programs

Florida law provides that work-based learning opportunities should prioritize paid experiences, such as apprenticeship and preapprenticeship[48] programs.[49]

In Florida, the DOE is authorized to implement and oversee apprenticeship and preapprenticeship programs.[50] Currently, Florida has 328 registered apprenticeship and preapprenticeship programs with 17,179 trained apprentices and preappprentices.[51]

The DOE is charged with establishing uniform minimum standards and policies governing apprenticeship programs and agreements.[52] The registered apprenticeship programs require five core

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[42] Section 1004.02(25), F.S. "Workforce education" means adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, a career degree, or a registered apprenticeship certificate of completion.
[43] Sections 1004.02(3) and (25), 1004.92(1), 1004.93, and 1011.80(1) and (2), F.S.
[44] Section 20.15(3)(c), F.S.
[45] Section 446.0915(1), F.S.
[46] Section 446.0915(2), F.S.
[47] *See* Florida Department of Education webpage on Diversified Education at https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/additional-cte-programs-courses/diversified-edu.stml.
[48] To be eligible for an apprenticeship, an individual must be at least 16 years of age, *see* s. 446.021(2), F.S.
[49] *Id*. (flush left provision at end of subsection).
[50] Section 446.041, F.S.; *See also* Florida Department of Education, *What is Registered Apprenticeship,* http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/what-is-apprenticeship.stml (last visited Mar. 4, 2023).
[51] Department of Education, *GETTHERE*, Presentation to the Committee on Education & Employment (Jan. 24, 2023), at 8, *available at* https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3247&Session=2023&DocumentType=Meeting+Packets&FileName=pew+1-24-23.pdf
[52] Section 446.032(1), F.S.

components: business involvement; structured on-the-job training; related technical instruction; rewards for skill gains; and a national recognized credential upon completion.[53]

Based on local demands and current resources, school districts and FCS institutions enter into local agreements with apprenticeship program sponsors.[54] A local apprenticeship sponsor may be a committee, a group of employers, an employer, or a group of employees, or any combination.[55]

Workers' Compensation for Students in Work-Based Learning Programs

In 2021, the Legislature created a reimbursement program for workers' compensation insurance premiums, subject to appropriation, to reimburse employers, including school districts and FCS institutions, for the proportionate cost of workers' compensation premiums for students in work-based learning opportunities.[56] Workers' compensation is a form of insurance designed to provide wage replacement and medical benefits for employees who are injured in the course of employment, in exchange for giving up the right to sue the employer for negligence.[57] In Florida, workers' compensation is governed by ch. 440, F.S., the "Workers' Compensation Law." The law prescribes coverage requirements, medical and indemnity benefits, the rights and responsibilities of employers, injured employees, medical providers, and carriers, as well as procedures for dispute resolution.

Generally, employers are required to provide medical and indemnity benefits to a worker who is injured due to an accident arising out of and during the course of employment.[58] For such injuries, an employer is responsible for providing medical treatment[59] and compensation in the event of employee disability[60] or death.[61] Specific employer coverage requirements are based on the type of industry, number of employees, and entity organization.[62]

Tax Credit for Internships

Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths. More students are pursuing experiential learning, particularly internships, and more colleges and universities are promoting student engagement in experiential learning such as internships, and a greater number and variety of employers are offering these experiences in the form of internships.[63]

The Florida Internship Tax Credit Program provides a tax credit for up to five student interns per taxable year, per corporation. The credit amount is $2,000 per student intern (maximum of $10,000 for each taxable year).[64]

Apprenticeships and preapprenticeships are other examples of experiential learning or work-based learning experiences; however, a business that employs an apprentice or preapprentice is not currently

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[53] Florida Department of Education, *Florida's Annual Apprenticeship and Preaprenticeship Report* (2021-2022), at 9-10, *available at* https://www.fldoe.org/core/fileparse.php/9904/urlt/2122ApprenticeshipReport.pdf.
[54] *Id.,* at 40
[55] Section 446.071(2), F.S.
[56] Section 446.54, F.S. *See also* rule 6A-6.05732, F.A.C.; A student 18 years of age or younger who is in a paid work-based learning opportunity shall be covered by the workers' compensation insurance of his or her employer in accordance with chapter 440. For purposes of chapter 440, a school district or Florida College System institution is considered the employer of a student 18 years of age or younger who is providing unpaid services under a work-based learning opportunity provided by the school district or FCS institution.
[57] *See Jones v. Martin Elecs., Inc*., 932 So. 2d 1100, 1108 (Fla. 2006).
[58] Section 440.09(1), F.S.
[59] Section 440.13, F.S.
[60] Section 440.15, F.S.
[61] Section 440.16, F.S.
[62] Florida Department of Financial Services, Division of Workers' Compensation, *Employer Coverage Requirements*, https://myfloridacfo.com/Division/WC/Employer/coverage.htm (last visited Mar. 4, 2023).
[63] National Association of Colleges and Employers, *Policy Statement: U.S. Internships* (2018), https://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/ (last visited Mar. 4, 2023).
[64] Section 220.198, F.S. *See also* https://floridarevenue.com/taxes/tips/documents/tip_22c01-01.pdf

able to use the internship tax credit program to claim a tax credit for employing such apprentice or preapprentice.

Effect of Proposed Changes

Work-based Learning & Diversified Education

The bill specifies that work-based learning opportunities should prioritize diversified education programs to the currently prioritized apprenticeship and preapprenticeship programs. The bill also requires each district school board to ensure that each student enrolled in grades 9 through 12 has access to at least one work-based learning opportunity.

Apprenticeship and Preapprenticeship Programs

The bill allows education institutions, local workforce boards, community or faith-based organizations, and associations to also be authorized as apprenticeship sponsors.

Workers' Compensation for Students in Work-Based Learning Programs

The bill shifts reimbursement for worker's compensation from the DOE to the Department of Financial Services. The bill specifies that a student 18 years of age or younger, who is in a paid work-based learning opportunity, must be covered by the workers' compensation insurance for his or her employer in accordance with chapter 440. The bill further states that subject to appropriation, employers, including school districts and FCS institutions, may apply to the Department of Financial Services for reimbursement of the proportionate cost of workers' compensation premiums paid during the fiscal year for students participating in work-based learning opportunities in the previous state fiscal year. The application for reimbursement must include:

- The number of students participating in work-based learning opportunities with the employer, including the number of students who are participating in paid and unpaid work-based learning opportunities with the employer.
- An attestation that:
  - The students were 18 years of age or younger during the time when participating in the work-based learning opportunity.
  - For an employer who paid the students, the employer is seeking reimbursement for the proportionate cost of workers' compensation premiums related to those students only or, for a school district or FCS institution that is considered the employer, the employer is seeking reimbursement for the proportionate cost of workers' compensation premiums related to those students only.
- A description of the method used by the employer to determine the proportionate share of the cost of workers' compensation premiums attributable to students.
- The total amount of reimbursement requested.
- The employer's name, point of contact, and contact information.
- A statement by the employer agreeing to maintain documentation supporting the information in the application for 5 years.
- Any other information requested by the department.
  - Within 45 days after receipt of a complete application, the Department of Financial Services must process the application and provide the applicant with notification of approval or denial of the application. The Department of Financial Services shall coordinate with the educational institution to verify the information on the application related to the employer and the students participating in the work-based learning opportunity. Reimbursements must be made on a first-come, first-served basis.
  - The term "educational institution" means a school as defined in s. 1003.01(2) operated by a district school board, a charter school formed under s. 1002.33, a career center operated by a district school board under s. 1001.44, a charter technical career center under s. 1002.34, or a Florida College System institution identified in s. 1000.21.

Tax Credit for Internships

The bill expands and renames the 'Internship Tax Credit Program' the 'Experimental Learning Credit Program'. The bill also authorizes businesses to claim a tax credit for employing apprentices and preapprentices. Consistent with the current program, the tax credit amount remains $2,000 per student intern, apprentice, or preapprentice (maximum of $10,000/business, inclusive of subsidiaries, for each taxable year).[65]

To qualify, a business must employ an apprentice or preapprentice in Florida for at least 500 hours during the year. Additionally, it must show that at least 20 percent of its full-time employees were former apprentices or preapprentices. Small businesses (average of 10 or fewer full-time employees for last three years) must currently employ a former apprentice, preapprentice, or student intern.

The bill specifies that the combined total amount of tax credits is $2.5 million in each of the state fiscal years 2021-2022, 2022-2023, 2023-2024, and 2024-2025.

Florida's Funding for Workforce Education

Present Situation

Operation of Workforce Education Programs

Under current law, upon approval by the SBE, both school districts and FCS institutions are authorized to offer any type of workforce education program; however, only FCS institutions may award college credit for an associate in applied science or an associate in science degree.[66] As a result, workforce education programming varies throughout the state given that school districts and FCS institutions determine how to organize program delivery at the local level.

The SBE establishes criteria, based on the framework of quality established by the Credentials Review Committee,[67] for review and approval of new workforce education programs offered by school districts and FCS institutions that are not included in the statewide curriculum framework.[68] A FCS institution or school district offering a new workforce education program that is in the statewide curriculum framework may not receive performance funding and additional full-time equivalent membership funding until the workforce education program is reviewed, through an expedited review process, and approved by the SBE.[69]

Performance funding for industry certifications for school district workforce education programs is contingent upon specific appropriation in the General Appropriates Act and determined as follows:

- Industry certification identified on the (Career and Professional Education) CAPE industry Certification funding List approved by the SBE are eligible for performance funding.[70]
- Each school district will be provided $1,000 for each industry certification earned by a workforce education[71] student. If funds are insufficient to fully fund the calculated total award, such funds shall be prorated.[72]
- Beginning with the 2022-2023 fiscal year, the Credentials Review Committee, established by the state board, is required to develop a returned-value funding formula to allocate school district performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds must be allocated based on student job placements. The remaining

[65] Section 220.198, F.S. *See also* https://floridarevenue.com/taxes/tips/documents/tip_22c01-01.pdf
[66] Section 1011.80(2), F.S.
[67] Section 445.004(4)(h), F.S.
[68] Section 1011.80(2)(a), F.S.
[69] Section 1011.80(2)(b), F.S.
[70] Section 1008.44(1), F.S.
[71] Section 1011.80(1)(a)-(e), F.S. Workforce education includes adult general education programs designed to improve employability skills, career certificate programs, applied technology diploma programs, continuing workforce education courses, degree career education programs, and apprenticeship and preapprenticeship programs.
[72] Section 1011.80(7)(a)-(c), F.S.

two-thirds must be allocated using a tiered weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across school districts.

Workforce Development Capitalization Incentive Grant Program

The Legislature created the Workforce Development Capitalization Incentive Grant Program to provide grants to school districts and FCS institutions on a competitive basis to fund[73] some or all of the costs associated with the creation or expansion of workforce development programs that serve specific employment workforce needs.[74]

The SBE accepts applications from school districts or FCS institutions for workforce development capitalization incentive grants. The application from the school district or FCS institutions must contain the projected enrollments and costs associated for the new or expanded workforce development program. The SBE, in consultation with CareerSource, must review, rank, and submit to the Legislature a list in priority order of applications recommended for a grant reward.[75]

The SBE must give the highest priority to programs that train people to enter high-skill, high-wage occupations identified by the Labor Market Estimating Conference and other programs approved by the state board, programs that train people to enter occupations under the welfare transition program, or programs that train for the workforce adults who are eligible for public assistance, economically disadvantaged, disabled, not proficient in English, or dislocated workers. The SBE must consider the statewide geographic dispersion of grant funds in ranking the applications and will give priority to applications from education agencies that are making maximum use of their workforce development funding by offering high-performing, high-demand programs.[76]

Pathways to Career Opportunities Grant Program

The Florida Pathways to Career Opportunities Grant Program was established in 2019[77] for the DOE to provide grants on a competitive basis to high schools, career centers, charter technical career centers, FCS institutions, and other entities authorized to sponsor an apprenticeship or preapprenticeship program to establish new apprenticeship or preapprenticeship programs and expand existing apprenticeship or preapprenticeship programs.[78] Grant funds may be used for instructional equipment, supplies, personnel, student services, and other expenses associated with the creation or expansion of an apprenticeship program. Grant funds may not be used for recurring instructional costs or for indirect costs.[79] Grant applications must include the projected enrollment and projected costs for the new or expanded apprenticeship program.[80]

The department must award grants for apprenticeship or preapprenticeship programs that address:[81]

- A critical statewide or regional shortage as identified by the Labor Market Estimating Conference and are industry sectors not adequately represented through the state, such as health care.
- A critical statewide or regional shortage as identified by the Labor Market Estimating Conference

[73] Section 1011.801(1), F.S. Funds may be used ford instruction equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a workforce development program.
[74] Section 1011.801, F.S.
[75] Section 1011.801(2), F.S.
[76] Section 1011.801(3), F.S.
[77] Section 33, ch. 2019-119, L.O.F.
[78] Section 1011.802
[79] Section 1011.802(3)(b), F.S.
[80] Section 1011.802(2), F.S.
[81] Section 1011.802(3)1.-3., F.S.

- Expand existing programs that exceed the median completion rate and employment rate one year after completion of similar programs in the region, or the state if there are no similar programs in the region.

The amount appropriated by the legislature since fiscal year 2019-2020 is shown in the table.

Opportunity Grant Allocations	Fiscal Year
$10 million[82]	2019-2020
$10 million[83]	2020-2021
$10 million[84]	2021-2022
$15 million[85]	2022-2023

Money-Back Guarantee Program

The Money-Back Guarantee Program[86] was established to help individuals achieve self-sufficiency by requiring each school district and FCS institution to refund the cost of tuition to students who are not able to find a job within 6 months of successful completion of select workforce related programs.[87]

Beginning in 2022-2023, each school district and FCS institution must establish a money-back guarantee program to:[88]

- Offer a money-back guarantee on at least three programs that prepare individuals to enter in-demand, middle-level to high-level wage occupations identified by the Labor Market Estimating Conference. The program requires school districts or FCS institutions to offer a money-back guarantee on at least 50 percent of workforce education programs if the school district or FCS institution offers six or fewer programs.
- Offer a money-back guarantee for all workforce education programs that are established to meet a critical local economic industry need, but are not linked to the statewide needs list as identified by the Labor Market Estimating Conference.

The following school districts and FCS institutions have already implemented or plan to implement Money Back Guarantee for the 2022 school year: Broward College, Charlotte County Public Schools, Collier County School Board, Eastern Florida State College, Miami Dade College, Palm Beach State College, Sarasota County School Board, and Taylor County School Board.

Florida College System Program Fund

Performance funding for industry certifications for FCS institutions is contingent upon specific appropriations and is determined as follows:[89]

- Postsecondary industry certification identified on the CAPE Postsecondary Industry Certification Funding List are eligible for performance funding.
- Each FCS institution will be provided $1,000 for each industry certification earned by a student. If funds are insufficient to fully fund the calculated total award, such funds must be prorated.
- Beginning with the 2022-2023 fiscal year, the Credentials Review Committee is required to develop a returned-value funding formula to allocate institution performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds shall be allocated based on student job placements. The remaining two-thirds shall be allocated using a tiered, weighted system based on aggregate student wages that exceed minimum wage, with the

[82] Specific Appropriation 125A, s. 2, ch. 2019-115, L.O.F.
[83] Specific Appropriation 127, s. 2. ch. 2020-111, L.O.F.
[84] Specific Appropriation 123, s. 2. ch. 2021-36, L.O.F.
[85] Specific Appropriation 119, s. 2, ch. 2022-156, L.O.F.
[86] Section 1004.013(3)(c), F.S. *See also* s. 1011.803, F.S.
[87] *Id*.
[88] 1011.803(2)(a) and (b), F.S.
[89] 1011.81(2)(a) and (b), F.S.

highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across the state.

Effect of Proposed Changes

Operation of Workforce Education Programs

To be responsive to industry needs for skilled workforce, the bill allows for FCS institutions and school districts to offer continuing workforce education courses or programs without prior SBE approval. Each FCS institution and school district offering continuing workforce education courses or programs must maintain adequate and accurate records of instructional activity. For the purpose of measuring program performance and responsiveness to industry needs, institutions must report continuing workforce education instructional activity in a format prescribed by the DOE and are ineligible for performance funding.

The bill shifts the responsibility for approval of new workforce education programs that are in the statewide curriculum framework from the SBE to the local college board of trustees or district school board. Performance funding is not associated with approval. The approval will be based on, among other requirements, an analysis of workforce demand and unmet need consistent with the information provided by the Labor market Estimating Conference and the Labor Market Statistics Center within the DEO.

The bill repeals the requirement to develop a returned-value funding formula. As such, each school district must be provided $1,000 for each industry certificate earned by a workforce education student and if funds are insufficient to fully fund the calculated total reward, then the funds must be prorated.

Workforce Development Capitalization Incentive Grant Program

The bill revises the grant program by removing the requirement that the grant be administered on a competitive basis. In addition, the bill shifts the focus of the grant program by providing funding to workforce development programs that serve secondary students in career and technical education (CTE) programs, including dual enrollment programs and other programs that lead to industry certifications included on the CAPE Industry Certification Funding List.

The bill removes priority populations for consideration of grant funds. However, the SBE is still required to consider the statewide geographic dispersion of grant funds in ranking the application and is required to give priority to application from education agencies that are making maximum use of their workforce development funding by offering high-performing, high-demand programs.

The bill authorizes the SBE to adopt rules for the administration of the program.

Pathways to Career Opportunities Grant Program

The bill removes the requirement that the grant be awarded on a competitive basis. Instead, the bill requires the DOE to administer the grant, identify projects, solicit proposals, and make funding recommendations to the Commissioner of Education, who is authorized under the bill to approve grant awards. This change may result in grant awards going to a wider variety of apprenticeship sponsors. The bill prohibits an individual applicant from receiving more than 10 percent of the total amount appropriated.

The bill authorizes grant funds to be used to address a critical or regional shortage with consideration given to information provided by the Labor Market Statistic Center within the DEO and the Credentials Review Committee, in addition to information provided under current law by the Labor Market Estimating Conference; and address a critical statewide or regional shortage with consideration given to the information provided by the Labor Market Statistics Center with the DEO and the Credentials

Review Committee, in addition to the information provided by the Labor Market Estimating Conference provided under current law.

The bill also authorizes grants to fund the cost of providing related technical instruction in addition to costs authorized under current law, such as instructional equipment, supplies, instructional personnel, student services, and other expenses. However, the bill explicitly prohibits funds from being used for administrative costs.

In addition, the bill authorizes the department to grant bonuses in the award amount to applicants that submit a joint application for shared resources.

Money-Back Guarantee Program

The bill revises the Money-Back Guarantee Program to provide flexibility for institutions to determine the three programs for which the institution offers a money-back guarantee, by removing the requirement that the programs be linked to preparing students for in-demand, middle-level to high-level wage occupations identified by the Labor Market Estimating Conference. The bill also removes the requirement that all programs offered to meet local workforce demand include a money-back guarantee for employment.

Florida College System Program Fund

The bill removes the requirement for the Credentials Review Committee to develop a returned-value performance funding formula for college and career performance funding. As such, each FCS institution will be provided $1,000 for each industry certificate earned by an FCS institution student and if funds are insufficient to fully fund the calculated total reward, then the funds must be prorated.

Florida's Healthcare Workforce

Present Situation

Nursing

According to the Bureau of Labor Statistics, Florida ranks third among states to employ nurses. While Florida ranks as one of the top states for employment of nurses, a report in June 2020, showed 35,000 or 16.3 percent of registered nurses (RN) and 3,700 or 13.4 percent of advanced practice registered nurses (APRN) are over the age of 60 in Florida and may begin phasing into retirement during the next 5 to 10 years.

The U.S. is projected to experience a shortage of Registered Nurses (RNs) that is expected to intensify as Baby Boomers age and the need for health care grows, according to the American Association of Colleges of Nursing. Compounding the problem is the fact that nursing schools across the country are struggling to expand capacity to meet the rising demand for care.[90]

To address the issue of nursing shortage, Florida has established the Florida Center for Nursing (FCN). The FCN addresses the issues of supply and demand for nursing, including issues of recruitment, retention, and utilization of nurse workforce resources. The FCN will address these issues through various goals. Among the goals are to collect analyze data on supply, demand, and retention for nursing in Florida; increase nurse faculty and clinical preceptors; support nurse faculty development; and promote advanced nurse education. Demand must align with the Labor Market Estimating Conference.[91]

Effect of Proposed Changes

[90] American Association of College of Nursing, Nursing Shortage Fact Sheet, (Oct. 2022), available at https://www.aacnnursing.org/Portals/42/News/Factsheets/Nursing-Shortage-Factsheet.pdf

[91] Section 4.64.0195(1) – 2(a)3., F.S.

The bill requires the FCN to convene various groups representative of nurses, other health care providers, businesses and industries, consumers, lawmakers, and educators to:

- Review and comment on data analysis prepared for the center.
- Recommend systemic changes, including strategies for implementation of recommended changes.
- Evaluate and report the results of these efforts to the Legislature and others.

Additionally, the bill requires, no later than each January 10, the FCN to submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing details of its activities during the preceding calendar year in pursuit of its goals, including a nursing education program report.

When conducting a statistically valid biennial data-driven gap analysis of the supply and demand of the health work, the bill repeals that the demand must be aligned with the Labor Market Estimating Conference.

Career and Professional Education

Present Situation

Florida Career and Professional Education Act

The Florida Career and Professional Education (CAPE) Act was created to provide a statewide partnership between business and education communities to expand and retain high-value industry, and sustain a vibrant state economy.[92]

The CAPE Act strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions must be constructed and based on:[93]

- Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Estimating Conference.
- Strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Estimating Conference.

CAPE Industry Certification Funding List

The Master Credentials List is submitted to the State Board of Education for the adoption of the CAPE Industry Certification Funding List. The SBE is required to adopt, at least annually, based on recommendations by the Commissioner of Education, the CAPE Industry Certification Funding List that assigns additional full-time equivalent membership to certifications identified in the Master Credentials List that meet a statewide, regional, or local demand, and courses that lead to such certifications. Additional full-time equivalent membership funding for regional and local demand certifications and courses that lead to such certifications may only be earned in those areas with regional or local demand as identified by the Credentials Review Committee.[94]

Industry certification is a process where students demonstrate knowledge, skills, and competencies and earn a credential that is nationally recognized and is: [95]

- Within an industry that addresses a critical local or statewide economic need;
- Linked to an occupation that is included in the workforce system's targeted occupation list; or
- Linked to an occupation that is identified as emerging.

[92] Section 1003.491, F.S.
[93] Section 1003.491 (3)(a)-(b), F.S.
[94] Section 1088.44, F.S.
[95] Section 1003.492(2), F.S.

The CAPE Industry Certification Funding List may include the following certificates, certifications, and courses:[96]

- CAPE industry certifications identified as credentials of value that meet the framework of quality. The CAPE Industry Certification Funding List must incorporate by reference the industry certifications on the career pathways list approved for the Florida Gold Seal CAPE Scholars award.
- CAPE Digital Tool certificates.
- CAPE ESE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities.
- CAPE Innovation Courses that combine academic and career performance outcomes with embedded industry certifications.
- CAPE Acceleration Industry Certifications that articulate for 15 or more college credit hours.

Certifications included on the CAPE Industry Certification Funding List:[97]

- Require at least 150 hours of instruction and
- Can be earned in middle and high school.
- Usually require passage of a subject area examination and some combination of work experience, educational attainment, or on-the-job training.

CAPE Digital Tools

Each district school board, in consultation with the district school superintendent, is required to have available digital materials, Career and Professional Education (CAPE) Digital Tool certificates, and CAPE industry certifications for students in prekindergarten through grade 12. This will enable students to attain digital skills and these digital materials, CAPE Digital Tool certificates, and CAPE industry certifications may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.[98]

Digital and instructional materials are available to prekindergarten through grade 12 students with disabilities and these digital materials may include CAPE Digital Tool certificates.[99]

To assist the school district in providing digital materials, CAPE Digital Tool certificates, and CAPE industry certifications, partnerships can made between other school districts, private businesses, postsecondary institutions, or consultants to offer classes and instruction to teachers and students. Additional, third-party assessment providers and career and professional academy curricula providers are encouraged to provide annual training to staff of the DOE, staff of school district offices, instructional staff of public schools, including charter schools, and other appropriate administrative staff through face-to-face training models; through online, videoconferencing training models; and through state, regional, or conference presentations.[100]

The following CAPE Innovation Courses have been daggered for deletion for the 2022-2023 school year:[101]

CAPE Innovation Course	Required Industry Certification
Advanced Placement Microeconomics Innovation (2102365)	Microsoft Office Specialist Excel
Advance Placement English Language and Composition Innovation (1001425)	Microsoft Office Specialist for Word
Advance Placement Studio Art 2-D Design Portfolio Innovation (0109355)	Adobe Certified Associate Visual Communication using Adobe Photoshop

[96] Section 1008.44(1), F.S.
[97] Rule 6A-6.0576(5)-(6), F.S.
[98] Section 1003.4203(1), F.S.
[99] Section 1003.4203(2), F.S.
[100] Section 1003.4203(8), F.S.
[101] Florida Department of Education, *Memo on Course Daggered for Deletion,* (Dec. 10, 2021) https://www.fldoe.org/core/fileparse.php/8904/urlt/CAPEInnoCourses.pdf

Advance Placement Computer Science Innovation (0200325)	CIW JavaScript Specialist

Effect of Proposed Changes

CAPE Act

The bills specifies that the strategic 3-year plan must be constructed and based on:

- Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Statistics Center within the DEO and the Labor Market Estimating Conference as factors in the criteria for the plan.
- Strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Statistics Center within the DEO and the Labor Market Estimating Conference.

