

Careers & Workforce Subcommittee

March 12th, 2025
10:15 AM
Morris Hall (17 HOB)

Meeting Packet

Daniel Perez
Speaker

Berny Jacques
Chair

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

Careers & Workforce Subcommittee

Start Date and Time: Wednesday, March 12, 2025 10:15 AM

End Date and Time: Wednesday, March 12, 2025 12:15 PM

Location: Morris Hall (17 HOB)

Duration: 2.00 hrs

Consideration of the following bill(s):

HB 127 Exceptional Student Education by Kendall
HB 571 Career Planning Opportunities for Students by Kendall
HB 1145 Workforce Education by Shoaf

NOTICE FINALIZED on 03/10/2025 4:39PM by Vernon.Andrea

HB 127

FLORIDA HOUSE OF REPRESENTATIVES
BILL ANALYSIS

This bill analysis was prepared by nonpartisan committee staff and does not constitute an official statement of legislative intent.

BILL #: HB 127	**COMPANION BILL:** CS/SB 102 (Gaetz)
TITLE: Exceptional Student Education	**LINKED BILLS:** None
SPONSOR(S): Kendall	**RELATED BILLS:** None

Committee References

Careers & Workforce ➤ Human Services ➤ PreK-12 Budget ➤ Education & Employment

SUMMARY

Effect of the Bill:

The bill seeks to enhance the employment opportunities for students with Autism Spectrum Disorder (ASD) by establishing a workforce credential program. The program must be developed and implemented by the Florida Department of Education (DOE) by January 31, 2026. To evaluate the program's effectiveness, the bill requires that the DOE submit an annual report from 2026 through 2030 with participation and outcomes data.

Fiscal or Economic Impact:

The bill requires DOE to develop and implement a workforce credential program for students with ASD. A curriculum framework for students with disabilities already exists. As such, it is unclear if the bill requires DOE to leverage this existing framework or create a brand-new framework. Additionally, adoption and implementation of the workforce credential program is at the discretion of school districts. Therefore, the bill will have an indeterminate fiscal impact on state and local expenditures.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill creates a workforce credential program for students with autism spectrum disorder (ASD) with the goal of assisting students within securing employment upon graduation. The bill requires the Florida Department of Education (DOE) to develop and implement this program by January 31, 2026. Adoption and implementation of the workforce credential program is at the discretion of school districts.

The program must allow students to earn workforce certificates that indicate they have acquired specific skills that meet employer needs. Each workforce certificate must require the student to demonstrate five discrete skills or behaviors, including, but not limited to, workplace safety. Additionally, the student's demonstration of the required skills for each workforce certificate must be validated by two instructional staff members who specialize in exceptional student education.

Beginning in 2026 and continuing through 2030, the bill requires the DOE to prepare an annual report by January 31 of the following year detailing the program's operations. At a minimum, the report must include:

- The workforce certificates offered by the program;
- Data on post-graduation student employment;
- Student participation rates; and
- Any other outcome data deemed necessary by the DOE. (Section 1)

The bill takes effect on July 1, 2025. (Section 2)

FISCAL OR ECONOMIC IMPACT:

STATE GOVERNMENT:

The bill requires DOE to develop and implement a workforce credential program for students with autism spectrum disorder. A curriculum framework for students with disabilities already exists. As such, it is unclear if the bill requires DOE to leverage this existing framework or create a brand-new framework. For this reason, the bill will have an indeterminate impact to state expenditures.

LOCAL GOVERNMENT:

Adoption and implementation of the workforce credential program is at the discretion of school districts. Therefore, the bill will have an indeterminate impact on local government expenditures.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Exceptional Student Education

The Individuals with Disabilities in Education Act (IDEA)[1] and Florida law[2] mandate that all students who are between the ages of 3 to 21 and have a disability have the right to a free, appropriate public education (FAPE). School districts have the responsibility to ensure that students suspected of having a disability are subject to general education intervention procedures.[3] Each district school board is required to provide for an appropriate program of special instruction, facilities, and services for exceptional students. Each district program must:[4]

- Provide the necessary professional services for diagnosis and evaluation of exceptional students.
- Provide the special instruction, classes, and services, either within the district school system, in cooperation with other district school systems, or through contractual arrangements with approved private schools or community facilities.

Once a child meets IDEA's eligibility criteria, FAPE is implemented through the Individualized Education Program (IEP), which is the plan for providing special education and related services by the local education agency. The IEP is the primary tool for outlining a student's specialized education needs.[5] The IEP is developed by an IEP team composed of school personnel and the child's parents or guardian.[6] A student must be properly evaluated and found eligible as an exceptional student before receiving special instruction or services as follows:[7]

- A school district must evaluate a student within 60 days after receiving signed parental consent.[8]
- An IEP team, to include the parents of the affected student, must then review the evaluation and determine the educational needs of the student.[9]

Autism Spectrum Disorder and Workforce Challenges

ASD is a developmental disability caused by differences in the brain.[10] As individuals with ASD transition to adolescence and adulthood, they may face challenges in developing and maintaining friendships, communicating

