

Careers & Workforce Subcommittee

March 19th, 2025
4:30 PM
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 19, 2025 04:30 PM

End Date and Time: Wednesday, March 19, 2025 07:00 PM

Location: Morris Hall (17 HOB)

Duration: 2.50 hrs

Consideration of the following bill(s):

HB 809 School Social Workers by Hunschofsky, Lopez, V.
HB 919 Nursing Education Programs by Overdorf

Consideration of the following proposed committee substitute(s):

PCS for HB 1261 -- Personal Financial Literacy

NOTICE FINALIZED on 03/17/2025 4:30PM by Vernon.Andrea

HB 809

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 809	**COMPANION BILL:** SB 1150 (Calatayud)
TITLE: School Social Workers	**LINKED BILLS:** None
SPONSOR(S): Hunschofsky, Lopez, V.	**RELATED BILLS:** None

Committee References

Careers & Workforce ➤ Education Administration ➤ Education & Employment

SUMMARY

Effect of the Bill:

The bill provides an exemption for individuals employed as school social workers from the demonstration of mastery of general knowledge and subject area knowledge requirements for educator certification.

Fiscal or Economic Impact:

The bill will have an indeterminate positive impact on private sector expenditures through savings on examination fees for school social workers and an indeterminate negative impact on state revenues due to the loss of such fees.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill provides an exemption for individuals employed as school social workers from the demonstration of mastery of general knowledge and subject area knowledge requirements for educator certification. The bill is limited to those individuals employed by the school district as social workers and both licensure as a social worker and the educator certification specialization for school social workers require that an individual have a master's degree or higher in social work as well as requisite field work. Therefore, the receipt of state licensure and the educator certification specialization could be deemed the demonstration of mastery currently required by the general knowledge and subject matter requirements. (Section 1).

The effective date of the bill is July 1, 2025. (Section 2).

FISCAL OR ECONOMIC IMPACT:

STATE GOVERNMENT:

The bill has an indeterminate negative fiscal impact on state revenues due to the loss of examination fees from the general knowledge examination from school social workers seeking educator certification.

PRIVATE SECTOR:

The bill has an indeterminate positive fiscal impact on private sector expenditures due to school social workers seeking their educator certification no longer being required to pay examination fees for the general knowledge exam and the subject area examination designated by the DOE while.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Licensure of Social Workers in Florida

In Florida, the social work profession is under the oversight of the Florida Department of Health, specifically the Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling (CSW Board).[1] The CSW Board was legislatively established to ensure that every clinical social worker, marriage and family therapist, and mental health counselor practicing in this state meet minimum requirements for safe practice. The CSW Board is responsible for licensing, monitoring, disciplining and educating clinical social workers, marriage and family therapists, and mental health counselors to assure competency and safety to practice in Florida.[2]

The CSW Board offers three licenses for social workers: registered clinical social worker intern,[3] licensed clinical social worker by examination,[4] and certified master social worker.[5] All three licenses require, among other requirements, a master's degree in social work from a Council on Social Work Education accredited school of social work showing graduate level coursework.[6]

Educator Certification

In order for a person to serve as an educator in a traditional public school, charter school, virtual school, or other publicly operated school, the person must hold a certificate issued by the DOE.[7] Persons seeking employment at a public school as a school supervisor, principal, teacher, library media specialist, counselor, athletic coach, or in other instructional capacity must be certified.[8] The purpose of certification is to require school-based personnel to "possess the credentials, knowledge, and skills necessary to allow the opportunity for a high-quality education in the public schools."[9]

The DOE issues three main types of educator certificates:

- Professional Certificate: The professional certificate is Florida's highest type of full-time educator certification.[10] The professional certificate is valid for 5 years and is renewable.[11]
- Temporary Certificate: The temporary certificate covers employment in full-time positions for which educator certification is required.[12] Generally, a temporary certificate is valid for 5 years and is nonrenewable.[13]

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[1] Chapter 491.004, F.S.
[2] Florida the Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling, *Welcome Page*, https://floridasmentalhealthprofessions.gov/ (last visited Mar. 17, 2025).
[3] Florida the Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling, *Registered Clinical Social Worker Intern*, https://floridasmentalhealthprofessions.gov/licensing/registered-clinical-social-worker-intern/ (last visited Mar. 17, 2025).
[4] Florida the Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling, *Licensed Clinical Social Worker by Examination*, https://floridasmentalhealthprofessions.gov/licensing/licensed-clinical-social-worker/ (last visited Mar. 17, 2025).
[5] Florida the Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling, *Certified Master Social Worker*, https://floridasmentalhealthprofessions.gov/licensing/certified-master-social-worker/ (last visited Mar. 17, 2025).
[6] *See* notes 2, 3, and 4, *supra*.
[7] Sections 1012.55(1) and 1002.33(12)(f), F.S.
[8] Sections 1002.33(12)(f) (charter school teachers) and 1012.55(1), F.S. District school boards and charter school governing boards are authorized to hire non-certified individuals who possess expertise in a given field to serve in an instructional capacity. Rule 6A-1.0502, F.A.C.; ss. 1002.33(12)(f) and 1012.55(1)(c), F.S. Occupational therapists, physical therapists, audiologists, and speech therapists are not required to be certified educators. Rule 6A-1.0502(10) and (11), F.A.C.
[9] Section 1012.54, F.S.; *see* r. 6A-4.001(1), F.A.C.
[10] Rule 6A-4.004(5), F.A.C.
[11] Section 1012.56(7)(a), F.S.; *see* r. 6A-4.0051(3)(d), F.A.C. (validity period is expressed as 5 years from July 1 of the school fiscal year). The DOE also issues a nonrenewable 5-year professional certificate that allows an applicant with a bachelor's degree in the area of speech-language impairment to complete a master's degree in speech-language impairment. Section 1012.56(7)(c), F.S.; r. 6A-4.004(6), F.A.C.
[12] Rule 6A-4.004(1)(a)2., F.A.C.
[13] Section 1012.56(7)(f), F.S. (validity period is expressed in school fiscal years); r. 6A-4.004(1)(a), F.A.C. The veteran's pathway to educator certification authorizes a 5-year nonrenewable temporary certificate. Section 1012.56(7)(b)2., F.S. The

- Athletic Coaching Certificate: The athletic coaching certificate covers full-time and part-time employment as a public school's athletic coach.[14] The DOE issues two types of athletic coaching certificates – one is valid for 5 years and may be issued for subsequent 5-year periods while the other is valid for 3 years and may be issued only once.[15] The 5-year certificate requires satisfaction of certain specialization requirements established in rule.[16]

Professional Certificate Requirements

To be eligible for a professional certificate, a person must:[17]

- be at least 18 years of age;
- sign an affidavit attesting that the applicant will uphold the U.S. and State Constitutions;
- earn a bachelor's or higher degree from an accredited institution of higher learning[18] or from a nonaccredited institution identified by the DOE as having a quality program resulting in a bachelor's or higher degree;[19]
- submit to fingerprinting and background screening and not have a criminal history that requires the applicant's disqualification from certification or employment;
- be of good moral character;
- be competent and capable of performing the duties, functions, and responsibilities of a teacher;
- demonstrate mastery of general knowledge;[20]
- demonstrate mastery of subject area knowledge;[21] and
- demonstrate mastery of professional preparation and education competence, if the person serves as a classroom teacher or school administrator.[22]

Demonstrating Mastery of General Knowledge

Mastery of general knowledge may be demonstrated through any of the following methods:

- achieving a passing score on the General Knowledge Test;[23]
- achieving passing scores established in SBE rule on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills (*e.g.*, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination);[24]

DOE also issues a nonrenewable temporary certificate, which is valid for 2 years in the area of speech-language impairment. Section 1012.56(7)(c), F.S.

[14] Section 1012.55(2)(a), F.S.

[15] Rule 6A-4.004(7), F.A.C. (validity periods expressed in school fiscal years).