CAPE Industry Certification Funding List

The bill removes the requirement that courses that lead to certifications identified in the Master Credentials List be included in the CAPE Industry Certification Funding List.

In addition, the bill requires the CAPE digital tools certificates be selected by the district school board.

The bill requires DOE to annually review available assessments that meet the requirement for inclusion on the list.

The bill repeals the CAPE ESE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities. Also removed are the CAPE Innovation Courses that combine academic and career performance outcomes with embedded industry certifications.

The bill authorizes the commissioner to limit CAPE industry certifications and CAPE Digital Tool certificates to students in certain grades without receiving formal recommendation by providers of CAPE industry certifications and CAPE digital Tool certificates.

CAPE Digital Tools

The bill repeals the CAPE digital and instructional materials are available to prekindergarten through grade 12 students with disabilities. The bill removes CAPE Innovation courses.

The bill requires that a provider of classes and instruction within the state for at least 5 years may apply directly to Credentials Review Committee for the approval of CAPE industry certifications. The request must be received by the Credentials Review Committee no later than March 15. The request must include:

- The name of the certifying agency, contact information for the agency, and web link for the certification on a site maintained by the certifying agency.
- Information on the requirements to earn the certification.
- Information on the test format and test administration policies and procedures.
- Information on the occupations demonstrating that the certification addresses a critical local or statewide economic need.
- The bill provides that if an applicant fails to submit the required information to the Credential Review Committee, the committee will provide a notice of deficiency to the applicant and the provider who was identified as the point of contact provided on the application by the end of the next quarter after receipt of the application.

Secondary Instructional Requirements

Present Situation

Requirements for High School Graduation

Receipt of a standard high school diploma requires successful completion of 24 high school credits requirements, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum.[102]

Of the 24 required credits, eight credits must be in electives. Such electives must include opportunities for students to earn college credit, including industry-certified career education programs or a series of career-themed courses that result in industry certification or articulate into the award of college credit, or career education courses for which there is a statewide or local articulation agreement and which lead to college credit.[103] One of the eight credits for an elective must be in fine or performing arts, speech and debate, or practical arts. The practical arts course must incorporate artistic content and techniques of creativity, interpretation, and imagination.[104] Eligible practical arts courses are identified in the Course Code Directory.[105]

Students are allowed to earn credit in both the career education course and courses required for high school graduation. The SBE determines, biennially, if sufficient academic standards are covered to warrant the award of academic credit, including satisfaction of assessment requirements for courses that satisfy the credit requirement.[106]

A student who earns credit upon completion of an apprenticeship or preapprenticeship program registered with DOE may use such credit to satisfy the high school graduation credit requirements for fine or performing arts, speech and debate or practical arts, or the high school graduation credit requirements for electives.[107]

Middle School Promotion Requirements

Before a middle grades student can successfully be promoted to high school, one of the required courses a student must complete is a career and education planning course during grades 6, 7, or 8.[108] The course in career and education planning must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school.[109]

Controlled Open Enrollment

The process to participate in open enrollment must be adopted by rule by each district school board and be posted on its website. Among some of the requirements are adherence to federal desegregation requirements, allowing parents to declare school preferences, provide a lottery procedure to determine

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[102] Section 1003.4282(1)(a), F.S.
[103] Section 1003.4282(3)(a)-(g), F.S.
[104] Section 1003.4282(3)(e), F.S.
[105] *Id*., see Course Code Directory (2022), *available at* https://www.fldoe.org/core/fileparse.php/7746/urlt/2122PACourses.pdf.
[106] Section 1003.4282(8)(a)1., F.S.
[107] Section 1003.4282(8)(a)3., F.S.
[108] Section 1003.4156(1)(e), F.S.
[109] *Id*. The course in career and education planning and must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under *s.* 445.07, F.S. and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under *s.* 1003.4285, F.S. ; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to *s*. 1003.492, F.S. and *s*. 1008.44, F.S. The course may be implemented as a stand-alone course or integrated into another course or courses.

student assignment and establish an appeal process for hardship cases, and afford parents of students in multiple session schools preferred access to controlled open enrollment.[110]

Controlled open enrollment is only available if the desired school of attendance has capacity to receive the student. A middle grades student who desires to continue a CTE pathway only offered in a high school outside of the student's zone is not included in the list of students that receive preferential treatment for enrollment.[111]

Effect of Proposed Changes

Requirements for High School Graduation

For receiving a standard high school diploma, the bill authorizes a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination to satisfy the one credit requirement in fine or performing arts, speech and debate, or CTE.

As students are allowed to earn credit in both the career education course and courses required for high school graduation, the bill requires the SBE to determine biennially if sufficient academic standards are covered to warrant the award of academic credit, including satisfaction of graduation and state university admissions requirements, in addition to the current satisfaction of assessment requirement.

The bill requires the SBE to establish a process, by rule, that enables a student to receive work-based learning or credit in electives for completing a threshold level of demonstrable participation in extracurricular activities associated with career and technical student organizations. The bill prohibits work-based learning or credit in electives for extracurricular activities or supervised agricultural experiences to be limited by grade level.

The bill also requires the DOE to convene a workgroup to:
- Identify best practices in CTE pathways from middle school to high to aid middle school students in career planning and facilitate their transition to high school programs. The career pathway must be linked to postsecondary programs.
- Establish three mathematics pathways for students enrolled in secondary grades by aligning mathematics courses to programs, postsecondary education, and careers. The workgroup is required to collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs, postsecondary education, and careers.

The bill rebrands the merit designation on a standard high school diploma as the "Industry Scholar" designation.

Middle School Promotion Requirements

The bill requires that the middle grades course in career and education planning must be revised at least once before the student's progression to high school and at least annually as the student progresses through high school.

The bill further specifies that the required personalized academic and career plan that informs students of high school graduation requirements, must also include a detailed explanation of the requirements for a career and technical education pathway to earn a standard high school diploma as well as work-based learning opportunities, including internships and preapprenticeships and apprenticeships program.

Controlled Open Enrollment

[110] Section 1002.31(3), F.S.
[111] Section 1002.31(2)(c), F.S.

The bill requires the controlled open enrollment process used by district school boards to enable a student who, in middle school, completed a CTE course or an industry certification included in the CAPE Industry Certification Funding List to continue a sequential program of CTE in the same concentration, if a high school in the district offers the program.

Recognition of Academic & Career Achievement

Present Situation

The Legislature recognizes the importance of promoting student academic achievement, motivating students to attain academic achievement, and providing positive acknowledgment for that achievement and has encouraged district school boards to adopt policies and procedures to celebrate the academic and workforce achievement of students by declaring an "Academic Scholarship Signing Day" and a "College and Career Decision Day".[112]

An Academic Scholarship Signing Day is to recognize the outstanding academic achievement of high school seniors who sign a letter of intent to accept an academic scholarship offered to the student by a postsecondary education institution.[113]

A College and Career Decision Day is to recognize high school seniors for their postsecondary education plans to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.[114]

Additionally, district school board policies and procedures may include conducting assemblies or other appropriate public events in which students sign actual or ceremonial documents accepting scholarships or enrollment. The district school board may encourage holding such events in an assembly or gathering of the entire student body as a means of making academic success and recognition visible to all students.[115]

Effect of Proposed Changes

Beginning in the 2023-2024 school year, the bill requires each district school board to adopt policies and procedures to require each high school to host an annual career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair. The career fair must be held during the school day. The career fair must also be held on the campus of the high school, unless the district holds a joint career fair involving multiple high schools.

Parental Notification

Present Situation

Florida law requires each school district board, in consultation with parents, teachers, and administrators, to develop and adopt a policy to promote parental involvement in the public school system. The program will inform and allow for parents to participate in schools, such as parent-teacher association, and to learn about activities, such as homework or clubs, involving their child.[116]

In addition, district school boards are required, at the beginning of each school year, to notify parents of students in or entering high school of the opportunity and benefits of advanced placement, International

[112] Section 1001.43(14), F.S.
[113] Section 1001.43(14)(b)1., F.S.
[114] Section 1001.43(14)(b)2., F.S.
[115] Section 1001.43(14)(b)2., F.S. (flush-left provision at the end of the subparagraph).
[116] Section 1014.05, F.S.

Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses and options for early graduation.[117]

Effect of Proposed Changes

The bill revises requirements with respect to the policy each school district board, in consultation with parents, teachers, and administers, must develop and adopt to promote parental involvement in the public school system to require each district school board to inform parents of apprenticeships, diversified education, and CTE activities, such as serving as an advisor for a career and technical student organization.

The bill requires district school boards, at the beginning of each year, to notify students in or entering high school, as well as the parents of the students, in a language that is understandable to students and parents, of the opportunity and benefits and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses; career and professional academies; career-themed courses; the career and technical education pathway to earn a standard high school diploma; work-based learning opportunities, including internships and apprenticeship and preapprenticeship programs; Florida Virtual School courses; and options for early graduation. The parents and students are to be provided with the contact information of a certified school counselor who can advise students on these options.

Vocational Rehabilitation

Present Situation

The Florida Endowment Foundation for Vocational Rehabilitation (The ABLE Trust)

In 1990, the Legislature recognized the need to encourage public and private support to enhance vocational rehabilitation and employment of Florida's citizens who are disabled by establishing the Florida Endowment Foundation for Vocational Rehabilitation, also known as The Able Trust, as a direct support organization for the Division of Vocational Rehabilitation within the Department of Education. The Able Trust is approved by the division to be operating for the benefits and best interest of the state through a contract.[118] A board of directors, appointed by the Governor, oversees the operations of The Able Trust and ensures that funds are provided for programs or initiatives which engage in the research, promotion, or aid of job training and counseling for Florida's disabled citizens, and to support the work of the division.[119]

Effect of Proposed Changes

The bill delays the October 1, 2023, scheduled repeal of the Florida Endowment Foundation for Vocational Rehabilitation (The ABLE Trust) as a statutorily-created direct support organization until October 1, 2027.

The bill requires the Florida Endowment Foundation for Vocational Rehabilitation to conduct research and issue reports on the systems in Florida that provide services to individual with disabilities, including autism and intellectual and developmental disabilities. The board is required to submit to the Legislature a report by December 1, 2023. The report must:

- Identify the current systems for service delivery to persons with disabilities, including operations, services, coordination activities, and structures.
- Identify barriers and obstacles in transportation for persons with disabilities living in the home or receiving community-based services for jobs, medical appointments, and peer-to-peer groups.

[117] Section 1003.02(1)(i), F.S.
[118] Section 413.615(5)-(6), F.S.
[119] Sections 413.615(4), (8), and (10), F.S.

- Identify workforce issues related to direct support professionals, behavioral or mental health specialists, health care practitioners, and other individuals who assist with the provision of services to persons with disabilities.
- Examine the best practices for uniform and efficient service delivery and the coordination of and transition among systems, including transitioning out of high school.
- Examine federal and state law and rules that impact or limit supports or services for persons with disabilities.
- Identify systemwide incongruency and inefficiencies in service delivery.
- Identify opportunities for job coaching and community participation supports, including those opportunities for individuals who cannot or choose not to go into the community because of underlying issues.

Florida Workforce Education Financial Assistance Programs

Present Situation

Florida Work Experience Program

Created in 1993, the Florida Work Experience program (FWEP) provides need-based financial assistance to students as they are employed in occupations complementary to their educational endeavors and career goals. The 2007 Florida Legislature expanded the FWEP to serve students at postsecondary institutions by providing additional on-campus employment opportunities, helping to keep students in school and reducing students' school loans. Additionally, the program's opportunities for employment at a student's school serve as a retention tool because students employed on campus are more likely to complete their postsecondary education.[120]

Eligibility for students to participate must include one of the following criteria:[121]
- Enrolled at an eligible college or university as no less than a half-time undergraduate student in good standing;
- Enrolled in an eligible postsecondary career certificate program[122] as no less than a half-time student in good standing; or
- Being enrolled as no less than a half-time student in good standing at an eligible educator preparation institution.

Currently, students pursuing an applied technology diploma are not eligible to participate in the program. An applied technology diploma is a credential that signifies a student has successfully completed a (clock hour or college credit) postsecondary education program and is ready for employment in a field. Examples include medical coding/billing (1110 clock hours), paramedic (1100 clock hours), pharmacy technician (1050 clock hours), and dental assisting technology and management (1230 clock hours).

Effect of Proposed Changes

Florida Work Experience Program

The bill expands the Florida Work Experience Program to include students who attend charter technical career centers and students pursuing an applied technology diploma on at least a half-time basis. Additionally, the bill encourages a participating postsecondary education institution to provide academic credit to students who participate the program.

Florida Workforce Education Partnership Program

[120] Section 1009.77(1), F.S.
[121] Section 1009.77(8)(a), F.S.
[122] Section 1009.77(8)(a)2. Eligible programs must be approved by the Department of Education and must consist of no less than 450 clock hours of instruction. Such programs Such programs must be offered by a career center operated by a district school board under s. 1001.44 or by a Florida College System institution.

The bill also authorizes a state university to establish a workforce education partnership program. Pursuant to the bill, the purpose of a workforce education partnership program is to allow a student who is enrolled at the state university, and employed by a private employer participating in the program, to graduate from the state university without student loans. The bill requires the Board of Governors to create a template, in consultation with state and local workforce and economic development agencies, for a state university to establish the program. The template must include the following:

- The process for a private employer to participate in the program.
- Student eligibility criteria.
- The process for the eligible student to enroll in the program.
- Guidance and requirements for the state university and private employer to:
  - Each designate a mentor to assist participating students.
  - Create a process to make a housing stipend available to participating students
  - Create a process to provide life management and professional skills training to participating students.
- The requirement that a private employer establish an education assistance program pursuant to s. 127 of the Internal Revenue Code of 1986 and provide tuition assistance for a student enrolled at the state university while such student works for the private employer up to the maximum amount that the employer may exclude from the employer's gross income under that section.
- The requirement that the state university work with participating students to ensure that they have applied for and are receiving the maximum amount of financial aid in the form of scholarships and grants.
- The requirement that the state university and private employer seek out additional sources of funding to pay for remaining costs for participating students.

The bill requires the Board of Governors to evaluate the effectiveness of the workforce education partnership programs and determine if additional training and employment programs can use the template developed.

The bill authorizes the Board of Governors to adopt regulations for the administration of the program.

Career and Technical Education (CTE) Teachers

Part-time and Full-time Nondegreed Teachers

Present Situation

Each district school board is required to establish the minimal qualifications for part-time and full-time non-degreed teachers of career programs. The qualifications for such teachers must require the filing of a complete set of fingerprints for background screening and documentation of:[123]

- A high school diploma or the equivalent.
- Completion of 6 years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.
- Completion of career education training conducted through the local school district inservice master plan or through an educator preparation institute approved by the Department of Education pursuant to s. 1004.85.
- For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from an accredited or approved institution or an approved district teacher education program.
- Demonstration of successful teaching performance.
- Documentation of industry certification when state or national industry certifications are available and applicable.

[123] Section 1012.39(1)(c), F.S.

District school boards are required to issue an adjunct teaching certificate to any applicant who meets background screening requirements and who has expertise in the subject area to be taught as evidenced by passage of a subject area test.[124]

Effect of Proposed Changes

The bill modifies the requirement for school boards in hiring nondegree CTE teachers by requiring a minimum of 3-years' experience instead of 6-years. As an alternative to the requirement of passing a subject area exam, the bill authorizes a person who holds an industry certification in a subject matter area to serve as an adjunct teacher.

The bill removes the requirements for the completion of a career education training conducted through the local school district inservice master plan or through an educator preparation institute approved by the DOE. The bill also removes the criteria of the demonstration of successful teaching performance.

The bill adds the requirement that full-time teachers must complete professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from an accredited or approved institution, an approved district teacher education program, or the local school district inservice master plan.

Renewal of Professional Certificates

Present Situation

Educators have continuing education requirements to renew their professional certificates.[125] Professional certificates, except a nonrenewable professional certificate, are renewable for successive periods not to exceed five years after the date of submission of documentation of completion of the specified requires.[126] One requirement for renewal includes the completion of a minimum of 6 college credits or 120 inservice points[127] or a combination of college credits and inservice points.[128] In lieu of college course credit or inservice points, the state offers many alternative options, such as the applicant may renew a subject area specialization by passage of a state board approved Florida-developed subject area examination or, if a Florida subject area examination has not been developed, a standardized examination specified in state board rule.[129]

Effect of Proposed Changes

The bill requires school districts to include in their inservice master plan the ability for teachers to receive inservice points for supporting students in extracurricular CTE activities, such as career and technical student organization activities outside of regular school hours and training related to supervising students participating in career and technical student organization.

The Office of Program Policy Analysis and Government Accountability

Present Situation

[124] Section 1012.57(1), F.S.
[125] Section 1012.585, F.S.
[126] Section 1012.585(2)(a), F.S.
[127] Florida Department of Education, *Florida Educator Certification Renewal Requirements*, https://www.fldoe.org/teaching/certification/renewal-requirements/ (last visited Mar. 6, 2023). Inservice points must be from an approved Florida master inservice program.
[128] Section 1012.585(3)(a), F.S.
[129] Section 1012.585(3)(b), F.S.

The Office of Program Policy Analysis and Government Accountability (OPPAGA) is a research arm of the Florida Legislature. OPPAGA supports the Florida Legislature by providing data, evaluative research and objective analysis that assist legislative budget and policy deliberations.[130]

Effect of Proposed Changes

The bill requires OPPAGA to conduct a review of approved career statewide articulation agreements. Such career articulation agreements include industry certification, career certification, and applied technology diploma programs that articulate to associate in science or associate in applied science degrees; early childhood education programs; and associate in science to baccalaureate degree programs.

The review must include, at a minimum, the following:

- The number of CAPE industry certifications on the Master Credentials List, which are included in a statewide articulation agreement.
- The number of career programs or degrees offered by career centers and Florida College System institutions compared to the number of such certifications or programs included in a statewide articulation agreement.
  - The extent to which articulated programs included in a statewide articulation agreement are offered in a region or service area.
  - The number and percentage of students in an articulated career program who transfer to and then complete the linked program specified in the statewide articulation agreement.
  - Recommendations to strengthen the process of developing statewide articulation agreements, and on the role of such agreements in a Florida stackable credential framework.

The bill requires OPPAGA to report its findings to the President of the Senate and the Speaker of the House of Representatives by December 31, 2023.

B. SECTION DIRECTORY:

Section 1: Amends s. s. 14.36, F.S.; requiring the Office of Reimagining Education and Career Help to work with other specified entities to provide certain information relating to workforce development boards; revising duties of the Office of Reimagining Education and Career Help.

Section 2: Amends s. 216.135, F.S.; requiring state agencies to ensure certain work product is consistent with information produced by specified entities.

Section 3: Amends s. 216.136, F.S.; revising a requirement for the provision of certain data to the Office of Economic and Demographic Research; deleting a provision relating to the Labor Market Estimating Conference

Section 4: Amends s. 220.198, F.S.; renaming the Internship Tax Credit Program as the "Experiential Learning Tax Credit Program"; providing and revising definitions; providing that businesses that hire apprentices or preapprentices are eligible for the tax credit; providing requirements for such eligibility.

Section 5: Amends s. 413.615, F.S.; revising the requirements for the use of funds by the board of directors of the Florida Endowment Foundation for the Division of Vocational Rehabilitation within the Department of Education; extending the scheduled date of repeal of the Florida Endowment for Vocational Rehabilitation.

Section 6: Amends s 445.004, F.S.; revising the list of credentials that must be included on the Master Credentials List; revising CareerSource Florida, Inc., responsibilities in providing administrative support to the state board; requiring the director of the Office of

[130] Office of Program Policy Analysis and Government Accountability, *About OPPAGA*, https://oppaga.fl.gov (last visited Mar. 6, 2023).

Reimagining Education and Career Help to serve as the chair of the Credentials Review Committee; requiring that credentials remain on the list for a specified time; deleting the requirement that the Credentials Review Committee develop a returned-value funding formula; revising responsibilities of the state board; conforming provisions to changes made by the act.

Section 7: Amends s. 445.007, F.S.; requiring local workforce development boards to create specified consortiums; providing requirements for such consortiums; providing for the appointment and terms of consortium members and the filling of vacancies; prohibiting local workforce development board members from serving as a consortium member.

Section 8: Amends s. 445.009, F.S.; revising the requirements for training services provided through the one-stop delivery system.

Section 9: Amends s. 445.038, F.S.; providing requirements for certain jobs to be eligible for job training.

Section 10: Amends s. 446.071, F.S.; revising the entities that may be a local apprenticeship sponsor.

Section 11: Amends s. 446.0915, F.S.; requiring diversified education programs be prioritized as certain paid work-based learning experiences; requiring district school boards to provide at least one work-based learning opportunity to certain students.

Section 12: Amends s 446.54, F.S.; requiring specified employers to apply to the Department of Financial Services for reimbursement of workers' compensation premiums paid for students participating in work-based learning opportunities; providing requirements for the application for reimbursement and verification of information provided on such applications; requiring that reimbursements be made on a first-come, first-served basis; defining the term "educational institution".

Section 13: Amends s. 464.0195, F.S.; revising the primary goals of the Florida Center for Nursing; requiring the center to submit a specified annual report to the Governor and the Legislature by a date certain.

Section 14: Amends s. 1001.43, F.S.; requiring school districts to adopt policies and procedures to celebrate the academic and career achievements of students; beginning in a specified school year, requiring each high school to host an annual career fair for certain students; providing requirements for such career fairs.

Section 15: Amends s. 1002.31, F.S.; providing additional requirements for the controlled open enrollment process used by district school boards relating to the completion of certain courses or certifications.

Section 16: Amends s. 1003.02, F.S.; modifying requirements for parental notification of acceleration options for students;

Section 17: Amends s. 1003.4156, F.S.; revising requirements for the revisions of certain personalized academic and career plans.

Section 18: Amends s. 1003.4203, F.S.; deleting a requirement that each district school board provide to schools certain digital tools and materials; deleting provisions relating to CAPE innovation courses; providing for the approval of CAPE industry certifications by CareerSource; requiring CareerSource to provide a letter of deficiency within a specified timeframe to applicants who fail to meet certain standards.

Section 19: Amends s. 1003.4282, F.S.; revising the credit requirements for a high school diploma; authorizing certain practical arts courses to satisfy the one credit requirement in fine or performing arts; speech and debate, or career and technical education; requiring the State Board of Education to collaborate with certain entities to facilitate the award of such credit; requiring the department to convene a workgroup to review and identify certain education programs and pathways.

Section 20: Amends s. 1003.4285, F.S.; renaming the Merit designation for standard high school diplomas as the "Industry Scholar" designation.

Section 21: Amends s. 1003.491, F.S.; revising the data used in creating the strategic 3-year plan developed by the local school district and specified entities.

Section 22: Amends s. 1003.5716, F.S.; conforming provisions to changes made by the act.

Section 23: Amends s. 1004.013, F.S.; renaming the workforce opportunity portal as the "consumer-first workforce system"; conforming provisions to changes made by the act.

Section 24: Amends s. 1004.015, F.S.; providing additional duties for the Florida Talent Development Council; requiring the council to submit recommendations to the Governor and the Legislature by a specified date.

Section 25: Amends s. 1008.41, F.S.; conforming a provision to changes made by this act.

Section 26: Amends s. 1008.44, F.S.; revising which courses must be included on the CAPE Industry Certification Funding List; providing the Department of Education with authority to select certain digital tool certificates; requiring the department to annually review certain assessments; deleting criteria used by the Commissioner of Education in limiting certain certifications and certificates; providing requirements for agriculture occupations to be included on the CAPE Industry Certification Funding List; conforming cross-references.

Section 27: Amends s. 1009.77, F.S.; revising student eligibility criteria for the Florida Work Experience Program; providing requirements for participating institutions.

Section 28: Creates s. 1009.771, F.S.; authorizing a state university to establish a workforce education partnership program for specified purposes; requiring the Board of Governors to create a template for the establishment of such program; providing board and template requirements; requiring the board adopt regulations.

Section 29: Amends s. 1011.62, F.S.; conforming cross-references.