[1] 34 C.F.R. Part 300.
[2] Section 1003.5716, F.S.
[3] Rule 6A-6.0331, F.A.C.
[4] Section 1003.57(1)(b), F.S.
[5] Florida Department of Education, *Developing Quality Individual Education Plans* (2015), p. 9, *available at* http://www.fldoe.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf.
[6] Congressional Research Service, *The Individuals with Disabilities Education Act (IDEA), Part B: Key Statutory and Regulatory Provisions* (August 20, 2024), p. 2, *available at* https://crsreports.congress.gov/product/pdf/R/R41833.
[7] Section 1003.57(1)(c), F.S.
[8] Rule 6A-6.0331(3)(f), F.A.C.
[9] Rule 6A-6.0331(6)(a), F.A.C.
[10] Centers for Disease Control and Prevention, *About Autism Spectrum Disorder*, https://www.cdc.gov/autism/about/index.html (last visited Feb. 28, 2025).

with peers and adults, or understanding what behaviors are expected in school or on the job.[11] These challenges can make it difficult to secure and sustain competitive employment, even for those with strong technical skills.[12]

Research indicates that employees with ASD have many skills that can contribute a great deal to the workforce. Despite possessing valuable skill sets, individuals with ASD face higher unemployment and underemployment rates compared to the general population.[13] Research suggests that targeted training, employer-recognized credentials, and structured workforce support can significantly enhance employment outcomes for individuals with disabilities, including ASD.[14]

Career Education Services for Students with Disabilities

The DOE has adopted a curriculum framework specifically for career education services for students with disabilities through a structured sequence of courses designed to develop employability skills, technical training, and industry certification opportunities. This program is individualized for each student through that student's IEP or other accommodations plan and allows students to gain the skills necessary for competitive employment in their desired occupation.[15]

The curriculum framework integrates competency-based applied learning, including instruction in:[16]

- Career Ready Practices;[17]
- Workplace safety;
- Job-seeking and employability skills;
- Self-advocacy and career planning; and
- Technical skills in industry-specific fields.

Students may earn multiple credits as they progress through career education courses, with their achievements documented through the Occupational Completion Point system. Some students may also participate in on-the-job training opportunities.[18]

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[11] *Id*.

[12] Kate Jackson, *Autism in the Technology Workplace, Social Work Today*, Vol. 13, No. 6, p. 8 (Nov./Dec. 2013), *available at* https://www.socialworktoday.com/archive/111113p8.shtml.

[13] A.J. Griffiths et al., *Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices,* Brain Sci., Vol. 10, No. 9, p. 632 (Sept. 11, 2020), available at https://pmc.ncbi.nlm.nih.gov/articles/PMC7564237/.

[14] Florida Department of Education, Florida Department of Economic Opportunity, and CareerSource Florida, *2024-2028 WIOA Combined Plan*, pp. 426-507, *available at* https://careersourceflorida.com/wp-content/uploads/2024/02/2024-2028-WIOA-Combined-Plan.pdf.

[15] Florida Department of Education, *2024-25 CTE Curriculum Frameworks*, *available at* https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2024-25-frameworks/additional-cte-programs-courses.stml, *download* "Career Education Services for Students with Disabilities (9603100) (RTF)."

[16] *Id.*

[17] Career Ready Practices include, but are not limited to, acting as a responsible and contributing citizen and employee, applying appropriate academic and technical skills, communicating clearly, and using technology to enhance productivity. *Id*.

[18] *Id.*

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Careers & Workforce Subcommittee			Kiner	Wolff
Human Services Subcommittee				
PreK-12 Budget Subcommittee				
Education & Employment Committee				

A bill to be entitled

An act relating to exceptional student education; creating s. 1003.5717, F.S.; requiring the Department of Education to develop and implement, by a specified date, a workforce credential program for students with an autism spectrum disorder; providing the purpose of the program; providing requirements for the program; requiring the department to produce an annual report during a specified timeframe; providing requirements for the report; providing an effective date.

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

Section 1. Section 1003.5717, Florida Statutes, is created to read:

1003.5717 Workforce credential program for students with autism spectrum disorder.—The Department of Education shall develop and implement by January 31, 2026, a workforce credential program for students with an autism spectrum disorder. The purpose of the program is to assist such students in securing employment upon graduation. The program must allow for such students to earn workforce certificates that designate that the students have acquired specific skills that meet employer needs.

(1) Each workforce certificate must require the student to

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

demonstrate five discrete skills or behaviors, including, but not limited to, workplace safety.

(2) The workforce certificate must be validated by two members of instructional staff who specialize in exceptional student education.

(3) Beginning with the 2026 calendar year through the 2030 calendar year, the department shall prepare an annual report by January 31 of the following year detailing the operations of the program. At a minimum, the report must include the workforce certificates offered by the program, data on postgraduation student employment, data on student participation rates in the program, and any other outcome data deemed necessary by the department to be included.

Section 2. This act shall take effect July 1, 2025.

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: Careers & Workforce Subcommittee

Representative Kendall offered the following:

Amendment (with title amendment)

Remove everything after the enacting clause and insert:

Section 1. Section 1003.5717, Florida Statutes, is created to read:

1003.5717 Workforce micro-credential program for students with disabilities.—The Department of Education shall develop and implement by January 31, 2026, a workforce micro-credential program for students with disabilities that leverages existing career and technical education curriculum frameworks. The purpose of the program is to signify to potential employers that the students have demonstrated specific career ready practices or career and technical education standards.