[16] *See* r. 6A-4.0282, F.A.C.

[17] Section 1012.56(2)(a)-(i), F.S.

[18] Section 1012.56(2)(c), F.S.; r. 6A-4.003(1), F.A.C. (approved accrediting agencies); *see also* 34 C.F.R. ss. 602.1-602.50; U.S. Department of Education, *Institutional Accrediting Agencies,* https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-602 (last visited Mar. 16, 2025).

[19] Section 1012.56(2)(c), F.S.; r. 6A-4.003(2), F.A.C. (criteria for approval of nonaccredited institutions of higher learning). For initial certification, an applicant must attain at least a 2.5 overall grade point average on a 4.0 scale in the applicant's major field of study. Section 1012.56(2)(c), F.S.

[20] Section 1012.56(2)(g) and (3), F.S.; DOE, *General Knowledge,* http://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml (last visited Mar. 16, 2025).

[21] Section 1012.56(2)(h) and (5), F.S.

[22] Section 1012.56(2)(i) and (6), F.S.; DOE, *Professional Preparation and Education Competence,* http://www.fldoe.org/teaching/certification/general-cert-requirements/professional-preparation-edu-competenc.stml (last visited Mar. 16, 2025).

[23] Section 1012.56(3)(a), F.S. The General Knowledge Test is part of the Florida Teacher Certification Examinations and is administered as four subtests: Reading, English Language Skills, Essay, and Mathematics. Rule 6A-4.0021(7), F.A.C.; *see also* DOE, *Competencies and Skills Required for Teacher Certification in Florida,* s. 82 (27th ed., 2022), *available at* https://www.fldoe.org/core/fileparse.php/7479/urlt/FTCE27thEdition22Rule.pdf (competencies and skills measured by General Knowledge Test).

[24] Section 1012.56(3)(e), F.S. The passing scores to be identified in state board rule must be at approximately the same level of rigor as is required to pass the General Knowledge Test. Rule 6A-4.002(4), F.A.C.

- providing documentation of a valid professional standard teaching certificate issued by another U.S. state or territory,[25] by the National Board for Professional Teaching Standards (NBPTS),[26] or by the American Board for Certification of Teacher Excellence (ABCTE);[27]
- completing two semesters of successful, part-time or full-time teaching in a Florida College System institution, state university, or private college or university that awards an associate or higher degree and is an accredited institution or an institution identified by the DOE as having a quality program;[28] and
- documentation of receipt of a master's or higher degree from an accredited postsecondary institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher.[29]

Demonstrating Mastery of Subject Area Knowledge

Mastery of subject area knowledge may be demonstrated through any of the following methods:

- **Bachelor's Degree Level** (for certification in a subject area for which SBE rule requires a bachelor's or higher degree):
  - If a Florida subject area examination has been developed, achieving a passing score on the Florida-developed subject area examination specified in SBE rule[30] or documentation of receipt of a master's or higher degree from an accredited postsecondary institution that the DOE has identified as having a quality program resulting in a baccalaureate degree or higher in the certificate subject area as identified in SBE rule.[31]
  - If a Florida subject area examination has not been developed, achieving a passing score on a standardized examination specified in SBE rule, including passing scores on both the oral proficiency and written proficiency examinations administered by the American Council on the Teaching of Foreign Languages[32] or successful completion of a United States Defense Language Institute Foreign Language Center program or a passing score on the Defense Language Proficiency Test.[33]
  - For certification in any other subject area for which there is no Florida subject area test or standardized examination specified in state board rule (e.g., Dance), completing the required bachelor's or higher degree and content courses specified in SBE rule[34] and verification of subject area competence by the district school superintendent or, for a state-supported or private school, the school's chief administrative officer.[35]
- **Master's Degree Level** (for certification in a subject area for which SBE rule requires a master's or higher degree): Completing the required master's or higher degree and content courses specified in SBE rule and

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[25] Section 1012.56(3)(b), F.S.; *see* rr. 6A-4.002(1)(i) and 6A-4.003, F.A.C. (flush-left provisions following r. 6A-4.003(2)(e), F.A.C.). Section 1012.56(3)(b), F.S. specifies that a valid professional standard teaching certificate issued by *another state* is an acceptable means of demonstrating mastery of general knowledge. The DOE also recognizes certificates issued by U.S. territories. *See* DOE, *General Knowledge,* http://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml (last visited Mar. 16, 2025).

[26] Section 1012.56(3)(c), F.S.; *see* r. 6A-4.002(1)(j), F.A.C.; *see also* National Board for Professional Teaching Standards, https://www.nbpts.org/ (last visited Mar. 16, 2025).

[27] Section 1012.56(3)(c), F.S.; *see* r. 6A-4.002(1)(j), F.A.C.

[28] Section 1012.56(3)(d), F.S.; *see also* r. 6A-4.003(1)-(2), F.A.C. (approval of accredited and nonaccredited institutions of higher learning).

[29] Section 1012.56(3)(f), F.S.

[30] Section 1012.56(5)(a), F.S. The Florida Teacher Certification Examinations include 39 subject area tests. DOE, *Test Information Guides*, http://www.fl.nesinc.com/FL_TIGS.asp (last visited Mar. 16, 2025); *see also* DOE, *Competencies and Skills Required for Teacher Certification in Florida,* ss. 1-63 (27th ed., 2022), *available at* https://www.fldoe.org/core/fileparse.php/7479/urlt/FTCE27thEdition22Rule.pdf; *see also* r. 6A-4.0021(9), F.A.C. (scoring of subject area tests).

[31] Section 1012.56(5)(i), F.S.

[32] Section 1012.56(5)(b), F.S.; r. 6A-4.0243(1)(e), F.A.C.; *see* American Council on the Teaching of Foreign Languages (ACTFL), *Assessments*, https://www.actfl.org/assessments (last visited Mar. 16, 2025); Language Testing International (ACTFL Language Testing Office), *ACTFL,* https://tms.languagetesting.com (last visited Mar. 16, 2025).

[33] Section 1012.56(5)(g)-(h), F.S.

[34] *See, e.g.,* r. 6A-4.0123, F.A.C. (specialization requirements for certification in dance); *see also* DOE, *Florida Certificate Subjects,* http://www.fldoe.org/teaching/certification/certificate-subjects/ (last visited Mar. 16, 2025).

[35] Section 1012.56(5)(c), F.S.; r. 6A-4.002(4), F.A.C.

achieving a passing score on the corresponding Florida-developed subject area test or standardized examination specified in SBE rule.[36]

- **Out-of-State Certification**: Providing documentation of a valid professional standard teaching certificate issued for a subject area by another U.S. state or territory or by NBPTS or ABCTE, if the certificate is comparable to the Florida professional certificate issued for the same subject area.[37]

Restricted Professional Certificate

In addition to the professional certification described above, the DOE issues restricted professional certificates, a renewable type of certificate valid for 5 school years. In order to receive a restricted professional certificate an applicant must:

- complete the application adopted in SBE rule;
- satisfy all of the statutory eligibility criteria for a professional educator certification except for the mastery of general knowledge component; and
- serve as instructional personnel, who is not a classroom teacher, in one of the following fields:
  - Educational Media Specialist;
  - School Counseling;
  - School Psychologist;
  - School Social Work; or
  - Speech-Language Impaired.[38]

An applicant who meets these requirements must only be assigned to non-classroom instructional positions for which they are certified.[39]

Educator Certification Specializations

An individual holding an educator certification from the DOE may apply for an additional coverage[40] or endorsement[41] indicating advanced education or experience in a particular subject, area, or field.[42] The DOE offers a specialization for certification in school social worker that can be earned in under two plans:

- Plan One. A master's or higher degree with a graduate major in social work that includes 300 hours or more of field placement in a K-12 school setting from a program accredited by the National Council on Social Work Education or accredited by and entity approved by DOE in rule; or
- Plan Two. A master's or higher degree with a graduate major in social work that includes 300 hours or more of field placement with diverse individuals in a community setting other than a prekindergarten, an elementary or a secondary school.[43]