Section 30: Reenact and Amends s. 1011.80, F.S.; authorizing certain entities to offer continuing workforce education courses and programs without prior approval by the State Board of Education; requiring certain Florida College System institutions and school districts to maintain certain records and produce certain reports; deleting a requirement that a workforce education program must be reviewed by the State Board of Education subject to certain criteria for a Florida College System Institution or school district to receive certain funding; providing that new workforce education programs must be approved by the board of trustees of the institution or the district school board; requiring each district school board to be provided funds for each industry certification earned by a student in specified areas.

Section 31: Amends s. 1011.801, F.S.; requiring the Department of Education, rather than the State Board of Education, to administer the Workforce Development Capitalization Incentive Grant Program; revising the purpose of the program; authorizing the State Board of Education to adopt rules governing program administration.

Section 32: Amends s. 1011.802, F.S.; revising requirements for the Florida Pathways to Career Opportunities Grant Program; limiting the potential grant award for each recipient; providing duties for the Department of Education regarding the grant program; authorizing the department to grant a bonus in the award amount to certain applicants.

Section 33: Amends s. 1011.803, F.S.; revising the purpose of and requirements for the Money-back Guarantee Program.

Section 34: Amends s. 1011.81, F.S.; deleting a requirement for the development of a return-value formula; deleting requirements for the allocation of specified funds.

Section 35: Amends s. 1012.39, F.S.; revising experience requirements for nondegreed teachers.

Section 36: Amending s. 1012.57, F.S.; revising requirements for the award of an adjunct teaching certificate.

Section 37: Amends s. 1012.585, F.S.; revising the requirements for district school board inservice master plans.

Section 38: Requiring the Office of Program Policy Analysis and Government Accountability to conduct a review of career statewide articulation agreements; providing requirements for the review; requiring the office to present a report to the Legislature by a specified date.

Section 39: Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

   See fiscal comments.

2. Expenditures:

   See fiscal comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

   See fiscal comments.

2. Expenditures:

   See fiscal comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

See fiscal comments.

D. FISCAL COMMENTS:

Section 4 – Experiential Learning Tax Credit.—
The bill expands and renames the 'Internship Tax Credit Program' the 'Experimental Learning Credit Program'. The bill also authorizes businesses to claim a tax credit for employing apprentices and preapprentices. Consistent with the current program, the tax credit amount remains $2,000 per student intern, apprentice, or preapprentice (maximum of $10,000/business for each taxable year).

The bill specifies that the combined total amount of tax credits is $2.5 million in each of the state fiscal years 2021-2022, 2022-2023, 2023-2024, and 2024-2025.

Section 12 - Reimbursement for workers' compensation insurance premiums.—
The House Proposed General Appropriations Act for Fiscal Year (FY) 2023-2024 includes $2 million in recurring general revenue funds provided to the Department of Education for reimbursement of workers' compensation insurance premiums. These funds would be available to be transferred to the Department of Financial Services.

Section 26 - CAPE Industry Certification Funding List.—
The House Proposed General Appropriations Act for FY 2023-2024 includes $6.5 million for District Workforce Education and $20 million for the Florida College System to provide $1,000 for each industry certification earned by students on the CAPE Industry Certification Funding List.

Section 27 – Florida Work Experience Program.—
The bill adds applied technology diplomas as eligible programs for the FL Work Experience Program, which provides funding, subject to appropriation, to postsecondary institutions to provide eligible students with paid internships offered by employers in partnership with school districts, career technical centers, public colleges and universities, and non-profit postsecondary institutions eligible to participate in FSAG. The House Proposed General Appropriations Act for FY 2023-2024 includes $1.6 million for the Florida Work Experience Program.

Section 28. Workforce education partnership programs.—
The bill provides a framework for a state university to establish a workforce education partnership program that would help students to graduate without student loans. Institutions are not required to establish these partnerships, but if they chose to do so, costs may be absorbed within existing resources.

Section 31. Workforce Development Capitalization Incentive Grant Program.—
The bill adds additional criteria for which workforce development programs may be funded by the Workforce Development Capitalization Incentive Grant Program. The House Proposed General Appropriations Act for FY 2023-2024 does not include funding for this grant program.

Section 32. Florida Pathways to Career Opportunities Grant Program.—
Currently, allowable expenditures under the Pathways to Career Opportunities Grant Program are limited to the creation or expansion of apprenticeship or preapprenticeship programs. The bill specifies that grant funds may also be used to operate such programs and to fund the cost of providing related technical instruction. The bill also authorizes the department to grant a bonus in the award amount to applicants that submit a joint application for shared resources.

The House Proposed General Appropriations Act for FY 2023-2024 includes $15 million and reverts and reappropriates the unexpended balance from FY 2022-2023 for the Pathways to Career Opportunities Grant Program.

Section 33. Money-back Guarantee Program.—
Current law provides guidelines on which programs an institution may choose to offer a money-back guarantee on. The bill provides additional flexibility by removing certain criteria and allowing institutions to select any three programs of their choosing. This may save students completing such programs an indeterminate, but significant amount of money.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

Section 4. Experiential Learning Tax Credit.—
The bill authorizes the Department of Revenue to adopt rules, including emergency rules, governing the manner and form of applications for the tax credit and establishing qualification requirements for the tax credit.

Section 14. Supplemental Powers and Duties of District School Boards.—
The bill requires each district school board to adopt policies and procedures requiring high schools to hold annual career fairs and academic scholarship signing and college and career decision days.

Section 15. Controlled Open Enrollment.—
The bill requires each district school board to adopt a rule that enables a student who, in middle school, completed a career and technical education course or an industry certification included in the CAPE Industry Certification Funding List to continue a sequential program of career and technical education in the same concentration, if a high school in the district offers the program.

Section 28. Workforce Education Partnership Programs.—
The bill requires the Board of Governors to adopt regulations for the workforce education partnership program.

Section 31. Workforce Development Capitalization Incentive Grant Program.—
The bill authorizes the State Board of Education to adopt rules to facilitate the Department of Education's administration of the program.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

Not applicable.

A bill to be entitled

An act relating to education; amending s. 14.36, F.S.; requiring the Office of Reimagining Education and Career Help to work with other specified entities to provide certain information relating to workforce development boards; revising duties of the Office of Reimagining Education and Career Help; amending s. 216.135, F.S.; requiring state agencies to ensure certain work product is consistent with information produced by specified entities; amending s. 216.136, F.S.; revising a requirement for the provision of certain data to the Office of Economic and Demographic Research; deleting a provision relating to the Labor Market Estimating Conference; amending s. 220.198, F.S.; renaming the Internship Tax Credit Program as the "Experiential Learning Tax Credit Program"; providing and revising definitions; providing that businesses that hire apprentices or preapprentices are eligible for the tax credit; providing requirements for such eligibility; amending s. 413.615, F.S.; revising the requirements for the use of funds by the board of directors of the Florida Endowment Foundation for the Division of Vocational Rehabilitation within the Department of Education; extending the scheduled date of repeal of the Florida Endowment for Vocational

Rehabilitation; amending s. 445.004, F.S.; revising the list of credentials that must be included on the Master Credentials List; revising CareerSource Florida, Inc., responsibilities in providing administrative support to the state board; requiring the director of the Office of Reimagining Education and Career Help to serve as the chair of the Credentials Review Committee; requiring that credentials remain on the list for a specified time; deleting the requirement that the Credentials Review Committee develop a returned-value funding formula; revising responsibilities of the state board; conforming provisions to changes made by the act; amending s. 445.007, F.S.; requiring local workforce development boards to create specified consortiums; providing requirements for such consortiums; providing for the appointment and terms of consortium members and the filling of vacancies; prohibiting local workforce development board members from serving as a consortium member; amending s. 445.009, F.S.; revising the requirements for training services provided through the one-stop delivery system; amending s. 445.038, F.S.; providing requirements for certain jobs to be eligible for job training; amending s. 446.071, F.S.; revising the entities that may be a local

apprenticeship sponsor; amending s. 446.0915, F.S.; requiring diversified education programs be prioritized as certain paid work-based learning experiences; requiring district school boards to provide at least one work-based learning opportunity to certain students; amending s. 446.54, F.S.; requiring specified employers to apply to the Department of Financial Services for reimbursement of workers' compensation premiums paid for students participating in work-based learning opportunities; providing requirements for the application for reimbursement and verification of information provided on such applications; requiring that reimbursements be made on a first-come, first-served basis; defining the term "educational institution"; amending s. 464.0195, F.S.; revising the primary goals of the Florida Center for Nursing; requiring the center to submit a specified annual report to the Governor and the Legislature by a date certain; amending s. 1001.43, F.S.; requiring school districts to adopt policies and procedures to celebrate the academic and career achievements of students; beginning in a specified school year, requiring each high school to host an annual career fair for certain students; providing requirements for such career fairs; amending s.

1002.31, F.S.; providing additional requirements for the controlled open enrollment process used by district school boards relating to the completion of certain courses or certifications; amending s. 1003.02, F.S.; modifying requirements for parental notification of acceleration options for students; amending s. 1003.4156, F.S.; revising requirements for the revisions of certain personalized academic and career plans; amending s. 1003.4203, F.S.; deleting a requirement that each district school board provide to schools certain digital tools and materials; deleting provisions relating to CAPE innovation courses; providing for the approval of CAPE industry certifications by CareerSource; requiring CareerSource to provide a letter of deficiency within a specified timeframe to applicants who fail to meet certain standards; amending s. 1003.4282, F.S.; revising the credit requirements for a high school diploma; Authorizing certain practical arts courses to satisfy the one credit requirement in fine or performing arts, speech and debate, or career and technical education; requiring the State Board of Education to collaborate with certain entities to facilitate the award of such credit; requiring the department to convene a workgroup to review and identify certain education

programs and pathways; amending s. 1003.4285, F.S.; renaming the Merit designation for standard high school diplomas as the "Industry Scholar" designation; amending s. 1003.491, F.S.; revising the data used in creating the strategic 3-year plan developed by the local school district and specified entities; amending s. 1003.5716, F.S.; conforming provisions to changes made by the act; amending s. 1004.013, F.S.; renaming the workforce opportunity portal as the "consumer-first workforce system"; conforming provisions to changes made by the act; amending s. 1004.015, F.S.; providing additional duties for the Florida Talent Development Council; requiring the council to submit recommendations to the Governor and the Legislature by a specified date; amending s. 1008.41, F.S.; conforming a provision to changes made by the act; amending s. 1008.44, F.S.; revising which courses must be included on the CAPE Industry Certification Funding List; providing the Department of Education with authority to select certain digital tool certificates; requiring the department to annually review certain assessments; deleting criteria used by the Commissioner of Education in limiting certain certifications and certificates; amending s. 1009.77, F.S.; revising student eligibility criteria for the

Florida Work Experience Program; providing requirements for participating institutions; creating s. 1009.771, F.S.; authorizing a state university to establish a workforce education partnership program for specified purposes; requiring the Board of Governors to create a template for the establishment of such program; providing board and template requirements; requiring the board adopt regulations; amending s. 1011.62, F.S.; conforming cross-references; reenacting and amending s. 1011.80, F.S.; authorizing certain entities to offer continuing workforce education courses and programs without prior approval by the State Board of Education; requiring certain Florida College System institutions and school districts to maintain certain records and produce certain reports; deleting a requirement that a workforce education program must be reviewed by the State Board of Education subject to certain criteria for a Florida College System Institution or school district to receive certain funding; providing that new workforce education programs must be approved by the board of trustees of the institution or the district school board; requiring each district school board to be provided funds for each industry certification earned by a student in specified areas;

amending s. 1011.801, F.S.; requiring the Department of Education, rather than the State Board of Education, to administer the Workforce Development Capitalization Incentive Grant Program; revising the purpose of the program; authorizing the State Board of Education to adopt rules governing program administration; amending s. 1011.802, F.S.; revising requirements for the Florida Pathways to Career Opportunities Grant Program; limiting the potential grant award for each recipient; providing duties for the Department of Education regarding the grant program; authorizing the department to grant a bonus in the award amount to certain applicants; amending s. 1011.803, F.S.; revising the purpose of and requirements for the Money-back Guarantee Program; amending s. 1011.81, F.S.; deleting a requirement for the development of a return-value formula; deleting requirements for the allocation of specified funds; amending s. 1012.39, F.S.; revising experience requirements for nondegreed teachers; amending s. 1012.57, F.S.; revising requirements for the award of an adjunct teaching certificate; amending s. 1012.585, F.S.; revising the requirements for district school board inservice master plans; amending s. 1014.05, F.S.; requiring school districts to include procedures

to inform parents or guardians about certain apprenticeships, programs, and certifications in a specified policy; requiring the Office of Program Policy Analysis and Government Accountability to conduct a review of career statewide articulation agreements; providing requirements for the review; requiring the office to present a report to the Legislature by a specified date; providing an effective date.

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

Section 1. Paragraph (h) of subsection (3) and paragraphs (a), (c), (d), and (e) of subsection (5) of section 14.36, Florida Statutes, are amended, and paragraph (k) is added to subsection (3) of that section, to read:

14.36 Reimagining Education and Career Help Act.—The Reimagining Education and Career Help Act is created to address the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training within and equity and access to a more integrated workforce and education system for all Floridians.

(3) The duties of the office are to:

(h) Develop the criteria for assigning a letter grade for

each local workforce development board under s. 445.004. The criteria shall, in part, be based on local workforce development board performance accountability measures and return on investment. The majority of the grade shall be based on the improvement by each local workforce development board in the long-term self-sufficiency of participants through outcome measures such as reduction in long-term public assistance and the percentage of participants whose wages were higher after program completion compared to wages before participation in a program. The office shall also develop criteria and display public information that will assist the public in making informed decisions when deciding to access the local workforce board or one-stop career center.

(k) Facilitate coordination among the Department of Economic Opportunity, the Department of Education, and CareerSource Florida, Inc., to develop and expand apprenticeship, preapprenticeship, and other work-based learning models and streamline efforts to recruit and onboard new apprentices, preapprentices, students, and employers interested in work-based learning opportunities. Such coordination shall include, but not be limited to, conducting outreach with business leaders, local governments, and education providers.

(5) The office shall provide the public with access to available federal, state, and local services and provide stakeholders with a systemwide, global view of workforce related

program data across various programs through actionable qualitative and quantitative information. The office shall:

(a) Minimize duplication and maximize the use of existing resources by facilitating the adaptation and integration of state information systems to improve usability and seamlessly link to the consumer-first workforce system ~~opportunity portal~~ and other compatible state information systems and applications to help residents of the state:

1. Explore and identify career opportunities.

2. Identify in-demand jobs and associated earning potential.

3. Identify the skills and credentials needed for specific jobs.

4. Access a broad array of federal, state, and local workforce related programs.

5. Determine the quality of workforce related programs offered by public postsecondary educational institutions and public and private training providers, based on employment, wages, continued education, student loan debt, and receipt of public assistance by graduates of workforce, certificate, or degree programs. To gather this information, the office shall review each workforce related program 1 year after the program's first graduating class and every 5 years after the first review.

6. Identify opportunities and resources to support individuals along their career pathway.

7. Provide information to help individuals understand their potential earnings through paid employment and cope with the loss of public assistance as they progress through career pathways toward self-sufficiency.

8. Map the timing and magnitude of the loss of public assistance for in-demand occupations across the state to help individuals visualize how their incomes will increase over time as they move toward self-sufficiency.

(b) Provide access to labor market data consistent with the ~~official~~ information developed by the Labor Market Estimating Conference and the Labor Market Statistics Center within the Department of Economic Opportunity and provide guidance on how to analyze the data, the appropriate use of the data, and any limitations of the data, including instances in which such data may not be used.

(c) Maximize the use of the consumer-first workforce system ~~opportunity portal~~ at locations within the workforce development system.

(d) Maximize the use of ~~available federal and private~~ funds appropriated for the development and initial operation of the consumer-first workforce system ~~opportunity portal~~. Any incidental costs to state agencies must be derived from existing resources.

(e) Annually, by December 1, ~~2022, and annually thereafter,~~ report to the Legislature on the implementation and

outcomes of the consumer-first workforce system ~~opportunity portal~~, including the increase of economic self-sufficiency of individuals.

Section 2. Section 216.135, Florida Statutes, is amended to read:

216.135 Use of official information by state agencies and the judicial branch.—Each state agency and the judicial branch shall use the official information developed by the consensus estimating conferences in carrying out their duties under the state planning and budgeting system. State agencies, including divisions, bureaus, and statutorily created entities thereof, must ensure that any related work product is consistent with the official information developed by the Economic Estimating Conference, the Demographic Estimating Conference, and the Labor Market Estimating Conference.

Section 3. Paragraph (a) of subsection (7) of section 216.136, Florida Statutes, is amended to read:

216.136 Consensus estimating conferences; duties and principals.—

(7) LABOR MARKET ESTIMATING CONFERENCE.—

(a) The Labor Market Estimating Conference shall develop such official information with respect to ~~real-time~~ supply and demand in Florida's statewide and~~,~~ regional~~, and local~~ labor markets as the conference determines is needed by the state's near-term and long-term ~~state~~ planning and budgeting system.

Such information must ~~shall~~ include labor supply by education level, analyses of labor demand by occupational groups and occupations compared to labor supply, and a ranking of critical areas of concern~~, and identification of in-demand, high-skill, middle-level to high-level wage occupations~~ prioritized by level of statewide or regional shortages. The Office of Economic and Demographic Research is designated as the official lead for the United States Census Bureau's State Data Center Program or its successor. All state agencies shall ~~must~~ provide the Office of Economic and Demographic Research with the necessary data to accomplish the goals of the conference. ~~In accordance with s. 216.135, state agencies must ensure that any related work product regarding labor demand and supply is consistent with the official information developed by the Labor Market Estimating Conference created in s. 216.136.~~

Section 4. Section 220.198, Florida Statutes, is amended to read:

220.198 Experiential learning ~~Internship~~ tax credit program.—

(1) This section may be cited as the "Florida Experiential Learning ~~Internship~~ Tax Credit Program."

(2) As used in this section, the term:

(a) "Apprentice" has the same meaning as in s. 446.021(2).

(b)~~(a)~~ "Full time" means at least 30 hours per week.

(c) "Preapprentice" has the same meaning as in s.

446.021(1).

(d) ~~(b)~~ "Qualified business" means a business that is in existence and has been continuously operating for at least 3 years.

(e) ~~(c)~~ "Student intern" means a person who has completed at least 60 credit hours at a state university or 15 credit hours at a Florida College System institution, regardless of whether the student intern receives course credit for the internship; a person who is enrolled in a career center operated by a school district under s. 1001.44 or a charter technical career center; or any graduate student enrolled at a state university.

(3) For taxable years beginning on or after January 1, 2022, a qualified business is eligible for a credit against the tax imposed by this chapter in the amount of $2,000 per apprentice, preapprentice, or student intern if all of the following apply:

(a) The qualified business employed at least one apprentice, preapprentice, or student intern in an apprenticeship, preapprenticeship, or internship in which the student intern worked full time in this state for at least 9 consecutive weeks, or the apprentice or preapprentice worked in this state for at least 500 hours, and the qualified business provides the department documentation evidencing each apprenticeship, preapprenticeship, or internship claimed. The

department may require the taxpayer to provide the taxpayer's Registered Apprenticeship Partners Information Data System (RAPIDS) program identification number and other necessary information, which the department may verify with the Department of Education.

(b) The qualified business provides the department documentation for the current taxable year showing that at least 20 percent of the business' full-time employees were previously employed by that business as apprentices, preapprentices, or student interns.

(c) ~~At the start of an internship,~~ Each apprentice, preapprentice, or student intern provides the qualified business with verification by the apprentice's, preapprentice's, or student intern's state university, Florida College System institution, career center operated by a school district under s. 1001.44, ~~or~~ charter technical career center, or provider of related technical instruction that the apprentice, preapprentice, or student intern is enrolled and maintains a minimum grade point average of 2.0 on a 4.0 scale, if applicable. The qualified business may accept a letter from the applicable educational institution or provider of related technical instruction stating that the apprentice, preapprentice, or student intern is enrolled as evidence that the apprentice, preapprentice, or student intern meets these requirements.

(4) Notwithstanding paragraph (3)(b), a qualified business that, on average for the 3 immediately preceding years, employed 10 or fewer full-time employees may receive the tax credit if it provides documentation that it previously hired at least one apprentice, preapprentice, or student intern and, for the current taxable year, that it employs on a full-time basis at least one employee who was previously employed by that qualified business as an apprentice, preapprentice, or ~~a~~ student intern.

(5)(a) A qualified business, including all subsidiaries, may not claim a tax credit of more than $10,000 in any one taxable year.

(b) The combined total amount of tax credits which may be granted to qualified businesses under this section is $2.5 million in each of state fiscal years 2021-2022, ~~and~~ 2022-2023, 2023-2024, and 2024-2025. The department must approve the tax credit prior to the taxpayer taking the credit on a return. The department must approve credits on a first-come, first-served basis.

(6) The department may adopt rules, including emergency rules pursuant to s. 120.54(4), governing the manner and form of applications for the tax credit and establishing qualification requirements for the tax credit. All conditions are deemed met for the adoption of emergency rules pursuant to s. 120.54(4).

(7) A qualified business may carry forward any unused portion of a tax credit under this section for up to 2 taxable

years.

Section 5. Paragraph (a) of subsection (10) of section 413.615, Florida Statutes, is amended to read:

413.615 Florida Endowment for Vocational Rehabilitation.—

(10) DISTRIBUTION OF MONEYS.—The board shall use the moneys in the operating account, by whatever means, to provide for:

(a)1. Planning, research, and policy development for issues related to the employment and training of disabled citizens, and publication and dissemination of such information as may serve the objectives of this section.

2. Research on the systems in the state that provide services to persons with disabilities, including autism and intellectual and developmental disabilities. The board shall submit to the Legislature a report by December 1, 2023. The report must:

a. Identify the current systems for service delivery to persons with disabilities, including operations, services, coordination activities, and structures.

b. Identify barriers and obstacles in transportation for persons with disabilities living in the home or receiving community-based services for jobs, medical appointments, and peer-to-peer groups.

c. Identify workforce issues related to direct support professionals, behavioral or mental health specialists, health

care practitioners, and other individuals who assist with the provision of services to persons with disabilities.

d. Examine the best practices for uniform and efficient service delivery and the coordination of and transition among systems, including transitioning out of high school.

e. Examine federal and state law and rules that impact or limit supports or services for persons with disabilities.

f. Identify systemwide incongruency and inefficiencies in service delivery.

g. Identify opportunities for job coaching and community participation supports, including those opportunities for individuals who cannot or choose not to go into the community because of underlying issues.

Any allocation of funds for research, advertising, or consulting shall be subject to a competitive solicitation process. State funds may not be used to fund events for private sector donors or potential donors or to honor supporters.

(14) REPEAL.—This section is repealed October 1, 2027 ~~2023~~, unless reviewed and saved from repeal by the Legislature.

Section 6. Subsection (1), paragraph (h) of subsection (4), and subsection (8) of section 445.004, Florida Statutes, are amended, and paragraphs (f) through (i) are added to subsection (6) of that section, to read:

445.004 CareerSource Florida, Inc., and the state board;

creation; purpose; membership; duties and powers.—

(1) CareerSource Florida, Inc., is created as a not-for-profit corporation, which shall be registered, incorporated, organized, and operated in compliance with chapter 617 and shall operate at the direction of the state board. CareerSource Florida, Inc., is not a unit or entity of state government and is exempt from chapters 120 and 287. CareerSource Florida, Inc., shall apply the procurement and expenditure procedures required by federal law for the expenditure of federal funds. To the extent permitted by state or federal law, CareerSource Florida, Inc., in consultation with the department, shall assist the state board in developing and administering streamlined and collaborative approaches to workforce development that result in cost savings and efficiencies throughout the state. CareerSource Florida, Inc., shall be administratively housed within the department and shall operate under agreement with the department. The Legislature finds that public policy dictates that CareerSource Florida, Inc., operate in the most open and accessible manner consistent with its public purpose. To this end, the Legislature specifically declares that CareerSource Florida, Inc., its board, councils, and any advisory committees or similar groups created by CareerSource Florida, Inc., are subject to the provisions of chapter 119 relating to public records, and those provisions of chapter 286 relating to public meetings.

(4)

(h)1. The state board shall appoint a Credentials Review Committee to identify nondegree credentials and degree credentials of value for approval by the state board and inclusion in the Master Credentials List. Such credentials must include registered apprenticeship programs, industry certifications, including industry certifications for agricultural occupations submitted pursuant to s. 570.07(43), licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas, associate degrees, baccalaureate degrees, and graduate degrees. The Credentials Review Committee must include:

a. The Chancellor of the Division of Public Schools.

b. The Chancellor of the Division of Career and Adult Education.

c. The Chancellor of the Florida College System.

d. The Chancellor of the State University System.

e. The director of the Office of Reimagining Education and Career Help, who must serve as chair of the committee.

f. Four members from local workforce development boards, with equal representation from urban and rural regions.

g. Two members from nonpublic postsecondary institutions.

h. Two members from industry associations.

i. Two members from Florida-based businesses.

j. Two members from the Department of Economic

Opportunity.

k. One member from the Department of Agriculture and Consumer Services.