(1) Each course within a career and technical education curriculum framework for students with disabilities must have at least one associated micro-credential signifying that the student has demonstrated at least five discrete specified career ready practices or career and technical education standards, including an understanding of workplace safety.

(a) The department shall work with the Florida Center for Students with Unique Abilities established under s. 1004.6495 for the development and implementation of the workforce micro-credential program and each micro-credential.

(b) The department shall collaborate with the Occupational Safety and Health Administration to develop the specified career ready practices or career and technical education standards related to workplace safety.

(2) Upon completion of each such course, the student's demonstration of the required career ready practices or career and technical education standards must be validated by a member of the instructional staff who specializes in exceptional student education and a member of the student's individualized education plan team prior to the award of the associated micro-credential.

(3) Beginning with the 2026 calendar year through the 2030 calendar year, the department shall prepare an annual report by January 31 of the following year detailing the operations of the program. At a minimum, the report must include the workforce

micro-credentials offered by the program, data on postgraduation student employment, data on student participation rates in the program, and any other outcome data deemed necessary by the department to be included.

Section 2. This act shall take effect July 1, 2025.

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

Remove everything before the enacting clause and insert:
An act relating to exceptional student education; creating s. 1003.5717, F.S.; requiring the Department of Education to develop and implement, by a specified date, a workforce micro-credential program for students with disabilities; providing the purpose of the program; providing requirements for the program; requiring the department to produce an annual report during a specified timeframe; providing requirements for the report; providing an effective date.

HB 571

FLORIDA HOUSE OF REPRESENTATIVES
BILL ANALYSIS

This bill analysis was prepared by nonpartisan committee staff and does not constitute an official statement of legislative intent.

BILL #: HB 571	**COMPANION BILL:** SB 1094 (Simon)
TITLE: Career Planning Opportunities for Students	**LINKED BILLS:** None
SPONSOR(S): Kendall	**RELATED BILLS:** None

Committee References

Careers & Workforce ➤ Education Administration ➤ Education & Employment

SUMMARY

Effect of the Bill:

The bill requires work-based learning opportunities to be scheduled at times and locations that maximize student access and participation. The bill specifies that students aged 16 or older must have the opportunity to meet or interview with potential employers that offer paid work experiences for students, including registered preapprenticeship and apprenticeship programs, during required annual career fairs. The bill requires that a high school student's personalized academic and career plan be reviewed, revised as necessary, and signed annually until graduation. The bill facilitates a process for State University System (SUS) institutions, Florida College System (FCS) institutions, and career centers to award postsecondary credit or career education clock hours for apprenticeship and preapprenticeship programs.

Fiscal or Economic Impact:

The bill has an indeterminate impact on tuition and fees revenue for SUS and FCS institutions and career centers.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill requires work-based learning opportunities to be scheduled at times and locations that maximize student access and participation. (Section 1).

The bill specifies that during the statutorily-required[1] annual career fair, students age 16 or older must have the opportunity to meet and interview with potential employers that offer paid work experiences for students, including registered preapprenticeship and apprenticeship programs. (Section 2).

The bill requires that beginning when a student enters high school, their personalized academic and career plan must be reviewed annually until the student graduates. It also must be revised as necessary to identify courses the student needs to take each year until all required core courses for his or her plan are completed. After the annual review, the plan must be signed by the student; the student's parent, legal guardian, or person standing in loco parentis to the student; and a school counselor. (Section 3).

The bill requires the Board of Governors (BOG) and the State Board of Education (SBE) to adopt regulations and rules, respectively, that enable students pursuing nontraditional pathways to earn a bachelor's degree or certificate through uniform postsecondary credit and career education clock hours across all Florida public postsecondary educational institutions for college-level training and education acquired while an apprentice or preapprentice. The regulations and rules must include procedures for credential evaluation and the uniform award of credit or clock hours, including, but not limited to, equivalency and alignment of programs with appropriate postsecondary courses and course descriptions. (Section 4).

[1] Section 1001.43(14), F.S.

The bill requires the Articulation Coordinating Committee (ACC) to convene a workgroup composed of 16 specified members by September 1, 2025 to develop a process for prioritizing and determining postsecondary course equivalencies and the minimum credits or clock hours that must be awarded for apprenticeship or preapprenticeship programs. The workgroup must provide recommendations to the BOG and the SBE by March 1, 2026, for approval at the next meeting of each board. Upon approval, the ACC must review apprenticeship and preapprenticeship programs to determine postsecondary course equivalencies and the minimum credits or clock hours that must be awarded. The BOG and the SBE must adopt the list approved by the ACC and the ACC must update it annually. (Section 4).

SUS institutions, FCS institutions, and career centers must award postsecondary credit or career education clock hours based upon the list adopted by the BOG and SBE if they are applicable toward the student's degree or certificate and they may award more than the minimum if appropriate. These credits and clock hours are guaranteed to transfer to other SUS and FCS institutions and career centers. (Section 4).