[36] Section 1012.56(5)(d), F.S.; *see* DOE, *Florida Certificate Subjects,* http://www.fldoe.org/teaching/certification/certificate-subjects/ (last visited Mar. 16, 2025).
[37] Section 1012.56(5)(e), F.S., and (f), F.S.; r. 6A-4.002(1)(i)-(j), F.A.C.; DOE, *NBPTS Certificate Subjects and Corresponding Subjects in Florida,* http://www.fldoe.org/teaching/certification/pathways-routes/nbpts-certificate-subjects-correspondi.stml (last visited Mar. 16, 2025).
[38] Rule 6A-4.004(9)(a), F.S.
[39] Rule 6A-4.004(9)(b), F.S.
[40] The term "coverage" as used in Florida State Board of Education rules for educator certification purposes shall be defined as the designation on a Florida educator's certificate which indicates the area in which an individual has a content knowledge base. The term "coverage" shall be used synonymously with the terms "subject," "area," or "field."
[41] The term "endorsement" as used in Florida State Board of Education rules for educator certification purposes shall be defined as a rider on a Florida educator's certificate with a designated coverage. An endorsement shown on a certificate with a coverage signifies a pedagogical knowledge base which targets particular levels, stages of development, or circumstances.
[42] Rule 6A-4.002(1)(e)-(f), F.A.C.
[43] Rule 6A-4.035, F.A.C.

BILL HISTORY

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

A bill to be entitled

An act relating to school social workers; amending s. 1012.55, F.S.; providing that persons employed as school social workers are exempt from specified educator certification requirements; providing an effective date.

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

Section 1. Subsection (5) of section 1012.55, Florida Statutes, is renumbered as subsection (6), and a new subsection (5) is added to that section to read:

1012.55 Positions for which certificates required.—

(5) A person who is employed as a school social worker is exempt from the educator certification requirements in s. 1012.56(2)(g) and (h) relating to the mastery of general and subject area knowledge.

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

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

HB 919

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 919	**COMPANION BILL:** None
TITLE: Nursing Education Programs	**LINKED BILLS:** None
SPONSOR(S): Overdorf	**RELATED BILLS:** CS/SB 526 (Harrell)

Committee References

Health Professions & Programs 15 Y, 0 N	➤ Careers & Workforce	➤ Health & Human Services

SUMMARY

Effect of the Bill:

HB 919 establishes new requirements for nursing education programs approved by the Board of Nursing, including the adoption of standardized evaluation and admission criteria, a comprehensive exit exam, and a remediation program. The bill also revises existing accountability measures by reducing the number of years an approved nursing education program can fail to meet statutory requirements before being placed on probation, and further limiting the length of time an approved program can spend on probation. The bill also removes the Board of Nursing's authority to extend the deadline for nursing education programs required to obtain accreditation under current law.

Fiscal or Economic Impact:

The Department of Health will incur an insignificant, negative fiscal impact implementing the provisions of this bill which current resources are adequate to absorb.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

Nursing Education Program Requirements

Florida is currently facing a nursing workforce shortage that is expected to grow to 59,000 nurses by 2035. Before a potential nurse can be licensed to practice, they must first graduate from an approved nursing education program and pass the National Council of State Boards of Nursing Licensing Exam (NCLEX). Florida's first-time test-takers have consistently scored below the nation's average for the past decade and Florida currently ranks last in the nation for NCLEX passage rates.

HB 919 revises existing accountability measures and imposes new requirements for pre-licensure nursing education programs for practical nurses (LPN) and professional nurses (RN). Under the bill, nursing education programs must include the legal name of the program director as well as documentation of the following program components in the application for approval:

- Standardized evaluation and admission criteria. The admission criteria must identify students who are likely to need additional educational support and the program must maintain individualized student academic support plans for these students.
- A comprehensive exit examination to prepare students for the NCLEX.
- Remediation to be offered to students who do not pass the exit examination.

An educational institution seeking to administer a nursing education program must demonstrate to the Department of Health (DOH) that it meets all statutory requirements for approval.[1] Nursing education programs that have already been approved must affirm continued compliance with all requirements through an affidavit submitted with the program's annual report. The bill requires the Board of Nursing (Board) to terminate a nursing education program for failing to adhere to the annual reporting requirements.

The bill gives the Board the express authority to deny an application from a nursing education program that has had adverse action taken against it by another regulatory jurisdiction in the U.S., and to revoke the approval of an existing approved program for the same.

The bill authorizes DOH staff to conduct on-site inspections or evaluations of nursing education programs to assess compliance with statutory requirements. A nursing education program is subject to disciplinary action by the Department if the program fails to allow such an inspection or evaluation during reasonable hours.

Program Director Responsibilities

Current law requires nursing education programs to be administered by a program director who is a registered nurse. While current law requires the program director to appear before the Board in circumstances where the program is failing to meet statutory requirements, it does not impose any accountability measures or disciplinary actions against the program director for failing to comply with these requirements.

Under the bill, the program director is expressly responsible for submitting the required annual report to the Board, as well as a written remediation plan in the case of a program that has failed to meet the required NCLEX graduate passage rates. The program director must also certify the accuracy of the program faculty credentials reported to the Board and ensure that the program's average exit examination results are posted on the program's website. A program director's failure to comply with requirements under this section constitute grounds for discipline.[2]

Accountability Requirements

Current law establishes minimum NCLEX passage rate requirements for approved nursing education programs.[3] Programs that fail to meet these requirements for two consecutive years are subject to a probationary process. A program may remain on probation for up to two years, unless the Board has granted an extension for a third year. Programs that fail to meet the required passage rate during the probationary period are terminated by the Board.

Under the bill, a nursing education program that fails to meet the statutorily required NCLEX passage rates for a single calendar year, compared to two calendar years under current law, must be placed on probationary status pursuant to Chapter 120, F.S.

Upon being placed on probation, the bill requires the program's director to submit a written remediation plan to the Board, in addition to the oral presentation of a remediation plan to the Board required under current law. The remediation plan must include specific, nationally recognized benchmarks to identify progress toward a passage rate goal. The bill requires the Board to terminate the program if the program director fails to submit and present a remediation plan within six months of the program's placement on probation.

Under the bill, a nursing education program may stay on probation for one calendar year. The bill requires the Board to terminate a program if it does not achieve the required passage rate in the year following its placement on probationary status. Under the proposed framework, a nursing educational program may only fail to meet the required NCLEX passage rate for two consecutive years before facing termination. This is a significantly shorter

[1] *See*, s. 464.008(1), F.S.; graduation from an approved, or equivalent, nursing education program is a prerequisite for licensure by examination as a practical or professional nurse.
[2] *See*, s. 456.072(k)(1), F.S.; Under current law, every licensee is subject to discipline for failure to perform a statutory or legal obligation placed upon a licensee
[3] *See*, s. 464.019(5), F.S.

timeframe than under current law, which allows a nursing education program to fail to meet the required passage rate for up to five consecutive years before the program is terminated.

Additionally, the bill requires nursing education programs with an NCLEX passage rate below 30 percent in a given year to reimburse the total cost of tuition and fees paid by each student who failed to pass the NCLEX as a first-time test taker in that calendar year.

Student Remediation

As a requirement for Board approval, all nursing education programs must establish criteria for remediation programs to be offered to students who fail the program's exit exam. Additionally, nursing education programs that are on probation must provide remediation at no cost, or otherwise pay for the student to obtain remediation from a different Board-approved remediation course, to students who have failed the program's exit exam, or have failed the NCLEX.

Accreditation

Under current law, nursing education programs for professional nurses[4] must obtain accreditation within five years of enrolling its first students, or face termination for failing to do. However, a program may apply to the Board and receive a deadline extension of up to two years, for a total of seven years until a program must be accredited.[5]

The bill eliminates the Board's authority to grant an extension of the accreditation deadline, thereby limiting programs to only five years between enrolling students and obtaining accreditation.