2. All information pertaining to the Credentials Review Committee, the process for the approval of credentials of value, and the Master Credentials List must be made available and be easily accessible to the public on all relevant state agency websites.

3. The Credentials Review Committee shall establish a definition for credentials of value and create a framework of quality. The framework must align with federally funded workforce accountability requirements and undergo biennial review.

4. The criteria to determine value for nondegree credentials should, at a minimum, require:

a. Evidence that the credential meets labor market demand as identified by the Labor Market Statistics Center within the Department of Economic Opportunity or the Labor Market Estimating Conference created in s. 216.136 or meets local demand as identified in the criteria adopted by the Credentials Review Committee. Evidence to be considered by the Credentials Review Committee must include employer information on present credential use or emerging opportunities.

b. Evidence that the competencies mastered upon completion of the credential are aligned with labor market demand.

c. Evidence of the employment and earnings outcomes for individuals after obtaining the credential. Earnings outcomes must provide middle-level to high-level wages with preference given to credentials generating high-level wages. Credentials that do not meet the earnings outcomes criteria must be part of a sequence of credentials that are required for the next level occupation that does meet the earnings outcomes criteria in order to be identified as a credential of value. For new credentials, this criteria may be met with conditional eligibility until measurable labor market outcomes are obtained.

5. The Credentials Review Committee shall establish the criteria to determine value for degree programs. This criteria must ~~shall~~ include evidence that the program meets statewide or regional ~~the~~ labor market demand as identified by the Labor Market Statistics Center within the Department of Economic Opportunity or Labor Market Estimating Conference created in s. 216.136 or meets local demand as determined by the committee. Such criteria must be used to designate programs of emphasis under s. 1001.706 and to guide the development of program standards and benchmarks under s. 1004.92.

6. The Credentials Review Committee shall establish a process for prioritizing nondegree credentials and degree programs based on critical statewide or regional shortages.

7. The Credentials Review Committee shall establish a process for:

a. At a minimum, quarterly review and approval of credential applications. Approved credentials of value shall be used by the committee to develop the Master Credentials List.

b. Annual review of the Master Credentials List.

c. Phasing out credentials on the Master Credentials List that no longer meet the framework of quality. Credentials must remain on the list for at least 1 year after identification for removal.

d. Designating performance funding eligibility under ss. 1011.80 and 1011.81, based upon the highest available certification for postsecondary students.

e. Upon approval ~~Beginning with the 2022-2023 school year~~, the state board shall submit the Master Credentials List to the State Board of Education. The list must, at a minimum, identify nondegree credentials and degree programs determined to be of value for purposes of the CAPE Industry Certification Funding List adopted under ss. 1008.44 and 1011.62(1); if the credential or degree program meets statewide, regional, or local level demand; the type of certificate, credential, or degree; and the primary standard occupation classification code. ~~For the 2021-2022 school year, the Master Credentials List shall be comprised of the CAPE Industry Certification Funding List and the CAPE Postsecondary Industry Certification Funding List under ss. 1008.44 and 1011.62(1) and adopted by the State Board of Education before October 1, 2021.~~

8. The Credentials Review Committee shall establish a process for linking Classifications of Instructional Programs (CIP) to Standard Occupational Classifications (SOC) for all new credentials of value identified on the Master Credentials List. The CIP code aligns instructional programs to occupations. A CIP to SOC link indicates that programs classified in the CIP code category prepare individuals for jobs classified in the SOC code category. The state board shall submit approved CIP to SOC linkages to the State Board of Education with each credential that is added to the Master Credentials List.

9. The Credentials Review Committee shall identify all data elements necessary to collect information on credentials by the Florida Education and Training Placement Program automated system under s. 1008.39.

~~10. The Credentials Review Committee shall develop a returned-value funding formula as provided under ss. 1011.80(7)(b) and 1011.81(2)(b). When developing the formula, the committee may not penalize Florida College System institutions or school districts if students postpone employment to continue their education.~~

(6) The state board, in consultation with the department, shall achieve the purposes of this section by:

(f) Requiring administrative cost arrangements among planning regions.

(g) Implementing consistent contract and procurement

policies and procedures.

(h) Requiring the use of a state-established template for contracts or other method for ensuring all contract mechanisms follow certain standards established by the state board.

(i) Leveraging buying power for fringe benefits, including, but not limited to, health insurance, life insurance, and retirement.

(8) Each October 15 ~~Annually, beginning July 1, 2022,~~ the state board shall ~~assign and~~ make the public information available and easily accessible on its website ~~a letter grade~~ for each local workforce development board using the criteria established by the Office of Reimagining Education and Career Help under s. 14.36, including the most recently assigned letter grade.

Section 7. Subsection (15) is added to section 445.007, Florida Statutes, to read:

445.007 Local workforce development boards.—

(15) Each local workforce development board shall create an education and industry consortium composed of representatives of educational entities and businesses in the designated service delivery area. Each consortium shall provide quarterly reports to the applicable local board which provide community-based information related to educational programs and industry needs to assist the local board in making decisions on programs, services, and partnerships in the service delivery area. The

local board shall consider the information obtained from the consortium to determine the most effective ways to grow, retain, and attract talent to the service delivery area. The chair of each local workforce development board shall appoint the consortium members. A member of a local workforce development board may not serve as a member of the consortium. Consortium members shall be appointed for 2-year terms beginning on January 1 of the year of appointment, and any vacancy on the consortium must be filled for the remainder of the unexpired term in the same manner as the original appointment.

Section 8. Paragraphs (a) and (e) of subsection (8) of section 445.009, Florida Statutes, are amended to read:

445.009 One-stop delivery system.—

(8)

(a) Individual Training Accounts must be expended on programs that prepare people to enter occupations identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference created by s. 216.136, and on other programs recommended and approved by the state board following a review by the department to determine the program's compliance with federal law.

(e) Training services provided through Individual Training Accounts must be performance-based~~, with successful job placement triggering final payment of at least 10 percent~~.

Section 9. Section 445.038, Florida Statutes, is amended

to read:

445.038 Digital media; job training.—CareerSource Florida, Inc., through the Department of Economic Opportunity, may use funds dedicated for incumbent worker training for the digital media industry. Training may be provided by public or private training providers for broadband digital media jobs listed on the occupations list developed by the Labor Market Estimating Conference, the Labor Market Statistics Center within the Department of Economic Opportunity, and on other programs recommended and approved by the state board following a review by the department to determine the program's compliance with federal law. Programs that operate outside the normal semester time periods and coordinate the use of industry and public resources must ~~should~~ be given priority status for funding.

Section 10. Subsection (2) of section 446.071, Florida Statutes, is amended to read:

446.071 Apprenticeship sponsors.—

(2) A local apprenticeship sponsor may be a committee, a group of employers, an employer, ~~or~~ a group of employees, an educational institution, a local workforce board, a community or faith-based organization, an association, or any combination thereof.

Section 11. Subsection (3) of section 446.0915, Florida Statutes, is renumbered as subsection (4), subsection (2) is amended, and a new subsection (3) is added to that section, to

read:

446.0915 Work-based learning opportunities.—

(2) A work-based learning opportunity must meet all of the following criteria:

(a) Be developmentally appropriate.

(b) Identify learning objectives for the term of experience.

(c) Explore multiple aspects of an industry.

(d) Develop workplace skills and competencies.

(e) Assess performance.

(f) Provide opportunities for work-based reflection.

(g) Link to next steps in career planning and preparation in a student's chosen career pathway.

(h) Be provided in an equal and fair manner.

(i) Be documented and reported in compliance with state and federal labor laws.

A work-based learning opportunity should prioritize paid experiences, such as apprenticeship, ~~and~~ preapprenticeship, and diversified education programs.

(3) Each district school board shall ensure that each student enrolled in grades 9 through 12 has access to at least one work-based learning opportunity.

Section 12. Section 446.54, Florida Statutes, is amended to read:

446.54 Reimbursement for workers' compensation insurance premiums.—

(1) A student 18 years of age or younger who is in a paid work-based learning opportunity must ~~shall~~ be covered by the workers' compensation insurance of his or her employer in accordance with chapter 440. For purposes of chapter 440, a school district or Florida College System institution is considered the employer of a student 18 years of age or younger who is providing unpaid services under a work-based learning opportunity provided by the school district or Florida College System institution.

(2) Subject to appropriation, ~~the Department of Education may reimburse~~ employers, including school districts and Florida College System institutions, may apply to the Department of Financial Services for reimbursement of the proportionate cost of workers' compensation premiums paid during the fiscal year for students participating in work-based learning opportunities in the previous state fiscal year ~~in accordance with department rules~~.

(a) An application for reimbursement must include the following information:

1. The number of students participating in work-based learning opportunities with the employer, including the number of students who are participating in paid and unpaid work-based learning opportunities with the employer;

2. An attestation that:

a. The students were 18 years of age or younger during the time when participating in the work-based learning opportunity.

b. For an employer who paid the students, the employer is seeking reimbursement for the proportionate cost of workers' compensation premiums related to those students only or, for a school district or Florida College System institution that is considered the employer, the employer is seeking reimbursement for the proportionate cost of workers' compensation premiums related to those students only.

3. A description of the method used by the employer to determine the proportionate share of the cost of workers' compensation premiums attributable to students.

4. The total amount of reimbursement requested.

5. The employer's name, point of contact, and contact information.

6. A statement by the employer agreeing to maintain documentation supporting the information in the application for 5 years.

7. Any other information requested by the department.

(b) Within 45 days after receipt of a complete application, the Department of Financial Services must process the application and provide the applicant with notification of approval or denial of the application. The Department of Financial Services shall coordinate with the educational

institution to verify the information on the application related to the employer and the students participating in the work-based learning opportunity. Reimbursements must be made on a first-come, first-served basis.

(c) For purposes of this section, the term "educational institution" means a school as defined in s. 1003.01(2) operated by a district school board, a charter school formed under s. 1002.33, a career center operated by a district school board under s. 1001.44, a charter technical career center under s. 1002.34, or a Florida College System institution listed in s. 1000.21(3).

Section 13. Paragraph (a) of subsection (2) is amended, and paragraph (c) of (2) is amended, and subsection (5) is added to section 464.0195, Florida Statutes, to read:

464.0195 Florida Center for Nursing; goals.—

(2) The primary goals for the center shall be to:

(a) Develop a strategic statewide plan for nursing manpower in this state by:

1. Conducting a statistically valid biennial data-driven gap analysis of the supply and demand of the health care workforce. ~~Demand must align with the Labor Market Estimating Conference created in s. 216.136.~~ The center shall:

a. Establish and maintain a database on nursing supply and demand in the state, to include current supply and demand.

b. Analyze the current and future supply and demand in the

state and the impact of this state's participation in the Nurse Licensure Compact under s. 464.0095.

2. Developing recommendations to increase nurse faculty and clinical preceptors, support nurse faculty development, and promote advanced nurse education.

3. Developing best practices in the academic preparation and continuing education needs of qualified nurse educators, nurse faculty, and clinical preceptors.

4. Collecting data on nurse faculty, employment, distribution, and retention.

5. Piloting innovative projects to support the recruitment, development, and retention of qualified nurse faculty and clinical preceptors.

6. Encouraging and coordinating the development of academic-practice partnerships to support nurse faculty employment and advancement.

7. Developing distance learning infrastructure for nursing education and advancing faculty competencies in the pedagogy of teaching and the evidence-based use of technology, simulation, and distance learning techniques.

(c) Convene various groups representative of nurses, other health care providers, businesses and industries, consumers, lawmakers, and educators to:

1. Review and comment on data analysis prepared for the center.

2. Recommend systemic changes, including strategies for implementation of recommended changes.

3. Evaluate and report the results of these efforts to the Legislature and others.

(5) No later than each January 10, the center shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing details of its activities during the preceding calendar year in pursuit of its goals and in the execution of its duties under subsection (2), including a nursing education program report.

Section 14. Subsection (14) of section 1001.43, Florida Statutes, is amended to read:

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

(14) RECOGNITION OF ACADEMIC AND CAREER ACHIEVEMENT.—

(a) The Legislature recognizes the importance of promoting student academic and career achievement, motivating students to attain academic and career achievement, and providing positive acknowledgment for that achievement. It is the intent of the Legislature that school districts bestow the same level of recognition to the state's academic and career scholars as to its athletic scholars.

(b) The district school board is required ~~encouraged~~ to

adopt policies and procedures to celebrate the academic and career ~~workforce~~ achievement of students by:

1. Declaring an "Academic Scholarship Signing Day" to recognize the outstanding academic achievement of high school seniors who sign a letter of intent to accept an academic scholarship offered to the student by a postsecondary educational institution.

2. Declaring a "College and Career Decision Day" to recognize high school seniors for their postsecondary education plans, to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.

3. Beginning with the 2023-2024 school year, requiring each high school to host an annual career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair. The career fair must be held on the campus of the high school, except that a group of high schools in the district may hold a joint career fair to satisfy the requirement in this subparagraph. The career fair must be held during the school day.

District school board policies and procedures may include conducting assemblies or other appropriate public events in

which students sign actual or ceremonial documents accepting scholarships or enrollment. The district school board may encourage holding such events in an assembly or gathering of the entire student body as a means of making academic and career success and recognition visible to all students.

Section 15. Paragraph (l) is added to subsection (3) of section 1002.31, Florida Statutes, to read:

1002.31 Controlled open enrollment; public school parental choice.—

(3) Each district school board shall adopt by rule and post on its website the process required to participate in controlled open enrollment. The process must:

(l) Enable a student who, in middle school, completed a career and technical education course or an industry certification included in the CAPE Industry Certification Funding List to continue a sequential program of career and technical education in the same concentration, if a high school in the district offers the program.

Section 16. Paragraph (i) of subsection (1) of section 1003.02, Florida Statutes, is amended to read:

1003.02 District school board operation and control of public K-12 education within the school district.—As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school districts.

The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees, and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

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

(i) ~~*Parental*~~ *Notification of acceleration, academic, and career planning options.*—At the beginning of each school year, notify ~~parents of~~ students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses; career and professional academies; career-themed courses; the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10); work-based learning opportunities, including internships and apprenticeship and preapprenticeship programs;~~, and~~ Florida Virtual School

courses; and options for early graduation under s. 1003.4281; and provide those students and parents with the contact information of a certified school counselor who can advise students on these options.

Section 17. Paragraph (e) of subsection (1) of section 1003.4156, Florida Statutes, is amended to read:

1003.4156 General requirements for middle grades promotion.—

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

(e) One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student which must ~~that may~~ be revised at least once before the student's progression to high school and at least annually as the student progresses through ~~middle school and~~ high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07 and other state career planning resources. The

required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285 and the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and preapprenticeship and apprenticeship programs; and career education courses, including career-themed courses, ~~preapprenticeship and apprenticeship programs,~~ and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

Section 18. Subsections (3) through (9) of section 1003.4203, Florida Statutes, are renumbered as subsections (2) through (8), respectively, subsection (2) and present subsection (5) are amended, and paragraph (c) is added to subsection (8) of that section, to read:

1003.4203 Digital materials, CAPE Digital Tool

certificates, and technical assistance.—

~~(2) CAPE ESE DIGITAL TOOLS.—Each district school board, in consultation with the district school superintendent, shall make available digital and instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12. Beginning with the 2015-2016 school year:~~

~~(a) Digital materials may include CAPE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications identified pursuant to s. 1008.44 for students with disabilities; and~~

~~(b) Each student's individual educational plan for students with disabilities developed pursuant to this chapter must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.~~

(4)~~(5)~~ ~~CAPE INNOVATION AND~~ CAPE ACCELERATION.—

~~(a) CAPE Innovation.—Courses, identified in the CAPE Industry Certification Funding List, that combine academic and career content, and performance outcome expectations that, if achieved by a student, shall articulate for college credit and be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.c. Such approved courses must incorporate at least two third-party assessments that, if successfully completed by a student, shall articulate for college credit. At~~

~~least one of the two third-party assessments must be associated with an industry certification that is identified on the CAPE Industry Certification Funding List. Each course that is approved by the commissioner must be specifically identified in the Course Code Directory as a CAPE Innovation Course.~~

~~(b) CAPE Acceleration.~~—Industry certifications that articulate for 15 or more college credit hours and, if successfully completed, are eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.d. Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Acceleration Industry Certification.

(8) PARTNERSHIPS.—

(c) A provider of classes and instruction referenced in paragraph (a) that has provided such classes and instruction within the state for at least 5 years may apply directly to Credentials Review Committee for the approval of CAPE industry certifications according to all of the following requirements:

1. The request must be received by the Credentials Review Committee no later than March 15.

2. The request must include all of the following:

a. The name of the certifying agency, contact information for the agency, and web link for the certification on a site maintained by the certifying agency.

b. Information on the requirements to earn the

certification, including required written and performance tests, work experience, and any other components of earning the certification.

c. Information on the test format and test administration policies and procedures, including documentation that that the written tests are third-party developed, scored by the certifying agency, and given in a proctored testing environment.

d. Information on the occupations demonstrating that the certification addresses a critical local or statewide economic need.

(d) If an application submitted to the Credentials Review Committee does not meet the required standards, the Credentials Review Committee shall provide a notice of deficiency to the applicant and the provider who was identified as the point of contact provided on the application by the end of the next quarter after receipt of the application.

Section 19. Subsection (11) of section 1003.4282, Florida Statutes, is renumbered as subsection (12), paragraph (e) of subsection (3) and paragraph (a) of subsection (8) are amended, and a new subsection (11) is added to that section, to read:

1003.4282 Requirements for a standard high school diploma.—

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

(e) One credit in fine or performing arts, speech and

debate, or career and technical education~~, or practical arts~~.— ~~The~~ A practical arts course that incorporates ~~must incorporate~~ artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the Course Code Directory.

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

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

1. The state board must determine at least biennially if sufficient academic standards are covered to warrant the award of academic credit, including satisfaction of graduation, assessment, and state university admissions requirements under this section.

2. Career education courses must:

a. Include workforce and digital literacy skills.

b. Integrate required course content with practical applications and designated rigorous coursework that results in one or more industry certifications or clearly articulated credit or advanced standing in a 2-year or 4-year certificate or degree program, which may include high school junior and senior year work-related internships or apprenticeships. The department shall negotiate state licenses for material and testing for industry certifications.

The instructional methodology used in these courses must comprise authentic projects, problems, and activities for contextual academic learning and emphasize workplace skills identified under s. 445.06.

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

4. The State Board of Education shall, by rule, establish a process that enables a student to receive work-based learning or credit in electives for completing a threshold level of

demonstrable participation in extracurricular activities associated with career and technical student organizations. Work-based learning or credit in electives for extracurricular activities or supervised agricultural experiences shall not be limited by grade level.

(11) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department of Education shall convene a workgroup to:

(a) Identify best practices in career and technical education pathways from middle school to high school to aid middle school students in career planning and facilitate their transition to high school programs. The career pathway must be linked to postsecondary programs.

(b) Establish three mathematics pathways for students enrolled in secondary grades by aligning mathematics courses to programs, postsecondary education, and careers. The workgroup shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs, postsecondary education, and careers.

Section 20. Paragraph (b) of subsection (1) of section 1003.4285, Florida Statutes, is amended to read:

1003.4285 Standard high school diploma designations.—

(1) Each standard high school diploma shall include, as applicable, the following designations if the student meets the

criteria set forth for the designation:

(b) Industry Scholar ~~Merit~~ designation.—In addition to the requirements of s. 1003.4282, in order to earn the Industry Scholar ~~Merit~~ designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

Section 21. Paragraphs (a), (b), (c), (d), and (e) of subsection (3) of section 1003.491, Florida Statutes, are amended to read:

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

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

(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference as factors in the criteria for the plan ~~created in s. 216.136~~;

(b) Strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference created in s. 216.136;

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

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

Section 22. Paragraph (b) of subsection (1) and paragraph (a) of subsection (2) of section 1003.5716, Florida Statutes, are amended to read:

1003.5716 Transition to postsecondary education and career opportunities.—All students with disabilities who are 3 years of age to 21 years of age have the right to a free, appropriate public education. As used in this section, the term "IEP" means individual education plan.

(1) To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, during the student's seventh grade year or when the student attains the age of 12, whichever occurs first, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student

with a disability enters high school or attains the age of 14 years, whichever occurs first, in order for his or her postsecondary goals and career goals to be identified. The plan must be operational and in place to begin implementation on the first day of the student's first year in high school. This process must include, but is not limited to:

(b) Preparation for the student to graduate from high school with a standard high school diploma pursuant to s. 1003.4282 with a Scholar designation unless the parent chooses an Industry Scholar ~~a Merit~~ designation; and

(2) Beginning not later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP must include the following statements that must be updated annually:

(a) A statement of intent to pursue a standard high school diploma and a Scholar or an Industry Scholar ~~Merit~~ designation, pursuant to s. 1003.4285, as determined by the parent.

1. The statement must document discussion of the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to s. 1003.4282(9)(c).

2. For the IEP in effect at the beginning of the school year the student is expected to graduate, the statement must include a signed statement by the parent, the guardian, or the

student, if the student has reached the age of majority and rights have transferred to the student, that he or she understands the process for deferment and identifying if the student will defer the receipt of his or her standard high school diploma.

Section 23. Paragraphs (a) and (b) of subsection (3) of section 1004.013, Florida Statutes, are amended to read:

1004.013 SAIL to 60 Initiative.—

(3) There is created within the SAIL to 60 Initiative the Strategic Efforts to Achieve Self-Sufficiency (SEAS) which consists of:

(a) The consumer-first workforce system ~~opportunity portal~~ under s. 14.36, which provides the public with more effective access to available federal, state, and local services and a systemwide, global view of workforce related program data across various programs through actionable qualitative and quantitative information.

Section 24. Subsection (7) is added to section 1004.015, Florida Statutes, to read:

1004.015 Florida Talent Development Council.—

(7) The council shall identify barriers and best practices in the facilitation of work-based learning opportunities for students in middle and high school. By December 1, 2023, the council shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives

recommendations on best practices for collaboration between district school boards, local workforce development boards, and local businesses and business groups. The recommendations must include any necessary legislative action to facilitate work-based learning opportunities for students in middle and high school, including the identification of potential targeted financial incentives that may help to facilitate work-based learning opportunities for students.

Section 25. Paragraph (f) of subsection (3) of section 1008.41, Florida Statutes, is redesignated as paragraph (g), and paragraph (f) is added to that subsection, to read:

1008.41 Workforce education; management information system.—

(3) Planning and evaluation of job-preparatory programs shall be based on standard sources of data and use standard occupational definitions and coding structures, including, but not limited to:

(e) The Labor Market Estimating Conference created in s. 216.136.

(f) The Labor Market Statistics Center within the Department of Economic Opportunity.

Section 26. Subsections (1) and (4) of section 1008.44, Florida Statutes, are amended, and subsection (5) is added to that section, to read:

1008.44 CAPE Industry Certification Funding List.—

(1) The State Board of Education shall adopt, at least annually, based upon recommendations by the Commissioner of Education, the CAPE Industry Certification Funding List that assigns additional full-time equivalent membership to certifications identified in the Master Credentials List under s. 445.004(4) that meets a statewide, regional, or local demand~~, and courses that lead to such certifications, in accordance with s. 1011.62(1)(o)~~. Additional full-time equivalent membership funding for regional and local demand certifications ~~and courses that lead to such certifications~~ may only be earned in those areas with regional or local demand as identified by the Credentials Review Committee. The CAPE Industry Certification Funding List may include the following certificates and~~,~~ certifications~~, and courses~~:

(a) CAPE industry certifications identified as credentials of value that meet the framework of quality under s. 445.004(4), that must be applied in the distribution of funding to school districts under s. 1011.62(1)(o). The CAPE Industry Certification Funding List shall incorporate by reference the industry certifications on the career pathways list approved for the Florida Gold Seal CAPE Scholars award.

(b) CAPE Digital Tool certificates selected by the department under s. 1003.4203(2) ~~s. 1003.4203(3)~~ that do not articulate for college credit. The certificates must ~~shall~~ be made available to students in elementary school and middle

school grades and, if earned by a student, must ~~shall~~ be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1. The department shall annually review available assessments that meet the requirements for inclusion on the list.

~~(c) CAPE ESE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities under s. 1003.4203(2). Such certificates and certifications shall, if earned by a student, be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.~~

~~(d) CAPE Innovation Courses that combine academic and career performance outcomes with embedded industry certifications under s. 1003.4203(5)(a). Such courses shall, if completed by a student, be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.~~

(c) ~~(e)~~ CAPE Acceleration Industry Certifications that articulate for 15 or more college credit hours under s. 1003.4203(4) ~~s. 1003.4203(5)(b)~~. Such certifications must ~~shall~~, if successfully completed, be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.