The effective date for the bill is July 1, 2025. (Section 5).

RULEMAKING:

Current law requires the SBE to adopt rules for implementing work-based learning opportunities and student promotion requirements. The bill modifies provisions of law already under the SBE's rulemaking authority, thus allowing the SBE to make rules to implement the bill. The bill also creates new rulemaking authority, requiring the BOG to adopt regulations and the SBE to adopt rules enabling students to earn postsecondary credit and career education clock hours for training and education acquired while an apprentice or preapprentice.

Lawmaking is a legislative power; however, the Legislature may delegate a portion of such power to executive branch agencies to create rules that have the force of law. To exercise this delegated power, an agency must have a grant of rulemaking authority and a law to implement.

FISCAL OR ECONOMIC IMPACT:

STATE GOVERNMENT:

The bill has an indeterminate impact on tuition and fees revenue for SUS institutions, FCS institutions, and career centers. The adoption of new postsecondary course equivalencies to award credit or clock hours for apprenticeship and preapprenticeship programs may preclude public postsecondary intuitions from collecting the maximum amount of tuition and fees from the applicable student population. However, the bill may allow apprenticeship and preapprenticeship students to obtain certain degrees or certificates more quickly resulting in higher enrollment in other postsecondary programs. Potential additional enrollment at SUS and FCS institutions and career centers may have a positive impact on tuition and fees revenue.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

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.[2] Work-based learning opportunities must meet all of the following criteria:[3]

- Be developmentally appropriate.
- Identify learning objectives for the term of experience.

[2] Section 446.0915(1), F.S.
[3] Section 446.0915(2), F.S.

- 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.

A work-based learning opportunity should prioritize paid experiences, such as apprenticeship, preapprenticeship, and diversified education programs. School districts are required to ensure that every high school student has access to at least one work-based learning opportunity.[4]

Annual Career Fair

Each district school board must require each high school within its jurisdiction 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 or a group of districts may hold a joint career fair at an alternative location. A joint career fair must be held at a location within reasonable driving distance for students at all participating schools. The career fair must be held during the school day and may use Florida's online career planning and work-based learning system[5] as part of the career fair activities.[6]

As an alternative, beginning with the 2024-2025 school year, district school boards may consult with local workforce development boards, advisory committees, and business groups to determine free or cost-effective methods to provide other career and industry networking opportunities during the school day for secondary students and exposure for elementary and secondary students to a representative variety of industries, businesses, and careers.[7]

Apprenticeship and Preapprenticeship Programs

Florida law defines an apprentice as a person at least 16 years of age who has entered into a written apprentice agreement with a registered sponsor. The sponsor can be an employer, an association of employers, or a local joint apprenticeship committee. The purpose of this agreement is to enable the apprentice to learn a recognized skilled trade through actual work experience under the supervision of a journeywork craftsperson. Training for an apprentice should be combined with properly coordinated studies of related technical and supplementary subjects.[8]

An apprenticeship or preapprenticeship program must be registered and approved by the Department of Education (DOE).[9] A student who earns credit upon completion of 1 year of related technical instruction for a registered apprenticeship or preapprenticeship program may use such credit to satisfy high school graduation credit requirements for fine or performing arts, speech and debate, career and technical education (CTE), or electives. The SBE is required to approve and identify in the Course Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used to satisfy high school graduation requirements.[10] A student who earns an industry certification for which there is an SBE-approved statewide course credit articulation agreement may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.[11]

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[4] Section 446.0915(2)-(3), F.S.
[5] Xello, *The Future of Work Florida*, https://xello.world/en/florida-college-career-ready/ (last visited Mar. 6, 2025). Xello is Florida's official K-12 career planning and work-based learning coordination provider.
[6] Section 1001.43(14), F.S.
[7] *Id.*
[8] Section 446.021(2), F.S.; *see also* Florida Department of Education, *2023-2024 Apprentice Florida Report*, Florida's Annual Apprenticeship and Preapprenticeship Report (last visited Mar. 6, 2025).
[9] Sections 446.021(5)-(6), F.S.
[10] Section 1003.4282(7)(a)3., F.S.
[11] Section 1003.4282(3)(b), F.S.

Florida's Registered Apprenticeship programs require five core components:[12]

- Business involvement.
- Structured on the job training.
- Related technical instruction.
- Rewards for skill gains.
- A nationally recognized credential.

These five components work together to provide the apprentice with a meaningful educational experience to jump start his or her career.

The term of an apprenticeship may be completed through either a time-based approach, a competency-based approach, or a hybrid approach, as follows:[13]

- The time-based approach measures skill acquisition through the apprentice's completion of at least 2,000 hours of on-the-job training, exclusive of related technical instruction.
- The competency-based approach measures the apprentice's successful demonstration of acquired skills and knowledge, demonstrated through on-the-job training and related technical instruction.
- The hybrid approach measures the individual apprentice's skill acquisition through a combination of a range of specified number of hours of on-the-job training and the successful demonstration of competency.