The bill provides an effective date of July 1, 2025.

RULEMAKING:

The Board has limited rulemaking authority regarding the regulation of nursing education programs. The bill expands the Board's rulemaking authority to expressly include the enforcement and administration of accountability provisions of this bill.

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:

Current resources are adequate to absorb the increase in workload that the Department of Health will experience relating to enforcement and rulemaking under the provisions of this bill.[6]

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Nursing Practice and Regulation

[4] Also known as Registered Nurses, or RNs.
[5] S. 464.019(11), F.S.
[6] Department of Health, *2025 Agency Legislative Bill Analysis for HB 919* (2025). On file with the Health Professions and Programs Subcommittee.

The Board of Nursing (Board), within the Department of Health (DOH), oversees the licensure and regulation of the nursing profession, as well as the pre-licensure nursing education programs that prepare individuals to practice nursing in the state. The Board is composed of 13 members appointed by the Governor and approved by the Senate. The Board membership includes:[7]

- Seven professional nurses who have been practicing for at least four years, including one advanced practice registered nurse, one nurse educator from an approved nursing education program, and one nurse executive;
- Three licensed practical nurses who have been practicing for at least four years; and
- Three residents of this state who have never been licensed as nurses and who are in no way connected with the practice of nursing.

There are two nursing licensure categories:

- Professional nurses; often referred to as "registered nurses," (RNs), professional nurses perform acts requiring substantial specialized knowledge, judgement, and nursing skill based on applied principles of psychological, biological, physical, and social sciences. Advanced Practice Registered Nurses (APRNs) are a subcategory of professional nurses who have completed additional education and training.
- Practical nurses; a licensed practical nurse (LPN) performs selected acts, including the administration of treatments and medications, in the care of the ill, injured, or infirm; the promotion of wellness, maintenance of health, and prevention of illness of others under the direction of a registered nurse, a licensed physician, a licensed osteopathic physician, a licensed podiatric physician, or a licensed dentist.

To be licensed as either a professional or practical nurse, an applicant must, among other requirements, have graduated from an approved[8] prelicensure nursing education program and passed the national licensure examination, the National Council of State Boards of Nursing Licensure Exam (NCLEX), for the level of nursing the applicant is seeking to practice.[9]

Nursing Education Programs

Pre-licensure nursing education programs prepare students to safely practice as either an RN or LPN. A key component of this preparation is ensuring that students are ready and able to pass the NCLEX. Successful completion of the NCLEX is required for licensure as a nurse.

In Florida, nursing education programs are offered by state universities, Florida colleges, public school districts, private institutions licensed by the Commission for Independent Education (CIE), private institutions that are members of the Independent Colleges and Universities of Florida (ICUF), and religious institutions authorized by law to offer nursing education programs.[10]

Board-approved Nursing Education Programs

Nursing education programs are overseen by the Board, in conjunction with DOH. An educational institution seeking to conduct a nursing education program must apply to DOH for approval, DOH reviews the application for completion, and then forwards the complete application to the Board for final approval.[11] As of January 9, 2025, there are 319 approved RN education programs and 194 approved LPN education programs.[12]

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[7] S. 464.004, F.S.
[8] Or a program that the Board has determined to be equivalent to an approved program; *see*, s. 464.008(1)(c), F.S.
[9] s. 464.008(1), F.S.
[10] Florida Center for Nursing, *The State of Nursing Education in Florida* (2025). Available at https://www.flcenterfornursing.org/research-data/nursing-education-reports/the-state-of-nursing-education-in-florida-2025/ (last visited March 15, 2025).; *see also*, s. 1005.06, F.S.
[11] S. 464.019(2), F.S.
[12] Department of Health, *2025 Agency Legislative Bill Analysis for HB 919* (2025). On file with the Health Professions and Programs Subcommittee.

The application must include the legal name of the educational institution, the legal name of the nursing education program, and, if the institution is accredited, the name of the accrediting agency. The application must also document:[13]

- For an RN education program, the program director and that at least 50 percent of the program's faculty members must be RNs who have a master's degree or higher in nursing or a bachelor's degree in nursing and a master's or higher degree in a field related to nursing;
- For an LPN education program, the program director and at least 50 percent of the program's faculty members must be RNs who have a bachelor's degree or higher in nursing;
- The program's nursing major curriculum consists of at least:
    - Fifty percent clinical training in the U.S., the District of Columbia (D.C.), or a possession or territory of the U.S. for an LPN, ARN, or a diploma RN;
    - Forty percent of clinical training in a U.S. state, D.C., or a possession or territory of the U.S. for a B.S. degree RN education program, and no more than 50 percent of the program's clinical training may consist of clinical simulation;
- The RN and LPN educational degree requirements may be documented by an official transcript or by a written statement from the educational institution verifying that the institution conferred the degree;
- The program must have signed agreements with each agency, facility, and organization included in the curriculum plan as clinical training sites and community-based clinical experience sites;
- The program must have written policies for faculty which include provisions for direct or indirect supervision by faculty or clinical preceptors for students in clinical training consistent with the following standards:
    - The number of program faculty members must equal at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18, to be directly supervised by one program faculty member;
    - For a hospital setting, indirect supervision may occur only if there is direct supervision by an assigned clinical preceptor and a supervising program faculty member is available by telephone, and such arrangement is approved by the clinical facility;
    - For community-based clinical experiences that involve student participation in invasive or complex nursing activities, students must be directly supervised by a program faculty member or clinical preceptor and such arrangement must be approved by the community-based clinical facility;
    - For community-based clinical experiences not involving student participation in invasive or complex nursing activities, indirect supervision may occur only when a supervising program faculty member is available to the student by telephone; and
    - A program's clinical training policies must require that a clinical preceptor who is supervising students in an RN education program be an RN or, if supervising students in an LPN education program, be an RN or LPN;
- The RN or LPN nursing curriculum plan must document clinical experience and theoretical instruction in medical, surgical, obstetric, pediatric, and geriatric nursing. An RN curriculum plan must also document clinical experience and theoretical instruction in psychiatric nursing. Each curriculum plan must document clinical training experience in appropriate settings that include, but are not limited to, acute care, long-term care, and community settings;
- An RN or LPN education program must provide theoretical instruction and clinical application in the following:
    - Personal, family, and community health concepts;
    - Nutrition;
    - Human growth and development throughout the lifespan;
    - Body structure and function;
    - Interpersonal relationship skills;
    - Mental health concepts;
    - Pharmacology and administration of medications; and Legal aspects of practice; and
- An RN nursing education program must also provide theoretical instruction and clinical experience in:

[13] S. 464.019(1), F.S.

- Interpersonal relationships and leadership skills;
- Professional role and function; and
- Health teaching and counseling skills.

DOH has 30 days after receiving an application to notify the applicant of any errors or omissions in the application. DOH will forward complete applications to the Board who may then conduct an onsite evaluation if necessary to document the applicant's compliance with staffing and curriculum requirements. Within 90 days of DOH's receipt of the complete application, the Board must either:[14]

- Approve the application; or
- Provide the educational institution with a notice of intent to deny citing specific reasons for the denial.