(d) ~~(f)~~ The Commissioner of Education shall conduct a review of the methodology used to determine additional full-time equivalent membership weights assigned in s. 1011.62(1)(o) and, if necessary, recommend revised weights. The weights must factor

in the prioritization of critical shortages of labor market demand and middle-level to high-level wage earning outcomes as identified by the Credentials Review Committee under s. 445.004. The results of the review and the commissioner's recommendations must be submitted to the Governor, the President of the Senate, and the Speaker of the House of Representatives no later than December 1, 2023 ~~2021~~.

(4)(a) CAPE industry certifications and CAPE Digital Tool certificates placed on the CAPE Industry Certification Funding List must include the version of the certifications and certificates available at the time of the adoption and, without further review and approval, include the subsequent updates to the certifications and certificates on the approved list, unless the certifications and certificates are specifically removed from the CAPE Industry Certification Funding List by the Commissioner of Education.

(b) The Commissioner of Education may limit CAPE industry certifications and CAPE Digital Tool certificates to students in certain grades ~~based on formal recommendations by providers of CAPE industry certifications and CAPE Digital Tool certificates~~.

(c) The Articulation Coordinating Committee shall review statewide articulation agreement proposals for industry certifications and make recommendations to the State Board of Education for approval. After an industry certification is approved by CareerSource Florida, Inc., under s. 445.004(4), the

Chancellor of Career and Adult Education, within 90 days, must provide to the Articulation Coordinating Committee recommendations for articulation of postsecondary credit for related degrees for the approved certifications.

Section 27. Subsections (9) through (11) of section 1009.77, Florida Statutes, are renumbered as subsections (10) through (12), respectively, paragraph (c) of subsection (1), paragraph (a) of subsection (8), and present subsection (9) are amended, and a new subsection (9) is added to that section, to read:

1009.77 Florida Work Experience Program.—

(1) There is established the Florida Work Experience Program to be administered by the Department of Education. The purpose of the program is to introduce eligible students to work experience that will complement and reinforce their educational program and career goals and provide a self-help student aid program that reduces student loan indebtedness. Additionally, the program's opportunities for employment at a student's school will serve as a retention tool because students employed on campus are more likely to complete their postsecondary education. The program shall be available to:

(c) Any postsecondary student attending a career center operated by a district school board under s. 1001.44 or a charter technical career center under s. 1002.34; or

(8) A student is eligible to participate in the Florida

Work Experience Program if the student:

(a) Is enrolled:

1. At an eligible college or university as no less than a half-time undergraduate student in good standing;

2. In an eligible postsecondary career certificate or applied technology diploma program as no less than a half-time student in good standing. Eligible programs must be approved by the Department of Education and must consist of no less than 450 clock hours of instruction. Such programs must be offered by a career center operated by a district school board under s. 1001.44, a charter technical career center under s. 1002.34, or by a Florida College System institution; or

3. At an educator preparation institute established under s. 1004.85 as no less than a half-time student in good standing.

However, a student may be employed during the break between two consecutive terms or employed, although not enrolled, during a term if the student was enrolled at least half time during the preceding term and preregisters as no less than a half-time student for the subsequent academic term. A student who attends an institution that does not provide preregistration shall provide documentation of intent to enroll as no less than a half-time student for the subsequent academic term.

(9) A participating postsecondary education institution is encouraged to provide academic credit to students who

participate in the program, subject to State Board of Education rule.

(10) ~~(9)~~ The State Board of Education shall adopt rules for the program as are necessary for its administration, for the determination of eligibility and selection of institutions to receive funds for students, to ensure the proper expenditure of funds, and to provide an equitable distribution of funds between students at public and independent colleges and universities, ~~and~~ career centers operated by district school boards under s. 1001.44, and charter technical career centers under s. 1002.34.

Section 28. Section 1009.771, Florida Statutes, is created to read:

1009.771 Workforce education partnership programs.—

(1) A state university may establish a workforce education partnership program to provide assistance to a student who is enrolled at the state university and employed by a private employer participating in the program to allow the student to graduate from the state university without student loans. The Board of Governors shall create a template for a state university to establish such a program. The Board of Governors shall consult with state and local workforce and economic development agencies to develop the template. The template must include all of the following:

(a) The process for a private employer to participate in the program.

(b) Student eligibility criteria, including that a student be enrolled in a degree-granting program at a state university on at least a half-time basis and be a paid employee of a private employer participating in the program.

(c) The process for an eligible student to enroll in the program.

(d) Guidance and requirements for the state university and private employer to:

1. Each designate a mentor to assist participating students.

2. Create a process to make a housing stipend available to participating students.

3. Create a process to provide life management and professional skills training to participating students.

(e) The requirement that a private employer establish an educational assistance program pursuant to s. 127 of the Internal Revenue Code of 1986 and provide tuition assistance for a student enrolled at the state university while such student works for the private employer up to the maximum amount that the employer may exclude from the employer's gross income under that section.

(f) The requirement that the state university work with participating students to ensure that they have applied for and are receiving the maximum amount of financial aid in the form of scholarships and grants.

(g) The requirement that the state university and private employer seek out additional sources of funding to pay for remaining costs for participating students.

(2) The Board of Governors shall evaluate the effectiveness of workforce education partnership programs established pursuant to this section to determine whether additional training and employment programs may use the template created pursuant to subsection (1) to establish a workforce education partnership program.

(3) The Board of Governors shall adopt regulations to administer this section.

Section 29. Paragraph (o) of subsection (1) of section 1011.62, Florida Statutes, is amended to read:

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

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

(o) Calculation of additional full-time equivalent membership based on successful completion of a career-themed

course pursuant to ss. 1003.491, 1003.492, and 1003.493, or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education or CAPE Digital Tool certificates pursuant to s. 1003.4203.—

1.a. A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.

b. A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation agreement for college credit approved by the State Board of Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE

membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not use the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year. The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

c. A value of 0.3 full-time equivalent student membership

shall be calculated for student completion of the courses and the embedded certifications identified on the CAPE Industry Certification Funding List and approved by the commissioner pursuant to ss. 1003.4203~~(5)(a)~~ and 1008.44.

d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203 and 1008.44 ~~ss. 1003.4203(5)(b) and 1008.44~~.

2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds. This allocation may not be used to supplant funds provided for basic operation of the program.

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent membership under subparagraph 1.:

a. A bonus of $25 for each student taught by a teacher who

provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.1.

b. A bonus of $50 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.2.

c. A bonus of $75 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3.

d. A bonus of $100 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0.

Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation. Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a teacher pursuant to this paragraph is in addition to any regular wage or other bonus the teacher received or is scheduled to

receive. A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this paragraph.

Section 30. Subsection (2) and paragraph (b) of subsection (7) of section 1011.80, Florida Statutes, are amended, and notwithstanding the expiration date in section 32 of chapter 2022-157, Laws of Florida, paragraph (b) of subsection (8) of that section is reenacted, to read:

1011.80 Funds for operation of workforce education programs.—

(2) ~~Upon approval by the State Board of Education~~, Any workforce education program may be conducted by a Florida College System institution or a school district as described in this subsection, except that college credit in an associate in applied science or an associate in science degree may be awarded only by a Florida College System institution. However, if an associate in applied science or an associate in science degree program contains within it an occupational completion point that confers a certificate or an applied technology diploma, that portion of the program may be conducted by a school district career center. Any instruction designed to articulate to a degree program is subject to guidelines and standards adopted by

the State Board of Education under s. 1007.25.

(a) To be responsive to industry needs for a skilled workforce, Florida College System institutions and school districts may offer continuing workforce education courses or programs without prior State Board of Education approval. Each Florida College System institution and school district offering continuing workforce education courses or programs must maintain adequate and accurate records of instructional activity. For purposes of measuring program performance and responsiveness to industry needs, institutions must report continuing workforce education instructional activity in a format prescribed by the Department of Education. Continuing workforce education courses and programs are exempt from the requirements in paragraphs (b) and (c) and are ineligible for performance funding.

(b) ~~(a)~~ The State Board of Education shall establish criteria, based on the framework of quality established by the Credentials Review Committee under s. 445.004(4), for review and approval of new workforce education programs by a Florida College System institution or a school district that are not included in the statewide curriculum framework.

(c) ~~(b)~~ A Florida College System institution or school district offering a new workforce education program that is in the statewide curriculum framework must be ~~may not receive performance funding and additional full-time equivalent membership funding until the workforce education program is~~

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

~~reviewed, through an expedited review process, and~~ approved by the board of trustees of the Florida College System institution or the district school board ~~State Board of Education~~ based on criteria that must include, but are ~~is~~ not limited to, the following:

1. A description of the new workforce education program that includes all of the following:

a. An analysis of workforce demand and unmet need consistent with the information provided by the Labor Market Estimating Conference and the Labor Market Statistics Center within the Department of Economic Opportunity for graduates of the program on a district, regional, or statewide basis, as appropriate, including evidence from entities independent of the technical center or institution.

b. The geographic region to be served.

2. Documentation of collaboration among technical centers and institutions serving the same students in a geographical or service area that enhances program offerings and prevents program duplication that exceeds workforce need. Unnecessary duplication of programs offered by public and private institutions must be avoided.

3. Alignment ~~Beginning with the 2022-2023 academic year, alignment~~ of program offerings with credentials or degree programs identified on the Master Credentials List under s. 445.004(4).

4. Articulation agreements between technical centers and Florida College System institutions for the enrollment of graduates in related workforce education programs.

5. Documentation of alignment between the exit requirements of a technical center and the admissions requirements of a Florida College System institution into which students typically transfer.

6. Performance and compliance indicators that will be used in determining the program's success.

(7)

(b) Performance funding for industry certifications for school district workforce education programs is contingent upon specific appropriation in the General Appropriations Act and must ~~shall~~ be determined as follows:

1. Postsecondary industry certifications identified on the CAPE Industry Certification Funding List approved by the State Board of Education under s. 1008.44 are eligible for performance funding.

2. Each school district shall be provided $1,000 for each industry certification earned by a workforce education student. If funds are insufficient to fully fund the calculated total award, such funds must ~~shall~~ be prorated. ~~Beginning with the 2022-2023 fiscal year, the Credentials Review Committee established in s. 445.004 shall develop a returned-value funding formula to allocate school district performance funds that~~

~~rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds shall be allocated based on student job placements. The remaining two-thirds shall be allocated using a tiered weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across school districts.~~

(8)

(b) Notwithstanding s. 1011.81(4), state funds provided for the operation of postsecondary workforce programs may be expended for the education of state inmates with 24 months or less of time remaining to serve on their sentences.

Section 31. Section 1011.801, Florida Statutes, is amended to read:

1011.801 Workforce Development Capitalization Incentive Grant Program.—The Legislature recognizes that the need for school districts and Florida College System institutions to be able to respond to emerging local or statewide economic development needs is critical to the workforce development system. The Workforce Development Capitalization Incentive Grant

Program is created to provide grants to school districts and Florida College System institutions ~~on a competitive basis~~ to fund some or all of the costs associated with the creation or expansion of workforce development programs that serve secondary students in career and technical education programs, including dual enrollment programs and other programs that lead to industry certifications included on the CAPE Industry Certification Funding List ~~specific employment workforce needs~~.

(1) Funds awarded for a workforce development capitalization incentive grant may be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a workforce development program that serves secondary students. Expansion of a program may include either the expansion of enrollments in a program or expansion into new areas of specialization within a program. No grant funds may be used for recurring instructional costs or for institutions' indirect costs.

(2) The Department of Education shall administer the ~~State Board of Education shall accept applications from school districts or Florida College System institutions for workforce development capitalization incentive grants. Applications from school districts or Florida College System institutions shall contain projected enrollments and projected costs for the new or expanded workforce development~~ program. The State Board of

Education may adopt rules for program administration~~, in consultation with CareerSource Florida, Inc., shall review and rank each application for a grant according to subsection (3) and shall submit to the Legislature a list in priority order of applications recommended for a grant award~~.

~~(3) The State Board of Education shall give highest priority to programs that train people to enter high-skill, high-wage occupations identified by the Labor Market Estimating Conference and other programs approved by the state board as defined in s. 445.002, programs that train people to enter occupations under the welfare transition program, or programs that train for the workforce adults who are eligible for public assistance, economically disadvantaged, disabled, not proficient in English, or dislocated workers.~~ The State Board of Education shall consider the statewide geographic dispersion of grant funds in ranking the applications and shall give priority to applications from education agencies that are making maximum use of their workforce development funding by offering high-performing, high-demand programs.

Section 32. Section 1011.802, Florida Statutes, is amended to read:

1011.802 Florida Pathways to Career Opportunities Grant Program.—

(1) Subject to appropriations provided in the General Appropriations Act, the Florida Pathways to Career Opportunities

Grant Program is created to provide grants to high schools, career centers, charter technical career centers, Florida College System institutions, and other entities authorized to sponsor an apprenticeship or preapprenticeship program, as defined in s. 446.021(6) and (5), respectively, ~~s. 446.021, on a competitive basis~~ to establish, ~~new apprenticeship or preapprenticeship programs and~~ expand, and operate new and existing apprenticeship or preapprenticeship programs. An individual applicant may not receive more than 10 percent of the total amount appropriated ~~The Department of Education shall administer the grant program~~.

(2) The department shall administer the grant, identify projects, solicit proposals, and make funding recommendations to the Commissioner of Education, who is authorized to approve grant awards ~~Applications must contain projected enrollment and projected costs for the new or expanded apprenticeship program.~~

~~(3)(a) The department shall award grants~~ for preapprenticeship or apprenticeship programs with demonstrated statewide or regional demand that:

(a)~~1.~~ Address a critical statewide or regional shortage, with consideration given to the information provided ~~as identified~~ by the Labor Market Statistics Center within the Department of Economic Opportunity, the Labor Market Estimating Conference, and the Credentials Review Committee, ~~created in s. 216.136~~ and are in industry sectors not adequately represented

throughout the state, such as health care;

(b)~~2.~~ Address a critical statewide or regional shortage, with consideration given to the information provided ~~as identified~~ by the Labor Market Statistics Center within the Department of Economic Opportunity, the Labor Market Estimating Conference, and the Credentials Review Committee ~~created in s. 216.136~~; ~~or~~

(c)~~3.~~ Expand existing programs that exceed the median completion rate and employment rate 1 year after completion of similar programs in the region, or the state if there are no similar programs in the region.

(3)~~(b)~~ Grant funds may be used to fund the cost of providing related technical instruction, for instructional equipment, supplies, instructional personnel, student services, and other expenses associated with the creation, ~~or~~ expansion, or operation of an apprenticeship program. Grant funds may not be used for administrative or indirect costs. Grant recipients must submit quarterly reports in a format prescribed by the department.

(4) The department may grant a bonus in the award amount to applicants that submit a joint application for shared resources.

(5)~~(4)~~ The department shall annually report on its website:

(a) The number of programs funded and represented

throughout the state under this section.

(b) Retention, completion, and employment rates, categorized by program and provider.

(c) Starting and ending salaries, as categorized by program and provider, for participants who complete the program.

(6) ~~(5)~~ The department may use up to $200,000 of the total amount allocated to administer the grant program.

(7) ~~(6)~~ The State Board of Education shall adopt rules to administer this section.

Section 33. Subsection (2) of section 1011.803, Florida Statutes, is amended to read:

1011.803 Money-back Guarantee Program.—

(2) ~~Beginning in the 2022-2023 academic year,~~ Each school district and Florida College System institution shall establish a money-back guarantee program to:

(a) Offer a money-back guarantee on at least three programs ~~that prepare individuals to enter in-demand, middle-level to high-level wage occupations identified by the Labor Market Estimating Conference created in s. 216.136. School districts or Florida College System institutions must offer a money-back guarantee on at least 50 percent of workforce education programs if they offer six or fewer programs.~~

~~(b) Offer a money-back guarantee for all workforce education programs that are established to meet a critical local economic industry need, but are not linked to the statewide~~

~~needs list as identified by the Labor Market Estimating Conference created in s. 216.136.~~

(b) ~~(c)~~ Establish student eligibility criteria for the money-back guarantee program that includes:

1. Student attendance.

2. Student program performance.

3. Career Service or Career Day attendance.

4. Participation in internship or work-study programs.

5. Job search documentation.

6. Development of a student career plan with the institution's career services department.

Section 34. Paragraph (b) of subsection (2) of section 1011.81, Florida Statutes, is amended to read:

1011.81 Florida College System Program Fund.—

(2) Performance funding for industry certifications for Florida College System institutions is contingent upon specific appropriation in the General Appropriations Act and shall be determined as follows:

(b) Each Florida College System institution shall be provided $1,000 for each industry certification earned by a student under paragraph (a). If funds are insufficient to fully fund the calculated total award, such funds must ~~shall~~ be prorated. ~~Beginning with the 2022-2023 fiscal year, the Credentials Review Committee established in s. 445.004 shall develop a returned-value funding formula to allocate institution~~

~~performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds shall be allocated based on student job placements. The remaining two-thirds shall be allocated using a tiered, weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across the state.~~

Section 35. Paragraph (c) of subsection (1) of section 1012.39, Florida Statutes, is amended to read:

1012.39 Employment of substitute teachers, teachers of adult education, nondegreed teachers of career education, and career specialists; students performing clinical field experience.—

(1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and 1012.57, or any other provision of law or rule to the contrary, each district school board shall establish the minimal qualifications for:

(c) Part-time and full-time nondegreed teachers of career programs. Qualifications must ~~shall~~ be established for nondegreed teachers of career and technical education courses

for program clusters that are recognized in the state and are based primarily on successful occupational experience rather than academic training. The qualifications for such teachers must ~~shall~~ require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

2. Documentation of education and successful occupational experience including documentation of:

a. A high school diploma or the equivalent.

b. Completion of 3 ~~6~~ years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.

c. ~~Completion of career education training conducted through the local school district inservice master plan or through an educator preparation institute approved by the Department of Education pursuant to s. 1004.85.~~

d. For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from

an accredited or approved institution, ~~or~~ an approved district teacher education program, or the local school district inservice master plan.

~~e. Demonstration of successful teaching performance.~~

~~f.~~ Documentation of industry certification when state or national industry certifications are available and applicable.

Section 36. Subsection (1) of section 1012.57, Florida Statutes, is amended to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10) and who has expertise in the subject area to be taught. An applicant is ~~shall be~~ considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test or has achieved an industry certification in the subject area to be taught.

Section 37. Paragraph (a) of subsection (3) of section 1012.585, Florida Statutes, is amended to read:

1012.585 Process for renewal of professional certificates.—

(3) For the renewal of a professional certificate, the

following requirements must be met:

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in "clinical educator" training pursuant to s. 1004.04(5)(b); participation in mentorship and induction activities, including as a mentor, pursuant to s. 1012.56(8)(a); and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule that include reading instruction or intervention for any students in kindergarten through grade

6. Each district school board shall include in its inservice master plan the ability for teachers to receive inservice points for supporting students in extracurricular career and technical education activities, such as career and technical student organization activities outside of regular school hours and training related to supervising students participating in a career and technical student organization. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

Section 38. The Office of Program Policy Analysis and Government Accountability shall conduct a review of approved career statewide articulation agreements. Such career articulation agreements include industry certification, career certificate, and applied technology diploma programs that articulate to associate in science or associate in applied science degrees; early childhood education programs; and associate in science to baccalaureate degree programs.

(1) The review must include, but is not limited to:

(a) The number of CAPE industry certifications on the

Master Credentials List under s. 445.004 which are included in a statewide articulation agreement.

(b) The number of career programs or degrees offered by career centers and Florida College System institutions compared to the number of such certifications or programs included in a statewide articulation agreement.

(c) The extent to which articulated programs included in a statewide articulation agreement are offered in a region or service area.

(d) The number and percentage of students in an articulated career program who transfer to and then complete the linked program specified in the statewide articulation agreement.

(e) Recommendations to strengthen the process of developing statewide articulation agreements, and on the role of such agreements in a Florida stackable credential framework.

(2) The office shall report its findings to the President of the Senate and the Speaker of the House of Representatives by December 31, 2023.

Section 39. This act shall take effect July 1, 2023.

PCS for HB 39

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCS for HB 39 Emergency Opioid Antagonists
SPONSOR(S): Postsecondary Education & Workforce Subcommittee
TIED BILLS: **IDEN./SIM. BILLS:** SB 542

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Postsecondary Education & Workforce Subcommittee		Suppiah	Kiner

SUMMARY ANALYSIS

The bill requires each Florida College System institution and state university to have a supply of emergency opioid antagonists in clearly marked locations within certain residence halls or dormitory residences.

The bill also requires such emergency opioid antagonists to be easily accessible to campus law enforcement officers who are trained in the administration of emergency opioid antagonists. The bill provides civil and criminal immunity to any campus law enforcement officer trained in the administration of emergency opioid antagonists, who administers or attempts to administer an emergency opioid antagonist as authorized under laws related to emergency treatment for suspected opioid overdose and the Good Samaritan Act. The institution that employs the officer who acts in accordance with the provisions of the bill is also granted civil and criminal immunity.

The bill encourages public and private partnerships to cover the costs of emergency opioid antagonists at Florida College System institutions and state universities.

The bill requires the State Board of Education and the Board of Governors to adopt rules and regulations, respectively, to administer the bill's requirements.

The bill may have an indeterminate fiscal impact on state and local governments.

The bill provides an effective date of July 1, 2023.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Background

Opioids are a class of drugs that can be created synthetically by laboratory scientists or derived naturally from the opium poppy plant.[1] Opioids, which include, but are not limited to, fentanyl, oxycodone, hydrocodone, codeine, and morphine, are prescribed by doctors to relieve pain.[2] Using opioids as prescribed or misusing opioids can lead to substance use disorder or addiction.[3]

Opioid Overdoses and the Use of Naloxone

Opioid misuse and opioid addiction can lead to overdose and death. Since 1999, over half a million Americans have died from opioid and opioid-involved overdoses.[4] Naloxone is an opioid antagonist that is used to reverse an opioid overdose when it takes place.[5] Naloxone, which is commonly known as NARCAN®, is usually administered to persons who show signs of an opioid overdose.[6] A single dosage of naloxone, which can be administered via injection or nasal spray, is effective for 30 to 90 minutes, but the effects of an opioid overdose can be felt after the naloxone wears off.[7] Some opioids, like fentanyl, are more potent than others and require multiple doses of naloxone.[8] For these reasons, even when emergency naloxone is administered, people experiencing an overdose need immediate medical attention.[9]

NARCAN® Nasal Spray comes in a small, portable device for carrying or storing in a purse or pocket or at home and does not require specialized training to administer.[10] Each package contains 2 ready-to-use, single-dose nasal spray devices.[11]

Opioid Misuse in Adolescents & Young Adults

Data surrounding opioid misuse in adolescents and young adults is sparser and less consistent than data that is available for adults.[12] But there is evidence that the prevalence of opioid misuse is increasing within this population.[13] According to the 2016 National Survey on Drug Use and Health (NSDUH), 3.8 percent of adolescents (ages 12 to 17) and 7.8 percent of young adults (ages 18 to 25) engaged in opioid misuse or reported having an opioid use disorder.[14] In 2016, opioid exposures accounted for over 12 percent of all deaths among 15- to 24-year-olds.[15]

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[1] National Opioids Crisis: Help and Resources, U.S. Department of Health & Human Services, *Prevent Opioid Abuse and Addiction,* https://www.hhs.gov/opioids/prevention/index.html (last visited January 23, 2023)
[2] *Id.*
[3] *Id.*
[4] Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, *Opioid Data Analysis and Resources,* https://www.cdc.gov/opioids/data/analysis-resources.html#anchor_trends_in_deaths_rates (last visited January 23, 2023)
[5] National Institute on Drug Abuse, National Institutes of Health, *Naloxone DrugFacts,* https://nida.nih.gov/publications/drugfacts/naloxone (last visited January 23, 2023)
[6] *Id.*
[7] *Id.*
[8] *Id.*
[9] *Id.*
[10] NARCAN® Nasal Spray, *Caregiver Brochure, available at* https://www.narcan.com/wp-content/uploads/2021/12/Caregiver_Brochure.pdf
[11] *Id.*
[12] Hudgins JD, Porter JJ, Monuteaux MC, Bourgeois FT (2019) *Prescription opioid use and misuse among adolescents and young adults in the United States: A national survey study.* PLoS Med 16(11): e1002922. https://doi.org/10.1371/journal. pmed.1002922
[13] *Id.*
[14] *Id.*
[15] *Id.*

On college campuses, the use of opiates has risen over the past 20 years.[16] Between 1993 and 2005, the use of prescription opioids increased by 343 percent and 1 in 4 universities had an annual prescription opioid use prevalence of 10 percent or higher.[17]

Emergency Opioid Antagonists in Florida Law

Under Florida law, an "emergency opioid antagonist" refers to naloxone hydrochloride or any similarly acting drug that blocks the effects of opioids administered from outside the body and that is approved by the United States Food and Drug Administration for the treatment of an opioid overdose.[18]

Pharmacists may dispense an emergency opioid antagonist pursuant to a prescription by an authorized health care practitioner, pharmacist's order, or nonpatient-specific standing order.[19] Currently, the following persons are authorized to possess, store, and administer emergency opioid antagonists as clinically indicated and are immune from any civil or criminal liability resulting from the administration of an emergency opioid antagonist:

- Emergency responders (including law enforcement officers, paramedics, and emergency medical technicians).
- Crime laboratory personnel (including analysts, evidence intake personnel, and crime laboratory supervisors).
- Law enforcement agency or other agency personnel (including correctional probation officers and child protective investigators).
- Authorized health care practitioners, dispensing health care practitioner, and pharmacists.[20]

Patients (persons at risk of experiencing an opioid overdose) are authorized to store and possess approved emergency opioid antagonists, and in an emergency situation when a physician is not immediately available, administer the emergency opioid antagonist to a person believed in good faith to be experiencing an opioid overdose, regardless of whether that person has a prescription for an emergency opioid antagonist.[21]

Cost of Naloxone

The cost of naloxone varies widely from less than a dollar per unit for a simple ampoule or vial, to several thousand dollars for certain intramuscular auto-injectors.[22] On average, naloxone costs approximately $30 per dose kit.[23] The Florida Department of Children and Families, as part of its overdose prevention program, purchases Narcan at $75 per kit with two doses in each kit.[24] Emergent Biosolutions has produced an FDA- approved naloxone nasal spray called Narcan.[25] Emergent Biosolutions offers up to four free cartons of Narcan to degree-granting postsecondary institutions.[26]

The Good Samaritan Act

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[16] Opioid Resource Center, Healio, *Opioid abuse in college students requires increased efforts,* https://www.healio.com/news/psychiatry/20171030/opioid-abuse-in-college-students-requires-increased-efforts (last visited January 23, 2023)
[17] *Id.*
[18] Section 381.887(1)(d), F.S.
[19] Section 381.887(3)(b), F.S.
[20] Section 381.887(4)-(5), F.S.
[21] Section 381.887(3)(c), F.S.
[22] John Strang et al., *Take-Home Naloxone for the Emergency Interim Management of Opioid Overdose: The Public Health Application of an Emergency Medicine*, 79(13) Drugs 1395-1418 (2019), *available at* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6728289/.
[23] Florida Department of Education, HB 39 *2023 Agency Legislative Bill Analysis* (Feb. 9, 2023) (on file with the Senate Committee on Judiciary).
[24] Email, Florida Department of Children and Families (Mar. 6, 2023) (on file with the Senate Committee on Judiciary).
[25] *Id.* Emergent Biosolutions bought Adapt Pharma, who originally produced Narcan.
[26] Emergent Biosolutions, *Free Narcan Nasal Spray to Eligible Schools, available at* https://californiamat.org/wp-content/uploads/2022/01/Schools.PP-NAR4-US-00483-Professional-Educator-One-Pager-2021-Update.pdf.