Personalized Academic and Career Plan

A course in career and education planning must be completed in 6th, 7th, or 8th grade. It may be delivered as a stand-alone course or integrated into another course or courses, and may be taught by any member of the instructional staff.[14] The course should incorporate the standards and benchmarks established in the curriculum frameworks.[15] The course numbers for the approved stand-alone and integrated courses are listed in the Course Code Directory.[16] The course must:[17]

- be Internet-based, customizable to each student and include research-based assessments to assist students in determining educational and career options and goals;
- result in a completed personalized academic and career plan for the student, which must use, when available, Florida's online career planning and work-based learning coordination system;[18]
- teach each student how to access and update the plan and encourage the student to update the plan at least annually as the student progresses through middle school and high school;
- be implemented as a stand-alone course or integrated into another course or courses.

The required personalized academic and career plan must:[19]

- emphasize the importance of entrepreneurship and employability skills;
- include information from the DOC's economic security report and other state career planning resources;
- inform students of high school graduation requirements;
- include a detailed explanation of the requirements for earning a high school diploma designation and the career and technical education pathway to earn a standard high school diploma; as well as scholarship requirements for each scholarship in the Florida Bright Futures Scholarship Program requirements;
- outline admission criteria for state university and Florida College System institutions;

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[12] Florida Department of Education, *2023-2024 Apprentice Florida Report*, Florida's Annual Apprenticeship and Preapprenticeship Report (last visited Mar. 6, 2025).
[13] Rule 6A-23.004(2), F.A.C.
[14] Section 1003.4156(1)(e), F.S.
[15] Florida Department of Education, *2024-2025 CTE Curriculum Frameworks*, 2024-25 CTE Curriculum Frameworks (last visited Mar. 6, 2025). The curriculum frameworks and program standards are identified under each career cluster, which are aligned with industry expectations and academic requirements.
[16] Florida Department of Education, *2024-2025 Course Code Directory*, https://www.fldoe.org/policy/articulation/ccd/2024-2025-course-directory.stml (last visited Mar. 6, 2025); *see also*, Florida Department of Education, *2024-2025 Approved Middle School Courses for Career & Education Planning* (2024), *available at* Approved Middle School Courses for Career & Education Planning.
[17] Section 1003.4156(1)(e), F.S.
[18] Xello, *The Future of Work Florida*, https://xello.world/en/florida-college-career-ready/ (last visited Mar. 6, 2025).
[19] Section 1003.4156(1)(e), F.S.

- detail opportunities to earn college credit in high school, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment (including career dual enrollment), work-based learning opportunities (including internships, preapprenticeship and apprenticeship programs), and career education courses (including career-themed courses and course sequences that lead to industry certification).

In high school, students in grades 9 through 12 must receive instruction on life skills that build confidence, support mental health and emotional health and enable students to overcome challenges.[20] Such instruction must include developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics, and workplace law; managing stress and expectations; and self-motivation.[21]

Articulation Coordinating Committee
The ACC is a K-20 advisory body established in 1971 and appointed by the Commissioner of Education. It is comprised of representatives from all levels of public and private education: the SUS, the FCS, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. There is also an additional member representing students. The committee exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next.[22]

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2024	CS/CS/HB 917	Snyder	Simon	Became law on July 1, 2024
2023	CS/CS/SB 240	Melo	Hutson	Became law on July 1, 2023

OTHER RESOURCES:

Education & Employment Committee, Postsecondary Career and Adult Education Fact Sheet

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Careers & Workforce Subcommittee			Kiner	Blalock
Education Administration Subcommittee				
Education & Employment Committee				

[20] Section 1003.42(2)(o)4., F.S.
[21] Section 1003.42(2)(o)4.f., F.S.
[22] Section 1007.01(3), F.S. See Florida Department of Education, *Articulation Coordinating Committee- Oversight Committee,* Oversight Committee (last visited Mar. 6, 2025).

A bill to be entitled

An act relating to career planning opportunities for students; amending s. 446.0915, F.S.; requiring work-based learning opportunities to be scheduled at times and locations to maximize student access and participation; amending s. 1001.43, F.S.; providing that a high school's annual career fair must provide certain students the opportunity to meet and interview with certain employers; amending s. 1003.4156, F.S.; requiring a student's personalized academic and career plan to be reviewed annually for a certain period of time and signed by certain persons; requiring such plan to be revised as necessary; creating s. 1004.0982, F.S.; providing definitions; requiring the Board of Governors and the State Board of Education to adopt regulations and rules, respectively, to enable certain students to earn postsecondary credit and career education clock hours for certain training and education acquired while an apprentice or a preapprentice; providing requirements for such regulations and rules; requiring the Articulation Coordinating Committee to convene a workshop by a date certain to develop a certain process; requiring a specified office to provide administrative support to the workgroup; providing for workgroup membership;

requiring the workgroup to provide certain recommendations to the Board of Governors and the State Board of Education by a date certain; requiring such committee to review apprenticeship and preapprenticeship programs and, annually, approve a prioritized list of postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for certain programs; requiring certain information to be included in the statewide articulation agreement; requiring state universities, Florida College System institutions, and career centers to award postsecondary credit or career education clock hours for certain programs under certain circumstances; providing that postsecondary credit and career education clock hours are guaranteed to transfer to other state universities, Florida College System institutions, and career centers; providing an effective date.