The applicant may request may request a hearing on the notice of intent to deny pursuant to the Administrative Procedures Act.[15]

Nursing Education Program Annual Report

Approved nursing education programs are required to submit an annual report to the Board by November 1st of each year. The annual report must include:

- An affidavit certifying continued compliance with s. 465.019(1), F.S;
- A summary description of the program's compliance with s. 465.019(1), F.S; and
- Documentation for the previous academic year that describes:
  - The number of student applications received, qualified applicants, applicants accepted, accepted applicants who enroll in the program, students enrolled in the program, and program graduates;
  - The program's retention rates for students tracked from program entry to graduation; and
  - The program's accreditation status, including identification of the accrediting agency.[16]

If an approved nursing education program fails to submit the required annual report, the Board must notify the program director and president or chief executive officer of the institution in writing within 15 days after the due date. The program director must appear before the Board to explain the delay. If the program director fails to appear, or if the program does not submit the annual report within six months after the due date, the BON must terminate the program.[17] In 2024, the Board terminated 31 programs for failing to submit their annual report.[18]

Accountability Requirements

The NCLEX is developed by the National Council of State Boards of Nursing (NCSBN) to test the competency of nursing education program graduates in the United States and Canada. The NCSBN is a non-profit organization whose membership is composed of state boards of nursing and other nursing regulatory bodies that are charged with regulating public health, safety, and welfare.[19] The NCLEX-RN and NCLEX-PN are variable-length, valid, and reliable computerized adaptive tests designed to measure nursing competence according to the intended practice level of the test-taker.

Approved nursing education programs are required to meet accountability requirements related to graduate passage rates on the NCLEX. The graduate passage rate is the percentage of a nursing education program's graduates who, as first-time test-takers, pass the NCLEX in a given calendar year.[20] The national passage rates for 2024 are 91.16 percent for the NCLEX-RN and 88.38 percent for the NCLEX-PN.; compared to Florida's passage

[14] S. 464.019(2), F.S.
[15] *Id*. *See also*, Ch. 120, F.S.
[16] S. 464.019(3), F.S.
[17] s. 464.019(5), F.S.
[18] *Supra*, note 12.
[19] National Council of State Boards of Nursing, History. Available at https://www.ncsbn.org/about/history.page (last visited March 15, 2025).
[20] S. 464.003(14), F.S.

rates of 84.9 percent for the NCLEX-RN and 80.78 percent for the NCLEX-PN.[21] These scores place Florida last among all 50 states for NCLEX passage rates in 2024.[22]

The number of test-takers passing the NCLEX can indicate the number of new nurses entering the nursing workforce. In 2024, Florida had fewer total NCLEX-RN test-takers than in 2023, but a higher pass rate, producing almost the same number of new nurses.[23]

Approved nursing education programs must achieve graduate passage rates that are no more than ten percentage points lower than the average passage rate for the same calendar year for graduates of comparable degree programs who are U.S. educated, first-time NCLEX test takers.[24] Individual nursing education programs are compared to other programs based on level of nursing and degree type. Programs are categorized according to the following program types:[25]

- RN nursing education programs that terminate in a bachelor's degree;
- RN nursing education programs that terminate in an associate degree;
- RN nursing education programs that terminate in a diploma; and
- LPN nursing education programs.

Approved nursing education programs that fail to meet the required passage rates for two consecutive years must be placed on probation by the Board. The program director of a program placed on probation must appear before the Board to present a remediation plan including specific benchmarks to identify progress toward a graduate passage rate goal. A program is taken off of probation once it achieves a graduate passage rate that meets the statutory requirement in a calendar year. A program's probationary status is automatically carried over for a second year if the program does not meet the required passage rate in the first year on probation. The Board may grant a program a third year of probation if the program still does not meet the required passage rate, but is able to demonstrate improvement. If the program is not granted the one-year extension of probation, or if the program fails to meet the required passage rates after the third year of probation, the Board must terminate the program.[26] The current probationary process allows nursing education programs to have up to five consecutive years of unsatisfactory NCLEX passage rates, including three years of probation.

In 2024, three LPN education programs and 13 RN education programs were placed on probation. Of the 16 programs placed on probation, 12 were for-profit programs.[27]

Accreditation

An "accredited" nursing education program is a program operated in the U.S. and is accredited by a specialized nursing accrediting agency that is nationally recognized by the United States Secretary of Education to accredit nursing education programs.[28] The specialized nursing accreditors are the:[29]

- Accreditation Commission for Education in Nursing;
- Commission on Collegiate Nursing Education; and
- National League for Nursing Commission for Nursing Education Accreditation.

Board-approved RN education programs are required to obtain accreditation within five years of enrolling its first students.[30] However, a program may apply to the Board and receive an extension of the deadline for up to two

[21] *Supra*, note 23.
[22] *Supra*, note 12.
[23] Florida Center for Nursing, *The State of Nursing Education in Florida* (2025). Available at https://www.flcenterfornursing.org/research-data/nursing-education-reports/the-state-of-nursing-education-in-florida-2025/ (last visited March 15, 2025).
[24] s. 464.019(5), F.S.
[25] *Id.*
[26] s. 464.019(5), F.S.
[27] *Supra*, note 12.
[28] S. 464.003(1), F.S.
[29] *Supra*, note 23.
[30] S. 464.019(11), F.S.

years. In order to be eligible for an extension, a program must meet NCLEX graduate passage rate, student retention, and graduate work placement requirements, among others.[31]

Due to the stringent criteria required to maintain accreditation, accredited nursing education programs are exempt from the reporting requirements that are used to monitor approved nursing education programs' compliance with requirements, however they are still required to meet the statutory requirements for graduate passage rates on the NCLEX.[32]

If an accredited nursing education program ceases to be accredited, the educational institution conducting the program must provide written notice to that effect to the BON, the program's students and applicants, and each entity providing clinical training sites or experiences. It may then apply to be an approved program.[33]

OTHER RESOURCES:

Florida Center for Nursing, The State of Nursing Education in Florida: 2025

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Health Professions & Programs Subcommittee	15 Y, 0 N	3/13/2025	McElroy	Osborne
Careers & Workforce Subcommittee			Kiner	Dixon
Health & Human Services Committee				

[31] S. 464.019(11)(f), F.S.
[32] S. 464.019(9)(a), F.S.
[33] S. 464.019(9)(b), F.S.

A bill to be entitled

An act relating to nursing education programs; amending s. 464.019, F.S.; revising application requirements for nursing education program approval; requiring the Board of Nursing to deny an application under certain circumstances; authorizing the board to revoke a program's approval under certain circumstances; revising requirements for annual reports approved programs are required to submit to the board; providing for the revocation of a program's approval, and discipline of its program director, under certain circumstances; revising remediation procedures for approved programs with graduate passage rates that do not meet specified requirements; subjecting program directors of approved programs to specified disciplinary action under certain circumstances; revising program-specific data the Florida Center for Nursing evaluates for certain programs; deleting a provision authorizing the board to extend a program's probationary status; authorizing agents of the Department of Health to conduct onsite evaluations and inspections of approved and accredited nursing education programs; authorizing the department to collect evidence as part of such evaluations and inspections; deeming failure or refusal of a program

to allow such evaluation or inspection as a violation of a legal obligation; revising rulemaking authority of the board; deleting a provision authorizing approved nursing education programs to request an extension to meet the board's accreditation requirements; providing an effective date.

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

Section 1. Subsections (1), (2), (3), (5), (8), and (10) and paragraph (f) of subsection (11) of section 464.019, Florida Statutes, are amended to read:

464.019 Approval of nursing education programs.—

(1) PROGRAM APPLICATION.—An educational institution that wishes to conduct a program in this state for the prelicensure education of professional or practical nurses must submit to the department a program application and review fee of $1,000 for each prelicensure nursing education program to be offered at the institution's main campus, branch campus, or other instructional site. The program application must include the legal name of the educational institution, the legal name of the nursing education program, the legal name of the nursing education program director, and, if such institution is accredited, the name of the accrediting agency. The application must also document that:

(a)1. For a professional nursing education program, the

program director and at least 50 percent of the program's faculty members are registered nurses who have a master's or higher degree in nursing or a bachelor's degree in nursing and a master's or higher degree in a field related to nursing.

2. For a practical nursing education program, the program director and at least 50 percent of the program's faculty members are registered nurses who have a bachelor's or higher degree in nursing.

The educational degree requirements of this paragraph must ~~may~~ be documented by an official transcript or by a written statement from the program director of the educational institution verifying that the institution conferred the degree. The program director shall certify the official transcript or written statement as true and accurate.