The Good Samaritan Act provides immunity from civil liability for people who act in an emergency situation to render aid when certain factors are present. The act states, in part, that any person, including those licensed to practice medicine, who gratuitously and in good faith renders emergency care or treatment either in direct response to emergency situations at the scene of an emergency outside of a hospital, doctor's office, or other place having proper medical equipment, without objection from the injured victim or victims are immune from liability for any civil damages as a result of that care or treatment or as a result of any act or failure to act in providing or arranging further medical treatment where the person acts as an ordinary reasonably prudent person would have acted under the same or similar circumstances.[27]

Effect of Proposed Changes

The bill requires each Florida College System institution and state university to have a supply of emergency opioid antagonists in clearly marked locations within certain residence halls or dormitory residences.

The bill also requires such emergency opioid antagonists to be easily accessible to campus law enforcement officers who are trained in the administration of emergency opioid antagonists. There are currently 28 FCS institutions and 12 state universities.

All 12 state universities in the State University System of Florida own or operate a residence hall or dormitory available to students. In the 28 state colleges in the Florida College System, there are 12 residence halls or dormitories available to students. However, only three of these residence halls or dormitories are owned or operated by a state college. They are located at Chipola College, College of the Florida Keys, and Florida Gateway College.

The bill provides civil and criminal immunity to any campus law enforcement officer trained in the administration of emergency opioid antagonists, who administers or attempts to administer an emergency opioid antagonist as authorized under laws related to emergency treatment for suspected opioid overdose and the Good Samaritan Act. The institution that employs the officer who acts in accordance with the provisions of the bill is also granted civil and criminal immunity.

The bill encourages public and private partnerships to cover the costs of emergency opioid antagonists at Florida College System institutions.

The bill requires the State Board of Education and the Board of Governors to adopt rules and regulations, respectively, to administer the bill's requirements.

The bill provides an effective date of July 1, 2023.

B. SECTION DIRECTORY:

Section 1: Creating s. 1004.0971, F.S., requiring Florida College System institutions and state universities to have a supply of emergency opioid antagonists in clearly marked locations within certain residence halls or dormitory residences.

Section 2: Provides an effective date of July 1, 2023.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

[27] Section 768.13(2)(a), F.S.

2. Expenditures:

See Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

See Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

FCS institutions and state universities may incur expenses for the purchase and storage of emergency opioid antagonists in residence halls and dormitory residences, unless such emergency opioid antagonists are provided free of charge or some other entity covers the cost. The cost of naloxone varies widely from less than a dollar per unit for a simple ampoule or vial, to several thousand dollars for certain intramuscular auto-injectors.[28] On average, naloxone costs approximately $30 per dose kit.[29] The Florida Department of Children and Families, as part of its overdose prevention program, purchases Narcan at $75 per kit with two doses in each kit.[30] Emergent Biosolutions has produced an FDA- approved naloxone nasal spray called Narcan.[31] Emergent Biosolutions offers up to four free cartons of Narcan to degree-granting postsecondary institutions.[32]

Opioid antagonists like naloxone have a shelf life of approximately 18 to 24 months from the date of manufacture and need to be replaced accordingly.[33]

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the State Board of Education and the Board of Governors to adopt rules and regulations, respectively, to administer the bill's requirements.

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[28] John Strang et al., *Take-Home Naloxone for the Emergency Interim Management of Opioid Overdose: The Public Health Application of an Emergency Medicine*, 79(13) Drugs 1395-1418 (2019), *available at* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6728289/.

[29] Florida Department of Education, HB 39 *2023 Agency Legislative Bill Analysis* (Feb. 9, 2023) (on file with the Senate Committee on Judiciary).

[30] Email, Florida Department of Children and Families (Mar. 6, 2023) (on file with the Senate Committee on Judiciary).

[31] *Id.* Emergent Biosolutions bought Adapt Pharma, who originally produced Narcan.

[32] Emergent Biosolutions, *Free Narcan Nasal Spray to Eligible Schools, available at* https://californiamat.org/wp-content/uploads/2022/01/Schools.PP-NAR4-US-00483-Professional-Educator-One-Pager-2021-Update.pdf.

[33] Addictions, Drug & Alcohol Institute, University of Washington, *Research Suggests Naloxone May Be Good Past Its Expiration Date,* https://adai.uw.edu/research-suggests-naloxone-may-be-good-past-its-expiration-date/#:~:text=Naloxone%20products%20typically%20have%20an,and%20safety%20of%20a%20drug. (last visited January 23, 2023)

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

Not applicable.

A bill to be entitled

An act relating to emergency opioid antagonists; creating s. 1004.0971, F.S.; providing definitions; requiring each Florida College System institution and state university to have a supply of emergency opioid antagonists in certain residence halls or dormitory residences for use by campus law enforcement; providing requirements for the placement and accessibility of emergency opioid antagonists; encouraging public and private partnerships to cover the costs of such emergency opioid antagonists; providing specified campus law enforcement and Florida College System institutions and state universities immunity from liability for the administration or attempted administration of emergency opioid antagonists under certain circumstances; requiring the State Board of Education and the Board of Governors to adopt rules and regulations, respectively, in cooperation with the Department of Health; providing an effective date.

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

Section 1. Section 1004.0971, Florida Statutes, is created to read:

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

1004.0971 Emergency opioid antagonists in Florida College System institution and state university housing.—

(1) As used in this section, the term:

(a) "Administer" or "administration" means to introduce an emergency opioid antagonist into the body of a person.

(b) "Emergency opioid antagonist" means naloxone hydrochloride or any similarly acting drug that blocks the effects of opioids administered from outside the body and that is approved by the United States Food and Drug Administration for the treatment of an opioid overdose.

(c) "Institution" means a Florida College System institution or state university.

(2) Each institution must have a supply of emergency opioid antagonists with an autoinjection or intranasal application delivery system in each residence hall or dormitory residence owned or operated by the institution for the administration of emergency opioid antagonists to a person believed to be experiencing an opioid overdose.

(3) Each institution must place the emergency opioid antagonist in a clearly marked location within each residence hall or dormitory residence. The emergency opioid antagonist must be easily accessible to campus law enforcement officers who are trained in the administration of emergency opioid antagonists.

(4) Public and private partnerships are encouraged to

cover the cost associated with the purchase and placement of such emergency opioid antagonists.

(5) Notwithstanding any other provision of law to the contrary, any campus law enforcement officer trained in the administration of emergency opioid antagonists who administers or attempts to administer an emergency opioid antagonist in compliance with ss. 381.887 and 768.13, and the institution that employs such officer, are immune from civil or criminal liability as a result of such administration or attempted administration of an emergency opioid antagonist.

(6) The State Board of Education and the Board of Governors shall adopt rules and regulations, respectively, to administer this section in cooperation with the Department of Health.

Section 2. This act shall take effect July 1, 2023.

HB 515

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 515 Office of Inspector General of the Board of Governors of the State University System
SPONSOR(S): Silvers
TIED BILLS: **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Postsecondary Education & Workforce Subcommittee		Dixon	Kiner
2) Constitutional Rights, Rule of Law & Government Operations Subcommittee			
3) Education & Employment Committee			

SUMMARY ANALYSIS

The Board of Governors (BOG) is responsible for operating, regulating, controlling, and being fully responsible for the management of the State University System. Pursuant to Florida's Constitution, the BOG's management is subject to the powers of the Legislature to appropriate for the expenditure of funds. Like other state agencies, the BOG has an Office of Inspector General charged with promoting accountability, financial integrity and efficiency as required by law. The BOG IG is also charged with detecting fraud and abuse within state universities.

While the Governor's Chief Inspector General may exercise subpoena power on behalf of state agencies under the Governor's control, the BOG Inspector General does not have the authority to exercise subpoena power on behalf of a state university. In 2019, the Florida House of Representatives conducted an investigation into the unauthorized use of appropriated funds for fixed capital outlay projects at the University of Central Florida. Among the investigatory findings was the BOG's Office of Inspector General lacks resources to exercise the robust investigative role intended by the inspector general statutes and that such resources are essential to holding universities accountable to the BOG. To address the finding, the investigatory report recommended the BOG Inspector General investigate significant complaints or reports of possible waste, fraud and mismanagement and submit investigative findings to the Board of Governors, the Speaker of the House and Senate President. The investigatory report further recommended, if requested by the BOG, consideration be given to authorize the BOG Inspector General to exercise subpoena power on behalf of a state university.

The bill authorizes the BOG Inspector General, or designee, to issue and serve subpoenas duces tecum on behalf of the BOG or a state university to compel the attendance of witnesses and the production of documents, reports, answers, records, accounts, and other data in any medium.

In the event of noncompliance with a subpoena issued, the bill authorizes the BOG Inspector General to petition the circuit court of the county in which the person subpoenaed resides or has his or her principal place of business for an order requiring the subpoenaed person to appear and testify and to produce documents, reports, answers, records, accounts, or other data as specified in the subpoena.

The bill also provides for the BOG Inspector General to require or allow a person to file a statement, in writing, under oath, as to all the facts and circumstances concerning the matter that is to be audited, examined, or investigated.

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

The bill has an effective date of July 1, 2023.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Governor's Chief Inspector General

The Office of Chief Inspector General (CIG) is responsible for promoting accountability, integrity, and efficiency in agencies under the Governor's jurisdiction.[1] The CIG monitors the activities of the agency inspectors general under the Governor's jurisdiction and is required, among other things, to do the following:

- Initiate, supervise, and coordinate investigations and carry out other activities designed to deter, detect, prevent, and eradicate fraud, waste, abuse, mismanagement, and misconduct in government;
- Investigate, upon receipt of a complaint or for cause, any administrative action of any agency, the administration of which is under the direct supervision of the Governor;
- Examine the records and reports of any agency the administration of which is under the direct supervision of the Governor;
- Coordinate complaint-handling activities with agencies;
- Coordinate the activities of the Whistle-blower's Act and maintain the whistle-blower's hotline to receive complaints and information concerning the possible violation of law or administrative rules, mismanagement, fraud, waste, abuse of authority, malfeasance, or a substantial or specific danger to the health, welfare, or safety of the public;
- Report expeditiously to and cooperate fully with the Department of Law Enforcement, the Department of Legal Affairs, and other law enforcement agencies when there are recognizable grounds to believe that there has been a violation of criminal law or that a civil action should be initiated;
- Act as liaison and monitor the activities of the inspectors general in the agencies under the Governor's jurisdiction; and
- Conduct special investigations and management reviews at the request of the Governor.[2]

In exercising the authority of the office, the Governor's Chief Inspector General, may, among other things, issue and serve subpoenas and subpoenas duces tecum, for agencies under the jurisdiction of the Governor, to compel the attendance of witnesses and the production of documents, reports, answers, records, accounts, and other data in any medium.[3]

Agency Inspectors General

An Office of Inspector General (OIG) is established in each state agency[4] to provide a central point for the coordination of and responsibility for activities that promote accountability, integrity, and efficiency in government.[5] Each agency OIG is, among other things, responsible for the following:

- Supervising and coordinating audits, investigations, and management reviews relating to the programs and operations of the agency;

[1] S. 14.32(1), F.S.
[2] S. 14.32(2), F.S.
[3] S. 14.32(5)(b), F.S.
[4] S. 20.055(1)(d), F.S. defines the term "state agency" as each department created pursuant to ch. 20, F.S., and the Executive Office of the Governor, the Department of Military Affairs, the Fish and Wildlife Conservation Commission, the Office of Insurance Regulation of the Financial Services Commission, the Office of Financial Regulation of the Financial Services Commission, the Public Service Commission, the Board of Governors of the State University System, the Florida Housing Finance Corporation, the Florida Gaming Control Commission, and the state courts system.
[5] S. 20.055(2), F.S.

- Conducting, supervising, or coordinating other activities carried out or financed by the agency for the purpose of promoting economy and efficiency in the administration of, or preventing and detecting fraud and abuse in, its programs and operations;
- Keeping the agency head,[6] or the CIG for agencies under the jurisdiction of the Governor, informed concerning fraud, abuses, and deficiencies relating to programs and operations administered or financed by the agency; recommending corrective action concerning fraud, abuses, and deficiencies; and reporting on the progress made in implementing corrective action;
- Ensuring effective coordination and cooperation between the Auditor General, federal auditors, and other governmental bodies to avoid duplication; and
- Ensuring that an appropriate balance is maintained between audit, investigative, and other accountability activities.

With respect to investigations, each OIG must initiate, conduct, supervise, and coordinate investigations designed to detect, deter, prevent, and eradicate fraud, waste, mismanagement, misconduct, and other abuses in state government.[7] For these purposes, each inspector general must do the following:

- Receive complaints and coordinate all activities of the agency as required by the Whistle-blower's Act;
- Receive and consider the complaints that do not meet the criteria for an investigation under the Whistle-blower's Act and conduct, supervise, or coordinate such inquiries, investigations, or reviews as the inspector general deems appropriate;
- Report expeditiously to the Department of Law Enforcement or other law enforcement agencies, as appropriate, when the inspector general has reasonable grounds to believe there has been a violation of criminal law;
- Conduct investigations and other inquiries free of actual or perceived impairment to the independence of the inspector general or the inspector general's office, including freedom from any interference with investigations and timely access to records and other sources of information;
- Submit to entities contracting with the state or an individual substantially affected the findings of investigations involving such entities or individual, who must be advised that they may submit a written response to the findings, and whose written response, if any, must be included in the final report along with the inspector general's rebuttal, if any; and
- Submit timely final reports on investigations to the agency head, except for whistle-blower's investigations, which must be conducted and reported pursuant to the Florida Whistle-blower's Act.[8]

Board of Governors Inspector General

The Board of Governors (BOG) is responsible for operating, regulating, controlling, and being fully responsible for the management of the State University System. Pursuant to Florida's Constitution, the BOG's management is subject to the powers of the Legislature to appropriate for the expenditure of funds. Like other state agencies, the BOG has an Office of Inspector General charged with promoting accountability, financial integrity and efficiency as required by law. The BOG IG is also charged with detecting fraud and abuse within state universities.

If the BOG determines that the board of trustees of a state university is unwilling or unable to address substantiated allegations of waste, fraud, or financial mismanagement within a state university, the

[6] S. 20.055(1)(a), F.S., defines the term "agency head" as the Governor, a Cabinet officer, a secretary as defined in s. 20.03(5), F.S., or an executive director as defined in s. 20.03(6), F.S., the chair of the Public Service Commission, the Director of the Office of Insurance Regulation of the Financial Services Commission, the Director of the Office of Financial Regulation of the Financial Services Commission, the board of directors of the Florida Housing Finance Corporation, the chair of the Florida Gaming Control Commission, and the Chief Justice of the State Supreme Court.
[7] S. 20.055(7), F.S.
[8] *Id*.

BOG Inspector General must conduct, coordinate, or an request investigation into the substantiated allegations.[9]

The BOG Inspector General, when performing its duties, must have access to all information and personnel necessary to perform its duties and will have all of its current powers, duties and responsibilities as authorized in s. 20.055, F.S.[10]

In 2019, the Florida House of Representatives conducted an investigation into the unauthorized use of appropriated funds for fixed capital outlay projects at the University of Central Florida. Among the investigatory findings was the BOG's Office of Inspector General lacks resources to exercise the robust investigative role intended by the inspector general statutes and that such resources are essential to holding universities accountable to the BOG. To address the finding, the investigatory report recommended the BOG Inspector General investigate significant complaints or reports of possible waste, fraud and mismanagement and submit investigative findings to the Board of Governors, the Speaker of the House and Senate President. The investigatory report further recommended, if requested by the BOG, consideration be given to authorize the BOG Inspector General to exercise subpoena power on behalf of a state university.

Effect of Proposed Changes

The bill authorizes the BOG Inspector General, or designee, to issue and serve subpoenas duces tecum on behalf of the BOG or a state university to compel the attendance of witnesses and the production of documents, reports, answers, records, accounts, and other data in any medium.

In the event of noncompliance with a subpoena issued, the bill authorizes the BOG Inspector General to petition the circuit court of the county in which the person subpoenaed resides or has his or her principal place of business for an order requiring the subpoenaed person to appear and testify and to produce documents, reports, answers, records, accounts, or other data as specified in the subpoena.

The bill also provides for the BOG Inspector General to require or allow a person to file a statement, in writing, under oath, as to all the facts and circumstances concerning the matter that is to be audited, examined, or investigated.

B. SECTION DIRECTORY:

Section 1: Amends s. 20.155, F.S.; authorizing the Office of Inspector General to issue and serve subpoenas duces tecum for specified purposes and require or allow certain persons to file specified statements; authorizing the office to petition certain courts for specified purposes.

Section 2: Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

   None.

2. Expenditures:

   None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

[9] S. 20.155(5), F.S.
[10] *Id.*

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

See Fiscal Comments.

D. FISCAL COMMENTS:

This bill does not appear to have a fiscal impact on state or local government.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

If the intent of the bill is to mirror s. 14.32(5)(b), F.S., which authorizes the Governor's Chief Inspector General to exercise subpoena power on behalf of a state agency under the Governor's control, the sponsor may wish to amend the bill to authorize the BOG Inspector General to issue 'subpoenas' in addition to 'subpoenas duces tecum.'

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

A bill to be entitled

An act relating to the Office of Inspector General of the Board of Governors of the State University System; amending s. 20.155, F.S.; authorizing the Office of Inspector General to issue and serve subpoenas duces tecum for specified purposes and require or allow certain persons to file specified statements; authorizing the office to petition certain courts for specified purposes; providing an effective date.

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

Section 1. Subsection (5) of section 20.155, Florida Statutes, is amended to read:

20.155 Board of Governors of the State University System.—

(5)(a) OFFICE OF INSPECTOR GENERAL.—An Office of Inspector General shall be organized using existing resources and funds to promote accountability, efficiency, and effectiveness and to detect fraud and abuse within state universities. If the Board of Governors determines that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement, the office shall conduct, coordinate, or request investigations into substantiated allegations made by any person relating to waste, fraud, or financial mismanagement

CODING: Words stricken are deletions; words underlined are additions.

within a state university. The office shall have access to all information and personnel necessary to perform its duties and shall have all of its current powers, duties, and responsibilities authorized in s. 20.055.

(b)1. In exercising authority under this subsection, the Office of Inspector General or his or her designee may:

a. Issue and serve subpoenas duces tecum for the Board of Governors or the state universities in the State University System to compel the attendance of witnesses and the production of documents, reports, answers, records, accounts, and other data in any medium.

b. Require or allow a person to file a statement in writing, under oath or otherwise, as to all the facts and circumstances concerning the matter to be audited, examined, or investigated.

2. In the event of noncompliance with a subpoena issued under this paragraph, the Inspector General may petition the circuit court of the county in which the person subpoenaed resides or has his or her principal place of business for an order requiring the subpoenaed person to appear and testify and to produce documents, reports, answers, records, accounts, or other data as specified in the subpoena.

Section 2. This act shall take effect July 1, 2023.

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

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

Committee/Subcommittee hearing bill: Postsecondary Education & Workforce Subcommittee

Representative Silvers offered the following:

Amendment (with title amendment)

Remove lines 16-42 and insert:

(5) OFFICE OF INSPECTOR GENERAL.—An Office of Inspector General shall be organized using existing resources and funds to promote accountability, efficiency, and effectiveness and to detect fraud and abuse within state universities.

(a) If the Board of Governors determines that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement, the office must ~~shall~~ conduct, coordinate, or request investigations into substantiated allegations made by any person relating to waste,

fraud, or financial mismanagement within a state university. The office shall have access to all information and personnel necessary to perform its duties and shall have all of its current powers, duties, and responsibilities authorized in s. 20.055.

(b) In exercising its authority under this section, the office may do any of the following:

1. Issue and serve subpoenas and subpoenas duces tecum, for the Board of Governors or universities under the jurisdiction of the State University System, to compel the appearance of witnesses and the production of documents, reports, answers, records, accounts, and other data in any medium.

2. Require or authorize a person to file a written statement, under oath if required, as to all the facts and circumstances concerning the matter to be audited, examined, or investigated.

(c) In the event of noncompliance with a subpoena issued under paragraph (b), the office may petition the

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

Remove lines 4-9 and insert:

amending s. 20.155, F.S.; granting the Office of the Inspector General of the Board of Governors additional

authority to take certain actions in carrying out its duties; providing an effective date.

PCS for HB 1401

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: PCS for HB 1401 Articulation Agreements
SPONSOR(S): Postsecondary Education & Workforce Subcommittee
TIED BILLS: None. **IDEN./SIM. BILLS:** SB 750

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: Postsecondary Education & Workforce Subcommittee		Wolff	Kiner

SUMMARY ANALYSIS

To improve access to baccalaureate degrees for Florida's postsecondary students as well as to simplify and streamline existing articulation agreements, the bill provides for the review and modification, as needed, of statewide articulation agreements, the statewide course numbering system, transfer credit processes, and the Common Prerequisite Manual.

The bill requires the Articulation Coordinating Committee (ACC) to convene a workgroup to develop statewide "2+2" Associate in Science (AS) degree to baccalaureate degree articulation agreements in high-demand fields. State universities must establish at least one local "2+2" AS degree to baccalaureate degree articulation agreement with one or more Florida College System (FCS) institutions. Additionally, the bill requires the ACC to convene a workgroup to strengthen educator preparation programs in the state and provide seamless pathways to continued educational opportunities.

The bill requires institutions to award transfer credit toward institutional and program-specified requirements before it is applied as elective credit. To provide for consistent application of this requirement, the bill requires the State Board of Education (SBE) to adopt rules for the collection and review of course information. The SBE and the Board of Governors (BOG) of the State University System must provide recommendations on a process to review and approve the existing statewide course numbering system.

The DOE and BOG must collaborate on a review of the Common Prerequisite Manual as well as a redevelopment of the Common Prerequisite database. Once this database is updated, the bill requires that state universities and FCS institutions provide access to the database to students through their admissions and program websites.

The bill creates an Associate in Arts specialized transfer degree to allow students to complete required lower-level coursework at an FCS institution in preparation for transfer to a baccalaureate degree program, and requires the SBE to establish criteria for the review and approval of new specialized transfer degrees.

The bill does not appear to have a fiscal impact.