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

Section 1. Paragraphs (g), (h), and (i) of subsection (2) of section 446.0915, Florida Statutes, are redesignated as paragraphs (h), (i), and (j), respectively, and a new paragraph

(g) is added to that subsection to read:

446.0915 Work-based learning opportunities.—

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

(g) Be scheduled at such times and locations to maximize student access and participation.

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

Section 2. Paragraph (c) of 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.—

(c) ~~Beginning with the 2023-2024 school year,~~ Each district school board shall require each high school within its jurisdiction to host an annual career fair during the school year and establish a process to provide students 16 years of age or older ~~in grades 11 and 12~~ the opportunity to meet or interview during the career fair with potential employers that offer paid work experiences for students, including registered preapprenticeship and apprenticeship programs ~~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 or a group of districts may hold a joint career fair at an alternative location to satisfy the requirement in this paragraph. A joint career fair must be held at a location located within reasonable driving distance for students at all participating schools. The career fair must be held during the school day and may use Florida's online career planning and work-based learning system as part of the career fair activities. Alternatively, district school boards may consult with local workforce development boards, advisory committees, and business groups to determine free or cost-effective methods to provide other career and industry networking opportunities during the school day for secondary students and exposure for elementary and secondary students to a representative variety of industries, businesses, and careers.

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 3. 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)1. 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 use, when available, Florida's online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually as the student progresses through middle school ~~and high school~~. The personalized academic and career plan must emphasize the importance of entrepreneurship and employability skills and must include information from the Department of Commerce'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 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.

2. Beginning when a student enters high school, the student's personalized academic and career plan must be reviewed annually until the student graduates. The student's personalized academic and career plan must be revised as necessary to identify courses the student needs to take each year until the student has completed all required core courses for his or her plan. After completion of the annual review, the personalized academic and career plan must be signed by the student; the student's parent, legal guardian, or person standing in loco

parentis to the student; and a school counselor.

Section 4. Section 1004.0982, Florida Statutes, is created to read:

1004.0982 Postsecondary credit and career education clock hours for apprenticeship and preapprenticeship programs.—

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

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

(b) "Apprenticeship program" has the same meaning as in s. 446.021(6).

(c) "Preapprentice" has the same meaning as in s. 446.021(1).

(d) "Preapprenticeship program" has the same meaning as in s. 446.021(5).

(2) The Board of Governors shall adopt regulations and the State Board of Education shall adopt rules that enable students pursuing nontraditional pathways to earn a bachelor's degree or certificate through uniform postsecondary credit and career education clock hours across all Florida public postsecondary educational institutions for college-level training and education acquired while an apprentice or a preapprentice. The regulations and rules must include procedures for credential evaluation and the uniform award of postsecondary credit or career education clock hours, including, but not limited to, equivalency and alignment of apprenticeship and preapprenticeship programs with appropriate postsecondary

courses and course descriptions.

(3)(a) The Articulation Coordinating Committee shall convene a workgroup by September 1, 2025, to develop a process for prioritizing and determining postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for apprenticeship or preapprenticeship programs.

(b) The Office of K-20 Articulation shall provide administrative support to the workgroup.

(4) The workgroup shall be composed of the following members:

(a) The chair of the Articulation Coordinating Committee, or his or her designee, who shall serve as the chair of the workgroup.

(b) Four members representing academic affairs administrators and faculty from state universities, appointed by the chair of the Board of Governors.

(c) Four members representing academic affairs administrators and faculty from Florida College System institutions, appointed by the chair of the State Board of Education.

(d) Four members representing faculty from career centers, appointed by the chair of the State Board of Education.

(e) One member representing an apprenticeship sponsor, as described in s. 446.071, appointed by the President of the

Senate.

(f) One member representing an apprenticeship sponsor, as described in s. 446.071, appointed by the Speaker of the House of Representatives.

(g) The director of the State Apprenticeship Advisory Council.

(5) The workgroup shall provide recommendations to the Board of Governors and the State Board of Education by March 1, 2026, for approval at the next meeting of each board to allow for adequate public notice.

(6) Upon approval of the workgroup's recommendations by the Board of Governors and the State Board of Education, the Articulation Coordinating Committee shall review the apprenticeship and preapprenticeship programs to determine postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for such programs in accordance with the approved process.

(7) Within 1 year after the approval of the workgroup's recommendations under subsection (5), the Articulation Coordinating Committee shall approve a prioritized list of postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for apprenticeship and preapprenticeship programs. The Board of Governors and the State Board of Education shall timely adopt the list approved by the Articulation Coordinating Committee at

the next meeting of each board to allow for adequate public notice. The Articulation Coordinating Committee must update the list annually. For the purpose of statewide application, postsecondary course equivalencies and the minimum postsecondary credit or career education clock hours that must be awarded for apprenticeship and preapprenticeship programs must be delineated by the Board of Governors and the State Board of Education in the statewide articulation agreement required under s. 1007.23(1).