(b) The program's nursing major curriculum consists of at least:

1. Fifty percent clinical training in the United States, the District of Columbia, or a possession or territory of the United States for a practical nursing education program, an associate degree professional nursing education program, or a professional diploma nursing education program.

2. Forty percent clinical training in the United States, the District of Columbia, or a possession or territory of the United States for a bachelor's degree professional nursing

education program.

(c) No more than 50 percent of the program's clinical training consists of clinical simulation.

(d) The program has signed agreements with each agency, facility, and organization included in the curriculum plan as clinical training sites and community-based clinical experience sites.

(e) The program has written policies for faculty which include provisions for direct or indirect supervision by program faculty or clinical preceptors for students in clinical training consistent with the following standards:

1. The number of program faculty members equals at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18 students, to be directly supervised by one program faculty member.

2. For a hospital setting, indirect supervision may occur only if there is direct supervision by an assigned clinical preceptor, a supervising program faculty member is available by telephone, and such arrangement is approved by the clinical facility.

3. For community-based clinical experiences that involve student participation in invasive or complex nursing activities, students must be directly supervised by a program faculty member

or clinical preceptor and such arrangement must be approved by the community-based clinical facility.

4. For community-based clinical experiences not subject to subparagraph 3., indirect supervision may occur only when a supervising program faculty member is available to the student by telephone.

A program's policies established under this paragraph must require that a clinical preceptor who is supervising students in a professional nursing education program be a registered nurse or, if supervising students in a practical nursing education program, be a registered nurse or licensed practical nurse.

(f) The professional or practical nursing curriculum plan documents clinical experience and theoretical instruction in medical, surgical, obstetric, pediatric, and geriatric nursing. A professional nursing curriculum plan must ~~shall~~ also document clinical experience and theoretical instruction in psychiatric nursing. Each curriculum plan must document clinical training experience in appropriate settings that include, but are not limited to, acute care, long-term care, and community settings.

(g) The professional or practical nursing education program provides theoretical instruction and clinical application in personal, family, and community health concepts; nutrition; human growth and development throughout the life span; body structure and function; interpersonal relationship

skills; mental health concepts; pharmacology and administration of medications; and legal aspects of practice. A professional nursing education program must also provide theoretical instruction and clinical application in interpersonal relationships and leadership skills; professional role and function; and health teaching and counseling skills.

(h) The professional or practical nursing education program has established evaluation and standardized admission criteria. The admission criteria must, at a minimum, identify those students who are likely to need additional educational support to be successful program graduates. The program must maintain documentation of the individualized student academic support plan for those students identified as in need of additional preparation and educational support.

(i) The professional or practical nursing education program has an established comprehensive examination, known as an exit examination, to prepare students for the National Council of State Boards of Nursing Licensing Examination. The exit examination must be administered before program completion. However, successful passage may not be required for graduation. The program director is responsible for posting the average exit examination results of the program on the program's website.

(j) The professional or practical nursing education program has submitted to the board the established criteria for remediation that will be offered to students who do not

successfully pass the exit examination.

(2) PROGRAM APPROVAL.—

(a) Upon receipt of a program application and review fee, the department shall examine the application to determine if it is complete. If the application is not complete, the department must ~~shall~~ notify the educational institution in writing of any errors or omissions within 30 days after the department's receipt of the application. A program application is deemed complete upon the department's receipt of:

1. The initial application, if the department does not notify the educational institution of any errors or omissions within the 30-day period; or

2. A revised application that corrects each error and omission of which the department notifies the educational institution within the 30-day period.

(b) Following the department's receipt of a complete program application, the board may conduct an onsite evaluation if necessary to document the applicant's compliance with subsection (1). Within 90 days after the department's receipt of a complete program application, the board shall:

1. Approve the application if it documents compliance with subsection (1); or

2. Provide the educational institution with a notice of intent to deny the application if it does not document compliance with subsection (1). The notice must specify written

reasons for the board's denial of the application. The board may not deny a program application because of an educational institution's failure to correct an error or omission that the department failed to provide notice of of to the institution within the 30-day notice period under paragraph (a). The educational institution may request a hearing on the notice of intent to deny the program application pursuant to chapter 120.

(c) A program application is deemed approved if the board does not act within the 90-day review period provided under paragraph (b).

(d) Upon the board's approval of a program application, the program becomes an approved program.

(e) The board shall deny an application from a program that has had adverse action taken against it by another regulatory jurisdiction in the United States. The board may also revoke the approval of an existing approved program that has had adverse action taken against it by another regulatory jurisdiction in the United States.

(3) ANNUAL REPORT.—By November 1 of each year, each approved program's director ~~program~~ shall submit to the board an annual report comprised of an affidavit certifying continued compliance with subsection (1), a summary description of the program's compliance with subsection (1), and documentation for the previous academic year that, to the extent applicable, describes:

(a) The number of student applications received, qualified applicants, applicants accepted, accepted applicants who enroll in the program, students enrolled in the program, and program graduates.

(b) The program's retention rates for students tracked from program entry to graduation.

(c) The program's accreditation status, including identification of the accrediting agency.

(d) The program's average exit examination results.

The board must terminate the program pursuant to chapter 120 if the requirements of this subsection are not met. The program director is also subject to discipline under s. 456.072(1)(k) for such failure.

(5) ACCOUNTABILITY.—

(a)1. An approved program must achieve a graduate passage rate for first-time test takers which is not more than 10 percentage points lower than the average passage rate during the same calendar year for graduates of comparable degree programs who are United States educated, first-time test takers on the National Council of State Boards of Nursing Licensing Examination, as calculated by the contract testing service of the National Council of State Boards of Nursing. For purposes of this subparagraph, an approved program is comparable to all degree programs of the same program type from among the

following program types:

a. Professional nursing education programs that terminate in a bachelor's degree.

b. Professional nursing education programs that terminate in an associate degree.

c. Professional nursing education programs that terminate in a diploma.

d. Practical nursing education programs.

2. An approved program with graduate passage rates which do not equal or exceed the required passage rate for the most recent calendar year must offer remediation to students who do not successfully pass the program's exit examination at no additional cost or pay for remediation from a board-approved remedial program.

3.~~2.~~ If an approved program's graduate passage rates do not equal or exceed the required passage rates for 1 calendar year ~~2 consecutive calendar years~~, the board must ~~shall~~ place the program on probationary status pursuant to chapter 120 and the program director must submit a written remediation plan to the board. The program director must ~~shall~~ appear before the board to present the ~~a~~ plan for remediation, which must ~~shall~~ include specific nationally recognized benchmarks to identify progress toward a graduate passage rate goal. The board must terminate a program pursuant to chapter 120 if the program director fails to submit a written remediation plan or fails to

appear before the board and present the remediation within 6 months after the program is placed on probation. The program's director is also subject to discipline under s. 456.072(1)(k) for such failure. The program must remain on probationary status until it achieves a graduate passage rate that equals or exceeds the required passage rate for ~~any~~ 1 calendar year. The board must ~~shall~~ deny a program application for a new prelicensure nursing education program submitted by an educational institution if the institution has an existing program that is already on probationary status.

4.~~3.~~ Upon the program's achievement of a graduate passage rate that equals or exceeds the required passage rate, the board, at its next regularly scheduled meeting following release of the program's graduate passage rate by the National Council of State Boards of Nursing, shall remove the program's probationary status. If the program, during the ~~2~~ calendar year ~~years~~ following its placement on probationary status, does not achieve the required passage rate ~~for any 1 calendar year~~, the board must ~~may extend the program's probationary status for 1 additional year, provided the program has demonstrated adequate progress toward the graduate passage rate goal by meeting a majority of the benchmarks established in the remediation plan. If the program is not granted the 1-year extension or fails to achieve the required passage rate by the end of such extension, the board shall~~ terminate the program pursuant to chapter 120.