The bill has an effective date of July 1, 2023.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Associate in Arts Degree

The Associate in Arts degree (AA) is designed for students who plan to transfer from a Florida College System (FCS) institution to a baccalaureate degree program, either at an FCS or state university system (SUS) institution.[1]

The AA degree requirements consist of 60 total credit hours and include 36 credit hours of general education and 24 credit hours of electives. Students should choose elective courses required for admission to their intended program of study or major at the desired college or university. The Common Prerequisites Manual[2] is a catalog of lower-level courses that are prerequisites for entrance into baccalaureate programs offered by FCS and SUS institutions. Students are encouraged to discuss their intended program of study with an academic advisor at their college to ensure they are meeting all requirements to transfer upon completing their AA degree.[3]

A baccalaureate degree must be no more than 120 semester hours of college credit, unless prior approval has been granted by the Board of Governors (BOG) or the State Board of Education (SBE), as applicable, and include 36 semester hours of general education coursework.[4]

Associate in Science Degree

The Associate in Science (AS) degree is offered by each FCS institution. The AS degree is intended to provide programs of career and technical instruction consisting of lower division college credit courses to prepare for entry into employment. The AS degree is also a transfer degree and a basis for admission to a related bachelor's degree. The AS degree is awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour length established, after demonstration of the attainment of predetermined and specified performance requirements. The standard credit hour length of all associate in science degree programs is defined in SBE rule,[5] and must include a minimum of 15 college credits of general education coursework.[6] Courses taken as a part of the AS degree to meet the 36-hour general education requirement will transfer and apply to the baccalaureate degree.[7]

General Education Core Courses

Students initially entering an FCS or SUS institution in 2015-2016 and thereafter, are required to complete at least one identified general education core course in each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. All public postsecondary educational institutions are required to accept these courses as meeting general education core course requirements.[8] Beginning in 2022-2023, the general education core course

[1] Florida Department of Education, Florida College System, *Academics*, https://www.fldoe.org/schools/higher-ed/fl-college-system/academics/ (last visited March 20, 2023).
[2] Florida Shines, *Common Prerequisites Manual*, https://cpm.flvc.org/advance-search (last visited March 20, 2023).
[3] Florida Department of Education, Florida College System, *Academics*, https://www.fldoe.org/schools/higher-ed/fl-college-system/academics/ (last visited March 20, 2023).
[4] Section 1007.25(10), F.S. and Board of Governors Regulation 6.017
[5] Rule 6A-6.0571, F.A.C.
[6] Rule 6A-14.030(4), F.A.C.
[7] Rule 6A-10.024(6), F.A.C.
[8] Section 1007.25, F.S.

requirement is extended to students in an associate in applied science (AAS) and associate in science (AS) degree program.[9]

General education core course options consist of a maximum of five courses in each identified subject area, but may exceed that limit with the approval of the SBE or the BOG. The general education core courses are established in SBE rule[10] and BOG regulation.[11]

Transfer of General Education Courses

Each public postsecondary institution must accept transfer general education core courses taken at another institution. After completing the general education core course requirements, the remaining courses and credits that fulfill the total 36-hour general education requirement for an associate in arts or baccalaureate degree are at the discretion of the FCS or SUS institution.[12]

General education programs in Florida, while consistent at the general education core requirements and the total of 36 hours for completion, vary in the selection of institutionally-required courses. Students who transfer with an AA or AS degree, or who have completed their block of 36 general education hours do not have to meet the receiving institution's general education program requirements. If a student does not complete the total 36-hour general education curriculum prior to transfer, each course, outside of courses taken as general education courses, will be reviewed individually to determine if it meets the general education requirements of the new institution.[13]

Statewide Articulation Agreements

Each state university board of trustees, FCS board of trustees, and district school board must plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit.[14]

Statewide articulation agreements help facilitate the seamless transition of students across and among Florida's educational entities. This supports the DOE's focus to expand opportunities for postsecondary degrees and certificates. These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements.[15]

2+2 Articulation in Florida

The SBE and the BOG are required to enter into a statewide articulation agreement which the SBE must adopt by rule. The agreement must preserve Florida's "2+2" system of articulation and facilitate the seamless articulation of student credit across and among Florida's educational entities.[16]

The Florida Statewide Articulation Agreement[17] is the most comprehensive articulation agreement in the nation. Critical components of the statewide articulation agreement include:[18]

- Defining the AA degree as the transfer degree.
- Establishing requirements for awarding degrees and degree definitions.

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[9] *Id.*
[10] Rule 6A-14.0303, F.A.C.
[11] Board of Governors Regulation 8.005.
[12] *Id.* and Rule 6A -14.0303(5), F.A.C.
[13] Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 15, *available at* https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf. *See also* Rule 6A-10.024(2)(c), F.A.C.
[14] Rule 6A-10.024(1), F.A.C.
[15] Florida Department of Education, Career & Adult Education, *Statewide Articulation Agreements*, https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/ (last visited March 20, 2023).
[16] Section 1007.23(1), F.S.
[17] Section 1007.23, F.S., Rule 6A-10.024, F.A.C, and Board of Governors, *Articulation Resolution*, *available* at https://www.flbog.edu/wp-content/uploads/ArticulationRegulation.pdf.
[18] Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 14, *available at* https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf.

- Guaranteeing transfer of the general education block of credit.
- Creating the ACC, its purpose, role, and membership.
- Guaranteeing transfer of credit via the SCNS.
- Establishing a process for determining credit-by-examination equivalencies.
- Providing for AS degree articulation.
- Establishing a common college transcript.

Students who graduate from an institution within the FCS with an AA degree are guaranteed the following rights under the Statewide Articulation Agreement:[19]

- Admission to an upper-division program at a SUS or FCS institution if it offers baccalaureate degree programs, except for limited-access programs.[20]
- Acceptance of at least 60 semester hours by the SUS and FCS baccalaureate degree-granting institutions.
- Adherence to the university or college requirements and policies, based on the catalog in effect at the time the student first enters the FCS institution, provided the student maintains continuous enrollment.
- Transfer of equivalent courses under the SCNS.
- Acceptance by the SUS and baccalaureate degree-granting FCS institutions of credits earned in accelerated programs (e.g. Dual Enrollment, CLEP, Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education).
- No additional general education core or general education institutional requirements.
- Advance knowledge of selection criteria for limited access programs.
- Equal opportunity for native university students to enter limited-access programs.

A student who completes an AA degree may continue to earn additional credits at an FCS institution if courses to be completed are listed in the university catalog as required for the degree or as prerequisite to a course required for the degree.[21] However, in order to be eligible for federal financial aid, a student must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.[22] Therefore, a student who completes an AA but needs additional courses for university requirements may not be eligible for additional federal student aid.

Targeted 2+2 Pathway Articulation Agreements

To strengthen Florida's "2+2" system of articulation and improve student retention and on-time graduation, each FCS institution was required to, by the 2019-2020 academic year, execute at least one "2+2" targeted pathway articulation agreement with one or more state universities, and each state university was required to execute at least one such agreement with one or more FCS institutions to establish "2+2" targeted pathway programs. The agreements were established to provide students who graduate with an associate in arts degree and who meet specified requirements guaranteed access to the state university and a degree program at that university, in accordance with the terms of the "2+2" targeted pathway articulation agreement. To participate in a "2+2" targeted pathway program, a student must:[23]

- Enroll in the program before completing 30 credit hours, including, but not limited to, college credits earned through articulated acceleration mechanisms.[24]
- Complete an AA degree.
- Meet the university's transfer requirements.

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[19] *Id.*
[20] Board of Governors Regulation 8.013. Limited-access programs are degree programs may include additional admission requirements (e.g., higher grade point average and/or higher test scores, additional courses or prerequisites, or auditions and/or portfolios).
[21] Section 1007.25(12), F.S.
[22] Federal Student Aid, *Eligibility Requirements*, https://studentaid.gov/understand-aid/eligibility/requirements (last visited Mar. 20, 2023).
[23] Section 1007.23(8), F.S.
[24] Section 1007.27, F.S.

State universities were required to, as a part of the "2+2" targeted pathway articulation agreement:[25]

- Establish a 4-year, on-time graduation plan for a baccalaureate degree program, including, but not limited to, a plan for students to complete an associate in arts degree programs, general education courses, common prerequisite courses, and elective courses.
- Advise students enrolled in the program about the university's transfer and degree program requirements.
- Provide students who meet the requirements under this paragraph with access to academic advisors and campus events and with guaranteed admittance to the state university and a degree program of the state university, in accordance with the terms of the agreement.

Some examples of the "2+2" targeted pathway agreements are DirectConnect to UCF[26], FUSE at the University of South Florida[27], and Connect4Success at Florida International University.[28]

Statewide Career Pathways Articulation Agreements

Statewide career pathways articulation agreements help to facilitate the seamless transition of students across and among Florida's educational entities. These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements.[29]

Associate in Science to Bachelor of Science Degree Articulation Agreements

The SBE and the BOG authorize several provisions for statewide articulation from an AS to a baccalaureate degree. The Department of Education (DOE), in consultation with institutions, periodically review, as necessary, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the AS and baccalaureate degree programs. In addition, the AS degree is considered fully transferable within the FCS, and many FCS baccalaureate degree programs are directly aligned with related AS degrees.[30]

There are currently nine approved statewide AS degree to baccalaureate degree articulation agreements.[31]

Early Childhood Education Articulation Agreements

The Early Childhood Education articulation agreement guarantees the award of course credits toward a postsecondary degree in early childhood education programs approved by the SBE and BOG which award a child development associate credential issued by the National Credentialing Program of the Council for Professional Recognition or award an approved credential[32] as being equivalent to the child development associate credential, and include training in emergent literacy which meets or exceeds the minimum standards[33] for training courses for prekindergarten instructors of the Voluntary Prekindergarten Education Program.

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[25] Section 1007.23(8), F.S.
[26] University of Central Florida, *DirectConnect to UCF*, https://directconnect.ucf.edu/ (last visited March 20, 2023).
[27] University of South Florida, *FUSE*, https://www.usf.edu/undergrad/transfer-student-success/fuse/ (last visited March 20, 2023).
[28] Florida International University, *Connect4Success*, *Overview*, https://admissions.fiu.edu/how-to-apply/connect4success/index.html (last visited March 20, 2023).
[29] Section 1007.23, F.S. Florida Department of Education, Career & Adult Education, *Statewide Articulation Agreements*, https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/ (last visited March 21, 2023).
[30] Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 20, *available at* https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf. Florida Department of Education, Office of Articulation, *Career Ladder Agreements, available at* https://www.fldoe.org/core/fileparse.php/7525/urlt/astobaccalaureate_agreemnts.pdf.
[31] Florida Department of Education, *Career Ladder Agreements, available at* https://www.fldoe.org/core/fileparse.php/7525/urlt/astobaccalaureate_agreemnts.pdf.
[32] Section 1002.55(3)(c)1.b., F.S., or s. 402.305(3)(c), F.S.
[33] Section 1002.59, F.S.

Career Articulation Agreements

Florida has additional statewide articulation agreements that allow students to transfer clock hours, credits, or industry certifications to college credit degree programs. These include:

- Applied Technology Diploma to AS/AAS Articulation Agreements, consisting of a course of study that is part of an AS or an AAS degree, is less than 60 credit hours, and leads to employment in a specific occupation.[34]
- Career Certificate to Associate Degree Articulation, formerly known as the Postsecondary Adult Vocational (PSAV) certificate, is a course of study consisting of clock hours designed to prepare students for employment. These programs are of varying lengths. Students who complete designated programs can articulate credits into related AS/AAS degree programs.[35]
- Gold Standard Career Pathways Articulation Agreements, annually adopted by the SBE, and guaranteeing the award of an identified number of college credits to students who have earned a specified industry certification and are enrolled in a designated AS or AAS degree program at an FCS institution.[36]

Statewide Course Numbering System

The Florida statewide course numbering system (SCNS) is a taxonomy of courses offered by participating postsecondary institutions in order to improve program planning and communication among all delivery systems, and facilitate student acceleration and the transfer of students and credits between public school districts, public postsecondary educational institutions, and participating nonpublic educational institutions.

Any student who transfers among participating postsecondary educational institutions must be awarded credit by the receiving institution for equivalent courses satisfactorily completed at the previous institution. Courses are considered equivalent if they are judged by the appropriate SCNS faculty committees to be academically equivalent, and are then assigned an equivalent course number. Credits awarded for equivalent courses must satisfy institutional requirements on the same basis as credits awarded to native students.[37]

Additionally, participating postsecondary institutions receiving transfer course credit must accept and apply general education courses and credit, including credit earned through dual enrollment, course equivalencies, and other acceleration mechanisms, as first satisfying general education core course credit requirements and other general education subject area course credit requirements before applying the course credit as elective credit.[38]

All 12 of Florida's state universities, 28 FCS institutions, 40 participating nonpublic postsecondary institutions, and 44 career education centers participate in the SCNS.[39]

Articulation Coordinating Committee

The Commissioner of Education, in consultation with the Chancellor of the SUS, establishes the Articulation Coordinating Committee (ACC), whose primary role is to recommend statewide articulation policies.[40] Specifically, the ACC must monitor articulation between education systems, propose guidelines for articulation agreements, publish lists of general education and common prerequisite courses, establish dual enrollment course equivalencies to high school credit, and annually review the

[34] Florida Department of Education, Career & Technical Education, *ATD to AS/AAS Statewide Articulation Agreements,* https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/atd-as.stml (last visited March 20, 2023).
[35] Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 21, *available at* https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf.
[36] *Id.*
[37] Section 1007.24(7), F.S. *See also* Rule 6A-10.024(2)(c), F.A.C.
[38] Section 1007.24(8), F.S.
[39] Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 3, *available at* https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf.
[40] Section 1007.01(3), F.S.

Statewide Articulation Agreement.[41] The Office of K-20 Articulation within the DOE provides administrative support to the ACC.[42]

Effect of Proposed Changes

Articulation Agreements

Associate in Science to Baccalaureate Articulation Agreements

The bill requires the ACC to, by September 1, 2024, convene a workgroup composed of faculty of state universities, FCS institutions, and district career centers to facilitate the seamless transfer of the AS degree and reduce time to credential completion.

The bill requires the workgroup to develop a minimum of four statewide “2+2” AS degree to baccalaureate degree articulation agreements in high-demand fields. The agreements must be developed for programs widely offered at FCS and a majority of SUS institutions and must guarantee the transfer, acceptance, and credit application of the full AS degree toward the baccalaureate degree program requirements. The workgroup must also develop recommendations for the inclusion of up to 24 credit hours of general education courses in the "2+2" associate in science degree, the demonstration of competency in a foreign language, and the acceptance of general education and program-specific courses as transfer course credits.

The bill requires the workgroup to provide its proposed articulation agreements to the ACC by March 1, 2025. If the proposed articulation agreements are approved by the ACC, the SBE and the BOG, state universities and FCS institutions must accept and apply articulated credit as stipulated in the final articulation agreements.

Institution 2+2 Articulation Agreements

The bill requires each state university, by the start of the 2025-2026 academic year, to adopt a minimum of one “2+2” AS degree program to baccalaureate degree agreement with one or more FCS institutions. The agreements must guarantee transfer, acceptance, and credit application of the full AS degree program of study toward the baccalaureate program requirements. The bill requires each state university to, by August 1, 2025, submit the local “2+2” AS degree to baccalaureate degree articulation agreement to the Department of Education.

Educator Preparation Articulation Agreements

The bill further requires the ACC to convene a workgroup composed of faculty of state universities, FCS institutions, and district career centers to, by September 1, 2023, develop recommendations for the seamless transfer from one educational level to the next in teacher preparation programs for education paraprofessionals and individuals who have earned the child development associate credential. The bill requires the workgroup to also develop recommendations for the seamless transfer of teacher apprentices for the completion of their baccalaureate degree.

The bill requires the workgroup to review existing statewide, regional, and interinstitutional agreements to identify seamless pathways and course sequences through the attainment of a baccalaureate degree and develop a statewide articulation agreement that includes articulated postsecondary credit for the child development associate credential and college-level training, experience, and education acquired while serving as an education paraprofessional and a teacher apprentice to include the award of credit toward a baccalaureate degree for experience acquired in the teacher apprenticeship program.

The bill requires the workgroup to provide its recommendation and proposed articulation agreement to the ACC by March 1, 2024. If the proposed articulation agreement is approved by the ACC, the SBE

[41] Section 1007.01(3)(a) and (b), F.S.
[42] Section 1007.01(3), F.S.; s. 20.15(3)(h), F.S.

and the BOG, state universities and FCS institutions must accept and apply articulated credit as stipulated in the final articulation agreement.

Statewide Course Numbering System

The bill clarifies that existing requirements related to applying transfer course credits to general education core course credit requirements and other general education subject areas apply only as set forth in current law. Additionally, the bill requires transfer course credit that is not applied to satisfy general education requirements to be applied as satisfying institution and program-specific requirements before being applied as elected credit.

Finally, the bill requires the DOE, following consultation with the BOG, to provide recommendations on a process to review and improve the SCNS, which must specifically address:

- identification of institutional usage of and compliance with the existing statewide course numbering system;
- an analysis of the extent to which courses have similar learning outcomes as other courses;
- the involvement of discipline committees to modify or eliminate duplicative courses;
- a communication process to regularly inform institutions of changes; and
- a cyclic review process.

The DOE recommendations must be submitted to the Commissioner of Education and the Chancellor of the BOG by July 1, 2024.

Common Prerequisite Manual

The bill requires the DOE and the BOG to review the Common Perquisite Manual and propose changes through the ACC to reduce duplication, improve students' access to baccalaureate degrees, and simplify admissions requirements. The Florida Virtual Campus must provide the DOE and BOG data on all existing approved common prerequisites by July 20, 2023. The review must examine the extent to which:

- courses identified as prerequisites for program admission also have course-level prerequisites that require additional coursework;
- common prerequisite courses and their alternatives are widely available at Florida College System institutions and state universities; and
- all prerequisites listed for a given degree program, including those that are exceptions or additions, are necessary for admission into the baccalaureate degree program, in partnership with Classification of Instructional Programs (CIP) discipline committees.

Following this initial review, the bill requires the DOE and the BOG to establish a cyclical review process for the Common Prerequisite Manual, which must involve the CIP discipline committees.

To modernize and simplify the Common Prerequisite Manual database, the Commissioner of Education and Chancellor of the BOG must designate an entity to redesign the Common Prerequisite Manual database with an interactive, student-friendly interface and an administrative portal. Once the database has been updated, the bill requires FCS institutions and state universities to link to the database on their admissions and program websites.

Associate in Arts Specialized Transfer Degree

The bill creates an AA specialized transfer degree to include 36 semester hours of general education coursework and 60 semester hours or more of college credit.

The bill specifies that transfer degrees are designed for FCS institution students who need to supplement lower-level coursework in preparation for transfer to the upper level. The bill requires the SBE to establish criteria for the review and approval of new specialized transfer degrees. The approval process must require:

- Each FCS institution to submit a notice of its intent to propose a new AA specialized degree program to the Division of Florida Colleges. The notice of intent:
    - Must include the recommended credit hours, rationale for the specialization, the demand for students entering the field, and the coursework being proposed to be included beyond the 60 semester hours or general transfer degree.
    - May be submitted by an FCS institution at any time.
- The Division of Florida Colleges to forward the notice of intent within 10 business days after receipt to the Chancellor of the SUS and all FCS institutions. State universities and FCS institutions have 60 days after receipt of the notice to submit comments.
- After submission of comments, the requesting FCS institution must submit a proposal that includes:
    - Evidence that the coursework for the AA specialized transfer degree includes demonstration of competency in foreign language and demonstration of civic literacy competency as provided in law.
    - Demonstration that all required coursework will count toward the AA degree or the baccalaureate degree.
    - An analysis of demand and unmet need for students entering the specialized field of study at the baccalaureate level.
    - Justification for the program length if it exceeds 60 credit hours, including references to the common prerequisite manual or other requirements for the baccalaureate degree. Including documentation of alignment between the exit requirements of an FCS institution and the admissions requirements of a baccalaureate degree program at a State University to which students would typically transfer.
    - Articulation agreements for graduates of the associate in arts specialized transfer degree.
    - Responses to comments received.

The bill requires the Division of Florida Colleges to review the proposal within 30 days of receipt, provide written notification to the FCS institution of any deficiencies, and provide it with an opportunity for correction. The Commissioner of Education must recommend approval or disapproval of the new specialized transfer degree to the SBE within 45 days following receipt of the completed proposal by the Division of Florida Colleges, and the SBE must consider the recommendation at its next meeting.

The bill authorizes the FCS to offer the AA specialized transfer degree once the SBE approves, and must report data on student and program performance as prescribed by the DOE. The bill requires the SBE to adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, and compliance reviews

B. SECTION DIRECTORY:

Section 1: Amends s. 1007.23, F.S.; requiring the Articulation Coordinating Committee to convene a workgroup by a specified date to develop specified articulation agreements; providing requirements for the workgroups; requiring state universities and Florida College System institutions to adopt specified articulation agreements by a specified date.

Section 2: Amends s. 1007.24, F.S.; requiring Florida College System institutions to award transfer credit for certain courses; revising the application of transfer course credit; requiring the Department of Education and the Board of Governors to make recommendations to improve the statewide course numbering system.

Section 3: Amends s. 1007.25, F.S.; requiring a review of the Common Prerequisite Manual; providing for the scope and deadlines for such review; requiring the redevelopment of the Common Prerequisite Manual database; requiring state universities and Florida College System institutions to provide access to such database; providing requirements for an associate in arts specialized transfer degree; requiring the State Board of Education to establish criteria for the review and approval of new specialized transfer degrees; requiring the Division of Florida Colleges to review proposals and, in the event of deficiencies, to provide certain written notice to the Florida College System institution;

providing requirements for the approval process; providing that, upon approval of a new associate in arts specialized transfer degree, Florida College System institutions may offer the degree and shall report certain data; requiring the State Board of Education to adopt rules; conforming a provision to changes made by the act.

Section 4: Provides and effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

   None.

2. Expenditures:

   None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

   None.

2. Expenditures:

   None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

   None.

2. Other:

   None.

B. RULE-MAKING AUTHORITY:

The bill requires the State Board of Education to adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, and compliance reviews with respect to AA specialized transfer degrees.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

Not applicable.

A bill to be entitled

An act relating to articulation agreements; amending s. 1007.23, F.S.; requiring the Articulation Coordinating Committee to convene a workgroup by a specified date to develop specified articulation agreements; providing requirements for the workgroups; requiring state universities and Florida College System institutions to adopt specified articulation agreements by a specified date; amending s. 1007.24, F.S.; requiring Florida College System institutions to award transfer credit for certain courses; revising the application of transfer course credit; requiring the Department of Education and the Board of Governors to make recommendations to improve the statewide course numbering system; amending s. 1007.25, F.S.; requiring a review of the Common Prerequisite Manual; providing for the scope and deadlines for such review; requiring the redevelopment of the Common Prerequisite Manual database; requiring state universities and Florida College System institutions to provide access to such database; providing requirements for an associate in arts specialized transfer degree; requiring the State Board of Education to establish criteria for the review and approval of new specialized transfer degrees; requiring the Division

of Florida Colleges to review proposals and, in the event of deficiencies, to provide certain written notice to the Florida College System institution; providing requirements for the approval process; providing that, upon approval of a new associate in arts specialized transfer degree, Florida College System institutions may offer the degree and shall report certain data; requiring the State Board of Education to adopt rules; conforming a provision to changes made by the act; providing an effective date.

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

Section 1. Present subsections (8) and (9) of section 1007.23, Florida Statutes, are redesignated as subsections (9) and (10), a new subsection (8) is added to that section, and subsection (6) of that section is amended, to read:

1007.23 Statewide articulation agreement.—

(6) The articulation agreement must guarantee the statewide articulation of appropriate courses within associate in science degree programs to baccalaureate degree programs. Courses within an associate in applied science degree program may articulate into a baccalaureate degree program on an individual or block basis as authorized in local interinstitutional articulation agreements.

(a) No later than September 1, 2024, the Articulation Coordinating Committee shall convene a workgroup composed of faculty from the State University System, Florida College System institutions, and district career centers to facilitate the seamless transfer of the associate in science degree and reduce time to credential completion. The workgroup shall develop a minimum of four statewide "2+2" associate in science programs to baccalaureate degree articulation agreements in high-demand fields that articulate the associate in science degree into a related baccalaureate degree. These agreements must be developed for programs that are widely offered at Florida College System institutions and most state universities and must guarantee the transfer, acceptance, and credit application of the full associate in science degree toward the baccalaureate degree program requirements. The workgroup shall develop recommendations for the inclusion of up to 24 credit hours of general education courses in the "2+2" associate in science degree, the demonstration of competency in a foreign language pursuant to s. 1007.262, and the acceptance of general education and program-specific courses as transfer course credits. The workgroup shall provide its proposed articulation agreements to the Articulation Coordinating Committee for consideration by March 1, 2025. If approved, the Articulation Coordinating Committee will submit the agreements to the Board of Governors and State Board of Education for consideration of approval. If

approved by the Board of Governors and State Board of Education, respectively, state universities and Florida College System institutions must accept and apply articulated credit as stipulated in the final articulation agreements.

