

Careers & Workforce Subcommittee

March 25th, 2025
9:00 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: Tuesday, March 25, 2025 09:00 AM

End Date and Time: Tuesday, March 25, 2025 11:30 AM

Location: Morris Hall (17 HOB)

Duration: 2.50 hrs

Consideration of the following bill(s):

HB 875 Educator Preparation by Rizo

Consideration of the following proposed committee substitute(s):

PCS for HB 541 -- Minimum Wage Requirements
PCS for HB 681 -- Apprenticeship and Preapprenticeship Program Funding
PCS for HB 1105 -- Education

NOTICE FINALIZED on 03/21/2025 4:45PM by Vernon.Andrea

HB 875

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 875	**COMPANION BILL:** SB 1590 (Burgess)
TITLE: Educator Preparation	**LINKED BILLS:** None
SPONSOR(S): Rizo	**RELATED BILLS:** None

Committee References

Careers & Workforce ➤ Higher Education Budget ➤ Education & Employment

SUMMARY

Effect of the Bill:

The bill begins the process of aligning the core principles, standards, and content of Florida's different types of teacher preparation programs. The bill requires the State Board of Education (SBE) to adopt a rule establishing the uniform core curricula for all teacher preparation programs, including two mandatory courses. The bill creates the competency-based Coaching for Educator Readiness and Teaching (CERT) Program. The bill repeals the Professional Learning Certification Programs and Professional Education Competency Programs following implementation of the CERT program. The bill standardizes the requirements for teacher mentors and clinical educators and requires the Department of Education to develop criteria for clinical educator training. The bill authorizes waiver of specified educator certification requirements based on participation in teacher preparation programs using the new uniform core curricula.

The bill establishes, subject to appropriation, The Florida Institute of Teaching Excellence, housed at Miami-Dade College. The bill establishes minimum qualifications for part-time, nondegreed teachers of fine and performing arts. The bill requires that professional learning activities be linked to student learning and provide professional growth for instructional and administrative staff.

Fiscal or Economic Impact:

None

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill begins the process of aligning the core principles, standards, and content of Florida's different types of teacher preparation programs. The bill requires that all teacher preparation programs provide uniform core curricula aligned with the Florida Educator Accomplished Practices (FEAP), be grounded in the principles of cognitive science, and establish the standards and expectation for quality instruction and professional responsibility. The bill requires the State Board of Education (SBE) to adopt a rule establishing the uniform core curricula.

The uniform core curricula adopted by the SBE and implemented by the teacher preparation programs must, at a minimum, meet the following standards:

- May not distort significant historical events or include curriculum or instruction that teaches identity politics, violate the Florida Educational Equity Act (FEEA), or be based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.

- Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.
- Must use state-approved academic standards to guide instruction.
- Must provide training on the use of high-quality instructional materials including when and how to use intervention materials.
- Must include scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students.
- Must include content literacy and mathematics practices.
- Must include strategies for differentiated instruction to meet student needs, including English language learners and students with disabilities, while maintaining grade-level expectations.
- Must include strategies and practices to support effective, evidence-based assessment and grading practices aligned to the state's academic standards.
- Must require the completion of a mastery-based clinical experience in classroom settings to provide direct application of program content and instruction and mastery of the components of teaching as outlined in the FEAP.

Additionally, the core curricula must include two mandatory courses: an introduction to education course and a classroom management course. The bill requires that teacher preparation programs, beginning December 1, 2025, and annually thereafter, must submit their course list to the Department of Education (DOE) for approval. (Section 5).

The bill creates the Coaching for Educator Readiness and Teaching (CERT) Program, a competency-based training and educator certification pathway that may be implemented by school district, charter schools and charter management organizations. CERT programs must be approved by the DOE and must seek reapproval every 5 years. A CERT program must include all of the following:

- A teacher mentorship and induction component.
- An assessment of teaching performance aligned to the district, charter school, or charter management organization system for personnel evaluation that provides for:
    - An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.
    - A summative evaluation to assure successful completion of the program.
- Professional learning tailored to each educator's growth and learning needs according to observational data and feedback.
- Required achievement of passing scores on the subject area examination required by SBE rule.
- Required successful completion of all competencies for a reading endorsement, including completion of the endorsement practicum, for a candidate certification in a coverage area that includes reading instruction or intervention for any students in kindergarten through grade 6.
- Provide guidance and on-the-job training in the classroom on mastering the FEAP. (Section 6).