5. If an approved program's graduate passage rate is below 30 percent in a calendar year, the program must reimburse the total cost of tuition and fees paid by each student who failed to pass the National Council of State Boards of Nursing Licensing Examination as a first-time test taker in that calendar year. The program must outline its plan for meeting this requirement in its written remediation plan under subparagraph (5)(a)3.

(b) If an approved program fails to submit the annual report required in subsection (3), the board must ~~shall~~ notify the program director and president or chief executive officer of the educational institution in writing within 15 days after the due date of the annual report. The program director must ~~shall~~ appear before the board at the board's next regularly scheduled meeting to explain the reason for the delay. The board must ~~shall~~ terminate the program pursuant to chapter 120 if the program director fails to appear before the board, as required under this paragraph, or if the program does not submit the annual report within 6 months after the due date.

(c) A nursing education program, whether accredited or nonaccredited, which has been placed on probationary status must ~~shall~~ disclose its probationary status in writing to the program's students and applicants. The notification must include an explanation of the implications of the program's probationary status on the students or applicants.

(d) If students from a program that is terminated pursuant to this subsection transfer to an approved or an accredited program under the direction of the Commission for Independent Education, the board must ~~shall~~ recalculate the passage rates of the programs receiving the transferring students, excluding the test scores of those students transferring more than 12 credits.

(e) For each student who fails to pass the National Council of State Boards of Nursing Licensing Examination as a first-time test taker, and for at least 1 calendar year following his or her graduation date, an approved program on probationary status must offer such student remediation at no additional cost to the student or pay for remediation from a board-approved remedial program.

(f) Duly authorized agents or employees of the department may conduct onsite evaluations or inspections at all reasonable hours to verify that approved programs or accredited programs are in full compliance with this chapter, or to determine whether this chapter or s. 456.072 is being violated. The department may collect any necessary evidence needed to verify compliance with this chapter or for prosecution as deemed necessary. The failure of a program to allow an onsite evaluation or inspection is deemed a violation of a legal obligation imposed by the board or the department.

(8) RULEMAKING.—The board does not have rulemaking authority to administer this section, except that the board

shall adopt rules that prescribe the format for submitting program applications under subsection (1) and annual reports under subsection (3), to enforce and administer subsection (5), and to administer the documentation of the accreditation of nursing education programs under subsection (11). The board may adopt rules relating to the nursing curriculum, including rules relating to the uses and limitations of simulation technology~~, and rules relating to the criteria to qualify for an extension of time to meet the accreditation requirements under paragraph (11)(f)~~. The board may not impose any condition or requirement on an educational institution submitting a program application, an approved program, or an accredited program, except as expressly provided in this section.

(10) IMPLEMENTATION STUDY.—The Florida Center for Nursing shall study the administration of this section and submit reports to the Governor, the President of the Senate, and the Speaker of the House of Representatives annually by January 30. The annual reports shall address the previous academic year; provide data on the measures specified in paragraphs (a) and (b), as such data becomes available; and include an evaluation of such data for purposes of determining whether this section is increasing the availability of nursing education programs and the production of quality nurses. The department and each approved program or accredited program shall comply with requests for data from the Florida Center for Nursing.

(a) The Florida Center for Nursing shall evaluate program-specific data for each approved program and accredited program conducted in the state, including, but not limited to:

1. The number of programs and student slots available.

2. The number of student applications submitted, the number of qualified applicants, and the number of students accepted.

3. The number of program graduates.

4. Program retention rates of students tracked from program entry to graduation.

5. Program exit examination results.

6. The number of students offered remediation due to exit examination performance and the number of students who completed remediation.

7. The impact of exit examinations and remediation on graduation rates and graduate passage rates on the National Council of State Boards of Nursing Licensing Examination.

8.~~5.~~ Graduate passage rates on the National Council of State Boards of Nursing Licensing Examination.

9.~~6.~~ The number of graduates who become employed as practical or professional nurses in the state.

(b) The Florida Center for Nursing shall evaluate the board's implementation of the:

1. Program application approval process, including, but not limited to, the number of program applications submitted

under subsection (1), the number of program applications approved and denied by the board under subsection (2), the number of denials of program applications reviewed under chapter 120, and a description of the outcomes of those reviews.

2. Accountability processes, including, but not limited to, the number of programs on probationary status, the number of approved programs for which the program director is required to appear before the board under subsection (5), the number of approved programs terminated by the board, the number of terminations reviewed under chapter 120, and a description of the outcomes of those reviews.

(c) The Florida Center for Nursing shall complete an annual assessment of compliance by programs with the accreditation requirements of subsection (11), include in the assessment a determination of the accreditation process status for each program, and submit the assessment as part of the reports required by this subsection.

(11) ACCREDITATION REQUIRED.—

~~(f) An approved nursing education program may, no sooner than 90 days before the deadline for meeting the accreditation requirements of this subsection, apply to the board for an extension of the accreditation deadline for a period which does not exceed 2 years. An additional extension may not be granted. In order to be eligible for the extension, the approved program must establish that it has a graduate passage rate of 60 percent~~

~~or higher on the National Council of State Boards of Nursing Licensing Examination for the most recent calendar year and must meet a majority of the board's additional criteria, including, but not limited to, all of the following:~~

~~1. A student retention rate of 60 percent or higher for the most recent calendar year.~~

~~2. A graduate work placement rate of 70 percent or higher for the most recent calendar year.~~

~~3. The program has applied for approval or been approved by an institutional or programmatic accreditor recognized by the United States Department of Education.~~

~~4. The program is in full compliance with subsections (1) and (3) and paragraph (5)(b).~~

~~5. The program is not currently in its second year of probationary status under subsection (5).~~

~~The applicable deadline under this paragraph is tolled from the date on which an approved program applies for an extension until the date on which the board issues a decision on the requested extension.~~

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

PCS for HB 1261

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 #: PCS for HB 1261	**COMPANION BILL:** SB 1530 (Collins)
TITLE: Personal Financial Literacy	**LINKED BILLS:** None
SPONSOR(S): Careers & Workforce Subcommittee	**RELATED BILLS:** None

Committee References

Orig. Comm.: Careers & Workforce

SUMMARY

Effect of the Bill:

The "Smart Living Act" revises the current instructional content of the high school financial literacy course to make it more meaningful for students as they prepare for life after graduation as adults.

Fiscal or Economic Impact:

School districts may incur costs associated with the implementation of the "Smart Living Act" and thus, the bill will have an indeterminate fiscal impact on local government expenditures.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill establishes the Smart Living Act and revises the current instructional content of the high school financial literacy course to make it more meaningful for students as they prepare for life after graduation as adults. (Sections 1 and 2).

Specifically, the bill incorporates the following topics into the current high school financial literacy course:

- How to create a personal budget.
- How personal credit works, including using a credit card and applying for different types of loans.
- How to file a tax return.
- The home-buying process, including residential property insurance.
- How to write a check, including signing such check in cursive writing.
- Personal future planning, including, but not limited to, all of the following:
  - Career readiness, such as exploration of one's own personality and passions.
  - Postgraduation paths, such as college, trade school, and full-time employment.
  - Creating a resume.
  - Applying for scholarships.
- Critical thinking and decisionmaking.
- Practical knowledge for situations an adult may find himself or herself in, such as changing a car tire or doing home maintenance.
- How to complete the Free Application for Federal Student Aid (FAFSA), including the need to create a Federal Student Aid ID, the documents and information required to complete the FAFSA, and how to interpret the FAFSA submission summary and a financial aid offer. (Section 2).

The bill will take effect July 1, 2025. (Section 3).