(b) In addition to awarding credit in accordance with the statewide "2+2" associate in science programs to baccalaureate degree articulation agreements developed pursuant to paragraph (a), each state university shall, by the start of the 2025-2026 academic year, adopt a minimum of one local "2+2" associate in science programs to baccalaureate degree articulation agreement with one or more Florida College System institutions. The agreements must guarantee the transfer, acceptance, and credit application of the full associate in science degree program of study toward the baccalaureate degree program requirements. By August 1, 2025, each state university must submit the local "2+2" associate in science programs to baccalaureate degree articulation agreement to the Department of Education.

(8) To strengthen educator preparation programs in this state and provide seamless pathways to continued educational opportunities, by September 1, 2023, the Articulation Coordinating Committee shall convene a workgroup responsible for developing recommendations for seamless student transfer from one educational level to the next in teacher preparation programs for education paraprofessionals and individuals who have earned the child development associate credential. The

workgroup shall also develop recommendations for the seamless transfer of teacher apprentices for the completion of their baccalaureate degree.

(a) The workgroup must be composed of State University System and Florida College System institution faculty and faculty of district career centers established under s. 1001.44.

(b) The workgroup shall review existing statewide, regional, and intrainstitutional agreements to identify seamless pathways and course sequences through the attainment of baccalaureate degree and develop a statewide articulation agreement that includes articulated postsecondary credit for the child development associate credential as specified in paragraph (7)(a) and college-level training, experience, and education acquired while serving as an education paraprofessional as defined in s. 1012.01(2)(e), and a teacher apprentice to include the award of credit toward a baccalaureate degree for experience acquired in the teacher apprenticeship program.

(c) The workgroup shall provide its recommendation and proposed articulation agreement to the Articulation Coordinating Committee by March 1, 2024. If approved, the Articulation Coordinating Committee will submit the agreement to the Board of Governors and State Board of Education for consideration of approval. If approved by the Board of Governors and State Board of Education, respectively, state universities and Florida College System institutions must accept and apply articulated

credit as stipulated in the final articulation agreement.

Section 2. Subsection (8) of section 1007.24, Florida Statutes, is amended, and Subsection (10) of that section is created, to read:

1007.24 Statewide course numbering system.—

(8) Participating postsecondary institutions receiving transfer course credit must accept and apply general education courses and credit in accordance with this section, s. 1007.25, and other provisions of law, including credit earned through dual enrollment, course equivalencies, and other acceleration mechanisms, as first satisfying general education core course credit requirements and other general education subject area course credit requirements, as appropriate ~~before applying the course credit as elective credit~~. Transfer course credit not applied in satisfying general education requirements must be applied as satisfying institutional and program-specified requirements before it is applied as elective credit.

(10) The Department of Education, in conjunction with the Board of Governors, shall provide recommendations on a process to review and improve the statewide course numbering system. The recommendations must include, but are not limited to, identification of institutional usage of and compliance with the existing statewide course numbering system, an analysis of the extent to which courses have similar learning outcomes as other courses, the involvement of discipline committees to modify or

eliminate duplicative courses, a communication process to regularly inform institutions of changes, and a cyclic review process that comports to subsection (9). The recommendations shall be submitted to the Commissioner of Education and the Chancellor of the State University System by July 1, 2024.

Section 3. Subsections (7),(9), and (12) of section 1007.25, Florida Statutes, are amended to read:

1007.25 General education courses; common prerequisites; other degree requirements.—

(7)(a) The department shall identify common prerequisite courses and course substitutions for degree programs across all institutions. Common degree program prerequisites shall be offered and accepted by all state universities and Florida College System institutions, except in cases approved by the State Board of Education for Florida College System institutions and the Board of Governors for state universities. The department shall develop a centralized database containing the list of courses and course substitutions that meet the prerequisite requirements for each baccalaureate degree program.

(b) The Department of Education, in conjunction with the Board of Governors, shall undertake a review of the prerequisite courses and course substitutions identified in paragraph (a), collectively known as the Common Prerequisite Manual. Based on the findings from the review, changes may be proposed to the Common Prerequisite Manual through the Articulation Coordinating

Committee to reduce duplication, improve students' access to baccalaureate degrees, and simplify admissions requirements. The Florida Virtual Campus must provide the Department of Education and Board of Governors a data file of all existing approved common prerequisites by July 20, 2023, to inform this review. The review, at a minimum, must examine the extent to which:

1. Courses identified as prerequisites for program admission that also have course-level prerequisites requiring additional coursework.

2. Common prerequisite courses and their alternatives are widely available at Florida College System institutions and state universities.

3. All prerequisites listed for a given degree program, including those that are exceptions or additions, are necessary for admission into the baccalaureate degree program, in partnership with Classification of Instructional Programs (CIP) discipline committees.

(c) The Department of Education, in conjunction with the Board of Governors, shall develop a cyclical review process of the Common Prerequisite Manual that involves CIP discipline committee review.

(d)1. To facilitate the use of the revisions to the Common Prerequisite Manual under paragraphs (b) and (c), the Commissioner and the Chancellor of the State University System shall establish a process for designating an entity to redevelop

the Common Prerequisite Manual database pursuant to s. 1006.73(3) with an interactive, student-friendly interface and an administrative portal. The redevelopment of the database shall follow industry standard project management protocols and be guided by a steering committee. The steering committee shall be comprised of representatives appointed by the Commissioner of Education and the Chancellor of the State University System and must include at least one representative each from the Office of Articulation, the Division of Florida Colleges, and the Board of Governors. The project steering committee will report regularly to the Chancellor and Commissioner, who will have final approval of the database and interfaces.

2. Florida College System and State University System institutions must link to this database on their admissions and program websites once it is available.

(9)(a) An associate in arts degree must ~~shall~~ require no more than 60 semester hours of college credit and include 36 semester hours of general education coursework. ~~Beginning with students initially entering a Florida College System institution or state university in the 2014-2015 academic year and thereafter,~~ Coursework ~~coursework~~ for an associate in arts degree must ~~shall~~ include demonstration of competency in a foreign language pursuant to s. 1007.262. Except for developmental education required pursuant to s. 1008.30, all required coursework must ~~shall~~ count toward the associate in arts degree or the

baccalaureate degree.

(b) An associate in arts specialized transfer degree must include 36 semester hours of general education coursework and require 60 semester hours or more of college credit. Specialized transfer degrees are designed for Florida College System institution students who need supplemental lower-level coursework in preparation for transfer as provided under subsection (7). The State Board of Education shall establish criteria for the review and approval of new specialized transfer degrees. The approval process must require:

1. Each Florida College System institution to submit a notice of its intent to propose a new associate in arts specialized degree program to the Division of Florida Colleges. The notice must include the recommended credit hours, rationale for the specialization, the demand for students entering the field, and the coursework being proposed to be included beyond the 60 semester hours required or the general transfer degree, if applicable. Notices of intent may be submitted by a Florida College System institution at any time.

2. The Division of Florida Colleges to forward the notice of intent within 10 business days after receipt to the Chancellor of the State University System and all Florida College System institutions. State universities and Florida College System institutions have 60 days after receipt of the notice to submit comments on the proposed associate in arts specialized transfer

degree.

3. After the submission of comments pursuant to subparagraph 2., the requesting Florida College System institution to submit a proposal that, at a minimum, includes:

a. Evidence that the coursework for the associate in arts specialized transfer degree includes demonstration of competency in foreign language as provided in s. 1007.262 and demonstration of civic literacy competency as provided in subsection (5).

b. Demonstration that all required coursework will count toward the associate in arts degree or the baccalaureate degree.

c. An analysis of demand and unmet need for students entering the specialized field of study at the baccalaureate level.

d. Justification for the program length if it exceeds 60 credit hours, including references to the common prerequisite manual or other requirements for the baccalaureate degree. This includes documentation of alignment between the exit requirements of a Florida College System institution and the admissions requirements of a baccalaureate degree program at a state university to which students would typically transfer.

e. Articulation agreements for graduates of the associate in arts specialized transfer degree.

f. Responses to comments received under subparagraph 2.

(c) The Division of Florida Colleges shall review the proposal and, within 30 days after receipt, shall provide written notification to the Florida College System institution

of any deficiencies and provide it with an opportunity to correct the deficiencies. Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the new specialized transfer degree to the State Board of Education. The State Board of Education shall consider the recommendation at its next meeting.

(d) Once the State Board of Education approves an associate in arts specialized transfer degree, a Florida College System institution may offer the degree and shall report data on student and program performance in a manner prescribed by the Department of Education.

(e) The State Board of Education shall adopt rules, pursuant to ss. 120.536(1) and 120.54, to prescribe format and content requirements and submission procedures for notices of intent, proposals, and compliance reviews under this subsection.

(12) A student who received an associate in arts degree ~~for successfully completing 60 semester credit hours~~ may continue to earn additional credits at a Florida College System institution. The university must provide credit toward the student's baccalaureate degree for an additional Florida College System institution course if, according to the statewide course numbering, the Florida College System institution course is a course listed in the university catalog as required for the degree or as prerequisite to a course required for the degree.

Of the courses required for the degree, at least half of the credit hours required for the degree must ~~shall~~ be achievable through courses designated as lower division, except in degree programs approved by the State Board of Education for programs offered by Florida College System institutions and by the Board of Governors for programs offered by state universities.

Section 4. This act shall take effect July 1, 2023.

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 1555 Hunger-Free Campus Pilot Program
SPONSOR(S): Valdés
TIED BILLS: **IDEN./SIM. BILLS:** SB 1172

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Postsecondary Education & Workforce Subcommittee		Suppiah	Kiner
2) Agriculture & Natural Resources Appropriations Subcommittee			
3) Education & Employment Committee			

SUMMARY ANALYSIS

College students throughout Florida suffer from food insecurity and despite available resources, often do not receive needed assistance due to the stigma associated with resources or ineligibility. States across the country are working towards hunger-free campuses by passing hunger-free campus legislation to support students in need.

Subject to legislative appropriation, the bill establishes a one year Hunger-Free Campus Pilot Program within the Florida Department of Agriculture and Consumer Services (FDACS).

The bill requires the Commissioner of Agriculture to select the three state universities or Florida College System institutions with the highest number of Pell Grant-eligible students to participate in the pilot program. The bill establishes participation requirements, including:

- establishing a hunger task force;
- designating a staff member responsible for assisting students with enrollment in the Supplemental Nutrition Assistance Program (SNAP);
- providing options for students to use SNAP benefits at campus stores, or providing students with information on where SNAP benefits may be used in the area surrounding the campus;
- hosting an activity or event during Hunger and Homelessness Awareness Week to promote awareness of hunger on the nation's campuses;
- providing at least one physical food pantry on campus or enabling students to receive food at no cost through a separate, stigma-free process;
- developing a student meal credit donation program or designating a certain amount of funds for free food vouchers; and
- conducting a student survey on hunger and submitting the results to the FDACS.

The bill requires the Commissioner of Agriculture to submit a report on the Hunger-Free Campus Pilot Program to the Governor, President of the Senate, and Speaker of the House of Representatives by July 1, 2025.

The bill also requires the Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) to conduct a study to evaluate food insecurity on Florida College System institution and state university campuses. OPPAGA must submit its findings to the President of the Senate and the Speaker of the House by December 1, 2023.

The bill may have an indeterminate fiscal impact on Florida College System institutions and state universities that participate in the pilot program.

The bill takes effect July 1, 2023.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Postsecondary Student Nutrition Services

Present Situation

Approximately one-third of college students in the United States are food insecure,[1] and more than half of the students enrolled in the Florida College System are low income and first-generation.[2] Food insecurity is associated with poor mental and physical health, as well as lower rates of academic success among students. Prior to the coronavirus crisis, the American Association of Collegiate Registrars and Admissions Officers identified food insecurity as a top barrier to student non-completion, and as a result of the pandemic 5.8 out of every 10 students have experienced basic needs insecurity.[3]

While forms of assistance such as local food pantries and the Supplemental Nutrition Assistance Program (SNAP) exist, many students do not take advantage of them or they do not qualify.

Supplemental Nutrition Assistance Program

SNAP is the United States Department of Agriculture's food assistance program to provide food benefits, access to a healthy diet, and education on food preparation and nutrition to low-income households.[4] SNAP assists students by allowing them to purchase food for the household, including fruits, vegetables, meat, dairy products, breads, cereals, and snack foods.[5]

In 2019, over 2.9 million Florida residents received SNAP benefits.[6] Students attending a college or university are generally not eligible for SNAP benefits, but some enrolled at least half-time in an institution of higher education may be eligible if initial SNAP eligibility requirements, as well as one of the following requirements, is met by the student:

- is under age 18 or over age 50;
- has a physical or mental disability;
- works at least 20 hours a week in paid employment;
- participates in a state or federally financed work study program;
- participates in an on-the-job training program;
- cares for a child under the age of 6;
- cares for a child age 6 to 11 and lacks necessary child care enabling the student to attend school and work 20 hours a week or participate in work study;
- is a single parent enrolled full-time in college and is taking care of a child under 12;
- receives Temporary Assistance for Needy Families (TANF) assistance;
- is enrolled in a TANF Job Opportunities and Basic Skills program;

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[1] DeBate et al., *Food Insecurity, Well-being, and Academic Success among College Students: Implications for Post COVID-19 Pandemic Programming*, Ecology of Food and Nutrition, October 7, 2021, *available at* https://www.usf.edu/arts-sciences/centers/cafshc/documents/food-insecurity-wellbeing-and-academic-success.pdf.

[2] Florida Department of Education, *Affordability in the Florida College System* (December 2018), available at https://www.fldoe.org/core/fileparse.php/7724/urlt/FCS18-Affordability.pdf.

[3] Florida College Access Network, *Nearly 3 in 5 College Students Struggle with Food, Housing Insecurity Due to Covid-19* (July 1, 2020), *available at* https://floridacollegeaccess.org/research-and-data/nearly-3-in-5-college-students-struggle-with-food-housing-insecurity-due-to-covid-19/.

[4] Benefits.gov, Florida Food Assistance Program (SNAP), *What is Florida Food Assistance Program (SNAP)?*, https://www.benefits.gov/benefit/1244#:~:text=The%20United%20States%20Department%20of,nutrition%20to%20low%2Dincome%20households (last visited Jan. 31, 2022).

[5] United States Department of Agriculture, Food and Nutrition Service, *Supplemental Nutrition Assistance Program – What Can SNAP Buy?,* https://www.fns.usda.gov/snap/eligible-food-items (last visited Jan. 31, 2022).

[6] United States Census Bureau, *SNAP Benefits Recipients in Florida*, https://fred.stlouisfed.org/series/BR12000FLA647NCEN (last visited Jan. 31, 2022).

- is assigned to, placed in, or self-placed in a college or other institution of higher education through a SNAP Employment and Training program, certain other programs for low-income households, a program under Workforce Innovation and Opportunity Act of 2014, or a Trade Adjustment Assistance Program; or
- meets one of the temporary exemptions due to COVID-19.[7]

The Consolidated Appropriations Act of 2021, instigated by COVID-19, enabled 3 million new students to qualify for SNAP[8] by allowing students eligible to participate in state or federally financed work study programs, or having an Expected Family Contribution of 0 in the academic year.[9]

Campus Food Pantries

Nearly one third (29 percent) of college students have missed a meal at least once a week since the beginning of the COVID-19 pandemic, and more than half of all students have used off-campus food banks.[10]

Campus food pantries are often run by campus student support services, student government, or the administrative department, and are for enrolled students facing food insecurity. Pantries may partner with organizations in the community to keep the shelves and freezers stocked and raise donations. Mobile pantries may also directly serve students in high need of hunger-relief.[11]

Hunger-Free Campuses

The first Hunger-Free Campus bill was originally introduced in California in 2017 by then Assemblywoman Monique Limón. The Hunger-Free Campus policy provided funding to public colleges addressing student hunger on campus. Since its passage in California,[12] four additional states have formally passed Hunger-Free Campus legislation, including New Jersey,[13] Maryland,[14] Minnesota,[15] and Massachusetts.[16] Seven additional states, including Florida, have now introduced the bill, including Pennsylvania, Washington, Illinois, North Carolina, New York, and West Virginia.

Effect of Proposed Changes

Subject to legislative appropriation, the bill establishes a one year Hunger-Free Campus Pilot Program within the Florida Department of Agriculture and Consumer Services (FDACS).

The bill requires the Commissioner of Agriculture to select the three state universities or Florida College System institutions with the highest number of Pell Grant-eligible students to participate in the pilot program. The bill establishes participation requirements, including:

- establishing a hunger task force;

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[7] United States Department of Agriculture, Food and Nutrition Service, *Supplemental Nutrition Assistance Program - Students*, https://www.fns.usda.gov/snap/students#:~:text=Generally%2C%20students%20attending%20an%20institution,unless%20they%20meet%20an%20exemption.&text=You%20are%20considered%20a%20student,an%20institution%20of%20higher%20education (last visited Jan. 31, 2022).

[8] The Century Foundation, *Congress Made 3 Million College Students Newly Eligible for SNAP Food Aid. Here's What Must Come Next* (Feb. 2, 2021), https://tcf.org/content/commentary/congress-made-3-million-college-students-newly-eligible-snap-food-aid-heres-must-come-next/ (Jan. 31, 2022).

[9] Pub. L. No. 116-260, 133 Stat. 2093 (Dec. 27, 2020).

[10] Swipe Out Hunger, *Swipe Out Hunger Acquires the College and University Food Bank Alliance* (Oct. 21, 2021), https://www.swipehunger.org/cufba/#:~:text=During%20the%20pandemic%2C%20more%20than,since%20it%20began%20in%202012. (Jan 31, 2022).

[11] Feeding Florida, *Mobile Pantries*, https://www.feedingflorida.org/food-access/mobile-pantries, (Jan. 31, 2022). Feeding Florida consists of 12-member food banks within its mobile pantry program.

[12] Cal. Educ. Code § 66027.8 (2017).

[13] N.J. Stat. Ann. § 18A:62-60 (2019).

[14] Md. Code Ann., Educ. § 11-1703 (2021).

[15] Minn. Stat. Ann. § 135A.137 (2021).

[16] Mass. Gen. Laws ch. 15A, § 2 (2021).

- designating a staff member responsible for assisting students with enrollment in the Supplemental Nutrition Assistance Program (SNAP);
- providing options for students to use SNAP benefits at campus stores, or providing students with information on where SNAP benefits may be used in the area surrounding the campus;
- hosting an activity or event during Hunger and Homelessness Awareness Week to promote awareness of hunger on the nation's campuses;
- providing at least one physical food pantry on campus or enabling students to receive food at no cost through a separate, stigma-free process;
- developing a student meal credit donation program or designating a certain amount of funds for free food vouchers; and
- conducting a student survey on hunger and submitting the results to the FDACS.

The bill requires the Commissioner of Agriculture to submit a report on the Hunger-Free Campus Pilot Program to the Governor, President of the Senate, and Speaker of the House of Representatives by July 1, 2025.

The bill authorizes the Department of Agriculture and Consumer Services to adopt rules to implement the program.

The bill also requires the Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) to conduct a study to evaluate food insecurity on Florida College System institution and state university campuses. The study must include recommendations for any changes to general law, Board of Governor regulations, or State Board of Education rules needed to address food insecurity on the campuses of Florida College System institutions and state universities. In conducting the study, OPPAGA must consult with the Board of Governors of the State University System, the Florida College System, the Department of Education, and any other relevant stakeholders. The bill requires OPPAGA to submit a report on its findings to the President of the Senate and the Speaker of the House by December 1, 2023.

B. SECTION DIRECTORY:

Section 1: Provides a short title.

Section 2: Establishing the Hunger-Free Campus Pilot Program within the Department of Agriculture and Consumer Services; providing the purpose of the program; providing definitions; requiring the Commissioner of Agriculture to select three state universities or Florida College System institutions for participation in the program; providing criteria for the selection of such universities or institutions; providing requirements for participating universities and institutions; requiring participating universities and institutions to submit a report to the department; requiring the commissioner to submit a report to the Governor and the Legislature by a specified date; specifying requirements for the reports; authorizing the department to adopt rules

Section 3: Requires OPPAGA to conduct a study to evaluate food insecurity on Florida College System institution and state university campuses.

Section 4: Provides an effective date of July 1, 2023.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

   See fiscal comments.

2. Expenditures:

   See fiscal comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

See fiscal comments.

2. Expenditures:

See fiscal comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

See fiscal comments.

D. FISCAL COMMENTS:

The bill may have an indeterminate fiscal impact on Florida College System institutions and state universities that participate in the pilot program. The bill is subject to appropriation by the Legislature.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill authorizes the Department of Agriculture and Consumer Services to adopt rules to implement the program.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES

Not applicable.

A bill to be entitled

An act relating to the Hunger-Free Campus Pilot Program; providing a short title; establishing the Hunger-Free Campus Pilot Program within the Department of Agriculture and Consumer Services; providing the purpose of the program; providing definitions; requiring the Commissioner of Agriculture to select three state universities or Florida College System institutions for participation in the program; providing criteria for the selection of such universities or institutions; providing requirements for participating universities and institutions; requiring participating universities and institutions to submit a report to the department; requiring the commissioner to submit a report to the Governor and the Legislature by a specified date; specifying requirements for the reports; authorizing the department to adopt rules; requiring the Office of Program Policy Analysis and Government Accountability to conduct a study to evaluate food insecurity on the campuses of Florida College System institutions and state universities; providing requirements for the office and the study; requiring the office to submit a report to the Legislature by a specified date; providing an effective date.

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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

Section 1. This act may be cited as the "Hunger-Free Campus Act."

Section 2. (1) Subject to legislative appropriation, the Hunger-Free Campus Pilot Program is established within the Department of Agriculture and Consumer Services to support efforts to fight hunger on the campuses of public postsecondary educational institutions. The program is established for a period of 1 year beginning July 1, 2023.

(2) For purposes of this section, the term:

(a) "Commissioner" means the Commissioner of Agriculture.

(b) "Department" means the Department of Agriculture and Consumer Services.

(3) The commissioner shall select the three state universities or Florida College System institutions with the highest number of Pell Grant-eligible students to participate in the program.

(4) A participating state university or Florida College System institution participating in the program shall:

(a) Establish a hunger task force, which includes representatives from the student body and which meets at least three times during the program, to set at least two goals to address hunger on campus, each with an action plan.

(b) Designate a staff member responsible for assisting students with enrollment in the Supplemental Nutrition Assistance Program (SNAP) as defined in s. 414.456(1), Florida Statutes.

(c) Provide options for students to use SNAP benefits at campus stores or provide students with information on establishments in the area surrounding the campus at which they can use SNAP electronic benefit transfer cards.

(d) Host an activity or event during Hunger and Homelessness Awareness Week to promote awareness of hunger on the nation's campuses.

(e) Provide at least one physical food pantry on campus or enable students to receive food at no cost through a separate, stigma-free process. The campus may partner with a local food bank or food pantry to meet this requirement.

(f) Develop a student meal credit donation program or designate a certain amount of funds for free food vouchers which might otherwise be raised through such a program.

(g) Conduct a student survey on hunger, developed by the department, and submit the results of the survey and a best practices campus profile to the department at a date prescribed by the department for inclusion in a comparative profile of each campus designated as a hunger-free campus.

(5)(a) Each participating state university or Florida College System institution shall submit a report to the

department, in the manner the department prescribes, which describes how the university or institution implemented the program and the results from such program.

(b) The commissioner shall submit a report on the program to the Governor, the President of the Senate, and the Speaker of the House of Representatives by January 1, 2025. The report must include, but need not be limited to, the impact of the program on establishing hunger-free campuses at participating state universities or Florida College System institutions; the impact of the program on reducing the number of students experiencing food insecurity; and recommendations regarding future funding and implementation for the program.

(6) The department may adopt rules to implement the program.

Section 3. (1) The Office of Program Policy Analysis and Government Accountability (OPPAGA) shall conduct a study to evaluate food insecurity on the campuses of Florida College System institutions and state universities.

(2) The study must include recommendations for any changes to general law, Board of Governor regulations, or State Board of Education rules needed to address food insecurity on the campuses of Florida College System institutions and state universities.

(3) In conducting the study, OPPAGA shall consult with the Board of Governors of the State University System, the Florida

College System, the Department of Education, and any other relevant stakeholders.

(4) OPPAGA shall submit a report on its findings to the President of the Senate and the Speaker of the House of Representatives by December 1, 2023.

Section 4. This act shall take effect July 1, 2023.

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION ADOPTED ___ (Y/N)
ADOPTED AS AMENDED ___ (Y/N) ADOPTED W/O OBJECTION ___
(Y/N) FAILED TO ADOPT ___ (Y/N) WITHDRAWN ___ (Y/N)
OTHER _____

Committee/Subcommittee hearing bill: Postsecondary Education & Workforce Subcommittee
Representative Valdés offered the following:

Amendment

Remove line 43 and insert:
highest percentage of students receiving the Pell Grant to participate in