(8) State universities, Florida College System institutions, and career centers must award postsecondary credit or career education clock hours for apprenticeship and preapprenticeship programs based on the list adopted by the Board of Governors and the State Board of Education under subsection (7) if the postsecondary credit or career education clock hours are applicable toward the student's degree or certificate. State universities, Florida College System institutions, and career centers may award additional postsecondary credit or career education clock hours if appropriate. Postsecondary credit or career education clock hours awarded in accordance with minimum postsecondary credit and career education clock hour requirements, respectively, are guaranteed to transfer to other state universities, Florida College System institutions, and career centers.

Section 5. This act shall take effect July 1, 2025.

HB 1145

FLORIDA HOUSE OF REPRESENTATIVES
BILL ANALYSIS

This bill analysis was prepared by nonpartisan committee staff and does not constitute an official statement of legislative intent.

BILL #: HB 1145	**COMPANION BILL:** SB 742 (Simon)
TITLE: Workforce Education	**LINKED BILLS:** None
SPONSOR(S): Shoaf	**RELATED BILLS:** None

Committee References

Careers & Workforce ➤ Higher Education Budget ➤ Education & Employment

SUMMARY

Effect of the Bill:

The bill expressly authorized charter schools to receive funds under the Workforce Development Capitalization Incentive Grant Program. Additionally, the bill requires school districts and Florida College System institutions to expand their money-back guarantee programs to cover six workforce education programs instead of the current requirement of three such programs.

Fiscal or Economic Impact:

The bill has an indeterminate impact on state expenditures due to the expansion of the money-back guarantee program from three programs per institution to six programs.

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ANALYSIS

EFFECT OF THE BILL:

The bill provides express authorization for charter schools to receive funds under the Workforce Development Capitalization Incentive Grant Program (CAP Grant). While the Department of Education (DOE) currently allows school district charter schools to submit proposals through their chartering school district, this change will permit such charter schools to submit proposals directly to the DOE. (Section 1)

The bill requires school districts and Florida College System (FCS) institutions to expand their money-back guarantee programs to cover six workforce education programs instead of the current requirement of three such programs. The bill provides additional opportunities for students to be reimbursed their tuition costs if they are unable to secure employment within 6 months of completing selected programs. (Section 2)

The effective date of the bill is July 1, 2025. (Section 3)

FISCAL OR ECONOMIC IMPACT:

STATE GOVERNMENT:

The bill expands the number of programs included in the money-back guarantee program. The money-back guarantee program refunds the cost of tuition to students unable to find a job within 6 months of completion of select workforce-related programs that prepare students for in-demand, middle-level to high-level wage occupations. Actual expenditures will vary depending on the number of guarantees that must be honored and the cost of tuition for those students, therefore the impact to state expenditures is indeterminate.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Workforce Development Capitalization Incentive Grant Program

The CAP Grant provides grants to school districts and FCS institutions to fund some or all of the costs associated with the creation or expansion of career and technical education programs that lead to industry certifications included on the CAPE Industry Certification Funding List.[1] To be eligible, programs may serve secondary students or postsecondary students, however, postsecondary career and technical education programs must also serve secondary students.[2] The DOE advised applicants that any proposals for school district charter schools must be included in the chartering school districts application. Only a charter school that was not chartered by a school district could apply as the primary fiscal agent.[3] Therefore, as currently implemented by the DOE, school district charter schools could be blocked from applying for a CAP Grant if their school district elects not to apply and even should their school district apply, the charter school's proposal cannot be independently evaluated for a CAP Grant award.

Funds awarded for a CAP Grant may be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a career and technical education program that serves secondary students. Under current law, expansion of a program may include either the expansion of enrollment capacity of a program or expansion into new areas of specialization within a program. No CAP Grant funds may be used for recurring instructional costs or for institutions' indirect costs.[4] The DOE provided guidance to CAP Grant applicants that certain fixed capital outlay expenses, such as remodeling and renovation of existing facilities, are permissible, but that the purchase of land and land improvements or construction of new structures and buildings are non-allowable expenses.[5]

The DOE administers the CAP Grant and the State Board of Education (SBE) is authorized to adopt rules for its administration. The SBE must consider the statewide geographic dispersion of grant funds in ranking the applications and must give priority to applications from education agencies that are making maximum use of their workforce development funding by offering high-performing, high-demand programs.[6] As of the publication of this analysis, the SBE has not adopted a rule regarding the CAP Grant to provide additional guidance on how it will rank applicants as "high-performing" or "high-demand."

In both 2023[7] and 2024,[8] the Legislature provided $100 million for the CAP Grant.

Money-back Guarantee Program

Created as part of the workforce education efforts of the REACH Act[9] in 2021, the money-back guarantee program requires each school district and FCS institution to refund the cost of tuition to students who are not able to find a job in the field in which the student was trained within 6 months of successful completion of workforce education programs selected by the institutions.[10] The workforce programs selected by the school districts and FCS

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[1] 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 fulltime 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. *See* s. 1008.44, F.S.

[2] Section 1011.801, F.S.

[3] Florida Department of Education, *2024-25 Workforce Development Capitalization Incentive Grant Program: Concept Proposal Release*, at 11, *available at* https://www.fldoe.org/core/fileparse.php/7515/urlt/2024-CAP-Grant-Concept-Proposal-Webinar-for-GoToWeb.pdf.