FISCAL OR ECONOMIC IMPACT:

LOCAL GOVERNMENT:

The bill has an indeterminate fiscal impact on school districts as the school districts may incur costs associated with the implementation of the revision of the financial literacy course, including purchasing and developing curriculum and training educators.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Life Skills

Education, though constantly evolving, has one primary goal: to prepare students to be independent, responsible members of society. Though standards and curricula change over time, one thing that remains constant is the necessity of life skills to aid students in their navigation through adulthood.[1]

Life skills education aids motivation and provides social and self-management skills for various life experiences, addressing and incorporating the needs and interests of students. Research indicates the positive results of integrating life skills into education, bringing changes to students' attitudes, thoughts, and behaviors.[2]

Required Instruction

Graduation for a Standard Diploma
Florida students entering grade nine may choose from one of five options to earn a standard diploma:[3]

- 24-credit program;
- Career and Technical Education (CTE) Pathway;
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL);
- An International Baccalaureate (IB) curriculum; or
- An Advanced International Certificate of Education (AICE) curriculum.

To be eligible for high school graduation, students must pass the statewide, standardized grade 10 English Language Arts (ELA) assessment or earn a concordant score on the SAT, ACT, or Classic Learning Test (CLT)[4] and pass the Algebra I EOC assessment or earn a comparative score on the mathematics section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT, the ACT, the CLT, or the Geometry EOC assessment.[5]

24-credit Program
To earn a standard diploma through the 24-credit program, students must successfully complete 24 credits in core curricula and extracurricular courses, with a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale.[6]

To earn a 24-credit standard high school diploma, a student must complete:[7]

- Four credits in ELA, including passing the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score.

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[1] Kelly Cassidy et al, Macrothink Institute, Preparation for Adulthood: *A Teacher Inquiry Study for Facilitating Life Skills in Secondary Education in the United States* (2018), Journal of Educational Issues, *available at* https://files.eric.ed.gov/fulltext/EJ1172806.pdf.
[2] *Id*. at 36
[3] S. 1003.4282, F.S. *See also* Florid Department of Education, *Graduation Requirements*, https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/ (last visited Mar. 14, 2025).
[4] S. 1003.4282(3)(a), F.S., s. 1003.4282(9), F.S. and s. 1008.22(9), F.S.; r. 6A-1.09422(8)(a), F.A.C. (amended on Aug. 22, 2023 to include a concordant score on the Classic Learning Test (CLT). Rule 6A-1.09422(8)(a)3., F.A.C.
[5] S. 1003.4282(3)(a), F.S., s. 1003.4282(9), F.S. and s. 1008.22(10), F.S.; r. 6A-1.09422(8)(b), F.A.C., (amended on Aug. 18, 2020 to include a comparative passing score on the Geometry EOC assessment and on Aug. 22, 2023 to include a comparative score on the CLT). Rule 6A-1.09422(8)(b)3, F.A.C.
[6] S. 1003.4282(5)(a), F.S.
[7] S. 1003.4282(3)(a)-(h), F.S.

- Four credits in mathematics, including one in Algebra and one in Geometry, and passing the statewide Algebra I EOC assessment, or earn a comparative score.
- Three credits in science.
- Three credits in social studies.
- One credit in fine or performing arts, speech and debate, or career and technical education.
- One credit in physical education.
- One-half credit in personal financial literacy.[8]
- Seven and one-half credits in electives.

CTE Pathway Option
Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the CTE pathway option.

To earn a standard high school diploma through this pathway option, a student must have a minimum cumulative GPA of 2.0 on a 4.0 scale and must complete:[9]

- A minimum of 18 credits.
- Meet the requirements of:
    - Four credits in ELA, including passing the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score.
    - Four credits in mathematics including one in Algebra and one in Geometry and passing the statewide Algebra I EOC assessment, or earn a comparative score.
    - Three credits in science.
    - Three credits in social studies.
    - One-half credit in personal financial literacy.[10]
- Complete two credits in CTE. The courses must result in program completion and industry certification.
- For a student who enters grade 9 before the 2023-2024 school year, complete two credits in electives or work-based learning programs. A one-half credit in financial literacy may be included in the two credits of electives; or
- For a student who enters grade 9 in the 2023-2024 school year and thereafter, complete one and one-half credits in electives or work-based learning programs.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Pathway
Students may also earn a standard high school diploma through the ACCEL graduation pathway, which provides academically challenging curriculum and accelerated instruction to eligible public-school students. To earn a standard high school diploma through this route a student must have a minimum cumulative GPA of 2.0 on a 4.0 scale and must complete:[11]

- Four credits in ELA, including passing the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score.
- Four credits in mathematics, including one in Algebra and one in Geometry and passing the statewide Algebra I EOC assessment, or earn a comparative score.
- Three credits in science.
- Three credits in social studies.
- One credit in fine or performing arts, speech and debate, or career and technical education.
- Meet the requirements of:[12]
    - For a student who enters grade 9 before the 2023-2024 school year, earn three credits in electives. or
    - For a student who enters grade 9 in the 2023-2024 school year and thereafter, earn two and one-half credits in electives and one-half credit financial literacy.

[8] S. 1003.4282(3)(h), F.S. Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half credit in personal financial literacy and money management.
[9] S. 1003.4282(9), F.S.
[10] For students entering grade 9 in 2023-2024 school year and thereafter. See s. 1003.4282(9)(a)1., F.S.
[11] S. 1002.3105(5), F.S.
[12] S. 1002.3105(5)(b), F.S.

Financial Literacy

Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half credit in personal financial literacy and money management in order to receive a standard high school diploma. The instruction must include discussion of or instruction in all of the following:[13]

- Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services;
- Balancing a checkbook;
- Basic principles of money management;
- Completing a loan application;
- Receiving an inheritance and related implications;
- Basic principles of personal insurance policies;
- Computing federal income taxes;
- Local tax assessments;
- Computing interest rates by various mechanisms;
- Simple contracts;
- Contesting an incorrect billing statement;
- Types of savings and investments; and
- State and federal laws concerning finance.

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2022	SB 1054	Busatta	Hutson	Because law on July 1, 2022.

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Orig. Comm.: Careers & Workforce Subcommittee			Kiner	Dixon

[13] S. 1003.4282(3)(h), F.S.

A bill to be entitled

An act relating to personal financial literacy; providing a short title; amending s. 1003.4282, F.S.; revising the requirements for the one-half credit in personal financial literacy to include specified instruction; providing an effective date.

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

Section 1. This act may be cited as the "Smart Living Act."

Section 2. Paragraph (h) of subsection (3) of section 1003.4282, Florida Statutes, is amended to read:

1003.4282 Requirements for a standard high school diploma.—

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

(h) One-half credit in personal financial literacy.— Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half credit in personal financial literacy and money management. This instruction must include discussion of or instruction in all of the following:

1. Types of bank accounts offered, opening and managing a bank account, and assessing the quality of a depository institution's services.

2. How to write a check, including signing such check in cursive writing and balancing a checkbook.

3. Basic principles of money management, such as how to create a personal budget, spending, how personal credit works, including using a credit card, credit scores, and managing debt, including retail and credit card debt.

4. Completing a loan application for different types of loans.

5. The home-buying process, including residential property insurance.

6.~~5.~~ Receiving an inheritance and related implications.

7.~~6.~~ Basic principles of personal insurance policies.

8.~~7.~~ Computing federal income taxes and how to file a tax return.

9.~~8.~~ Local tax assessments.

10.~~9.~~ Computing interest rates by various mechanisms.

11.~~10.~~ Simple contracts.

12.~~11.~~ Contesting an incorrect billing statement.

13.~~12.~~ Types of savings and investments.

14.~~13.~~ State and federal laws concerning finance.

15. Personal future planning, including, but not limited to, all of the following:

a. Career readiness, such as exploration of one's own personality and passions.

b. Postgraduation paths, such as college, trade school,

and full-time employment.

c. Creating a resume.

d. Applying for scholarships.

16. Critical thinking and decisionmaking.

17. Practical knowledge for situations an adult may find himself or herself in, such as changing a car tire or performing home maintenance.

18. How to complete the Free Application for Federal Student Aid (FAFSA), including the need to create a Federal Student ID, documents and information required to complete the FAFSA, and how to interpret a FAFSA submission summary and a financial aid offer.

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