[4] Section 1011.801(1), F.S.

[5] Florida Department of Education, *2024-25 Workforce Development Capitalization Incentive Grant Program: Concept Proposal Release*, at 13-14, *available at* https://www.fldoe.org/core/fileparse.php/7515/urlt/2024-CAP-Grant-Concept-Proposal-Webinar-for-GoToWeb.pdf.

[6] Section 1011.801(2), F.S.

[7] Section 51, ch. 2023-81, L.O.F.

[8] Specific Appropriation 120, s. 2, ch. 2024-231, L.O.F.

[9] Chapter 2021-164, L.O.F.

[10] Section 1011.803(1), F.S.

institutions should prepare students for in-demand, middle-level to high-level wage occupations. Current law requires each school district and FCS institution to establish a money-back guarantee program to:

- Offer a money-back guarantee on at least three workforce education programs.
- Establish student eligibility criteria for the money-back guarantee program that includes:
  - Student attendance.
  - Student program performance.
  - Career Service or Career Day attendance.
  - Participation in internship or work-study programs.
  - Job search documentation.
  - Development of a student career plan with the institution's career services department.[11]

The law provides school districts and FCS institutions discretion in establishing eligibility criteria for the money-back guarantee program, however a review of programs reveals large disparities between program requirements. For example, with regard to the criteria of job search documentation Orange Technical College[12] requires "3 letters from job search" while Broward College[13] requires "evidence of 100 job applications" as well as "evidence of completing at least 20 good faith interviews." Additionally, some institutions require that students be willing to "travel or relocate to a new market to obtain employment" despite the selected programs being in-demand in the region.[14]

Each school district and FCS institution was required to notify the SBE, by July 1, 2022, of the money-back guarantee programs it offers. Information about these programs is made available on each school district's and FCS institution's website, on the DOE's website, and on EmployFlorida's website.[15] By November 1 of each year, the DOE must report performance results by school district, FCS institution, and program to the Governor, the President of the Senate, and the Speaker of the House of Representatives.[16] The DOE issued the first report on the money-back guarantee program in November 2024.[17]

Current law does not provide school districts or FCS institutions express authority to add application requirements for the money-back guarantee program other than enrollment in a selected program, but the DOE report reflects that of the 19,602 students enrolled in identified programs only 790 (4 percent) were considered by the FCS institution to be enrolled in the money-back guarantee program.[18] Similarly, of the 6,019 students enrolled in school district programs only 3,082 (51 percent) were reported as enrolled in the money-back guarantee program.[19] The report notes disparity, but indicates additional data collection is required.[20]

As of the DOE report from November 2024, no school district or FCS institution reported reimbursing funds under the money-back guarantee program or receiving a request for a refund.[21]

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[11] Section 1011.803(2), F.S.
[12] Orange Technical College, *Money Back Guarantee Program*, https://www.orangetechcollege.net/financial_aid/money_back_guarantee (last visited March 9,2025).
[13] Broward College, *Money Back Guarantee*, https://www.broward.edu/admissions/tuition-costs/money-back-guarantee.html (last visited March 9, 2025).
[14] *See e.g.* Lively Technical College, *Money Back Guarantee Eligible Programs*, *available at* https://www.livelytech.com/wp-content/uploads/2024/03/Money-Back-Guarantee-Eligible-Programs.pdf *and* Palm Beach State College, *PBSC's Money-Back Guarantee Program*, https://www.palmbeachstate.edu/collegeaffordability/moneybackguaranteeprogram.aspx (last visited March 9, 2025).
[15] Section 1011.803(3), F.S.
[16] Section 1011.803(4), F.S.
[17] Florida Department of Education, *2024 Money Back Guarantee Program Report*, on file with the Careers & Workforce Subcommittee.
[18] *Id*. at 7.
[19] *Id*. at 11.
[20] *Id*. at 4.
[21] *Id*.

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2023	CS/CS/SB 240	Melo	Hutson	Became law on July 1, 2023.
2021	CS/CS/CS/HB 1507	Yarborough, Melo	President Albritton	Became law on July 1, 2021.

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Careers & Workforce Subcommittee			Kiner	Wolff
Higher Education Budget Subcommittee				
Education & Employment Committee				

A bill to be entitled

An act relating to workforce education; amending s. 1011.801, F.S.; providing that charter schools are eligible for the Workforce Development Capitalization Incentive Grant Program; amending s. 1011.803, F.S.; revising the number of programs school districts and Florida College System institutions must offer money-back guarantees for through the money-back guarantee program; providing an effective date.

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

Section 1. 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, charter schools, 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, charter schools, and Florida College System institutions to fund some or all of the costs associated with the creation or expansion of career and technical education programs that lead to industry certifications included on the

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

CAPE Industry Certification Funding List. The programs may serve secondary students or postsecondary students if the postsecondary career and technical education program also serves secondary students.

(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 career and technical education 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 program. The State Board of Education may adopt rules for program administration. 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 2. Paragraph (a) of subsection (2) of section 1011.803, Florida Statutes, is amended to read:

1011.803 Money-back Guarantee Program.—

(2) 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 six ~~three~~ programs.

Section 3. This act shall take effect July 1, 2025.