The bill creates, subject to an appropriation, The Florida Institute of Teaching Excellence (Institute), housed at Miami-Dade College, for the purpose of preparing high-quality teachers in this state through rigorous, evidence-based programs grounded in cognitive science, high-impact teaching strategies, and the implementation of knowledge-rich curricula. The bill requires the Institute to do the following:

- Develop and deliver evidence-based professional learning opportunities aligned to the FEAP.
- Develop and deliver educator training programs that integrate high-quality instructional materials included on the state-adopted instructional materials list, materials evaluated and identified by the Just Read, Florida! Office, and materials developed by or under the direction of the DOE. These programs must focus on the effective use of knowledge-based curricula, highlighting when and how to incorporate intervention materials, and emphasize the importance of background knowledge in building advanced reading comprehension grounded in the science of reading and critical thinking skills.
- Develop and design models of high-quality clinical experiences, for aspiring teachers. These model experiences shall serve as a standard that institutions providing approved teacher preparation programs can adopt or adapt, enabling participants to demonstrate mastery of instructional techniques, classroom

management strategies, and the application of high-impact teaching strategies in authentic educational settings.
- Collaborate with school districts and other educational stakeholders to identify emerging needs in teacher preparation and align Institute programs accordingly, conducting gap analyses to provide comprehensive coverage of the science of learning, high-impact teaching strategies, and knowledge-rich curriculum implementation.
- Establish a statewide network of teachers and instructional leaders equipped with the knowledge and skills to mentor and support aspiring and current educators participating in the Institute's programs. This network shall model effective pedagogical practices and facilitate professional growth.
- Conduct research and disseminate findings on high-impact teaching practices and the implementation of knowledge-based curricula to inform policy, improve classroom instruction, and address the importance of background knowledge in student achievement.
- Report to the department the completion of professional learning by individuals who are not employed by entities with an approved professional learning system.

The Institute is authorized to submit a professional learning system to the DOE for approval. The Institute is authorized to apply for and receive federal, state, or local agency grants that support its work. The bill requires the Miami-Dade College Board of Trustees, in collaboration with the DOE, to establish policies for the supervision, administration and governance of the Institute. (Section 12).

The bill requires inservice activities to provide training to teacher mentors and clinical educators and requires the DOE to develop criteria for the initial review and continued approval of clinical educator and mentor training that must include, at a minimum:
- Instruction and assessment in the FEAP.
- Effective communication strategies to guide reflection and personal growth.
- Effective modeling of high-impact teaching practices and skills.
- Fostering resilience in educators. (section 11).

For an individual to serve as a teacher mentor or clinical educator, the bill requires that he or she meet the following requirements:
- Hold a valid professional certificate;
- Have earned at least 3 years of teaching experience in prekindergarten through grade 12;
- Have earned an effective or highly effective rating on the prior 3 year's performance evaluation;
- Provide evidence of successful completion of clinical educator training approved by the DOE; and
- Be certified or endorsed in reading when assigned to an individual providing instruction to students in kindergarten through grade 3. (Section 2, 3, 5, 6, 7 and 9).

The bill requires that professional learning activities be linked to student learning, provide professional growth for instructional and administrative staff and meet the following updated requirements:
- For school administrators, utilize materials aligned to the Florida Educational Leadership Standards adopted in rule by the SBE.
- Provide training on the use of high-quality instructional materials including when and how to use intervention materials. (Section 11)

The bill requires that school board adopted qualifications for part-time, nondegreed teachers of fine and performing arts must require:
- The filing of a complete set of fingerprints in the same manner as required for other instructional personnel.
- Documentation of education and successful experience, including documentation of:
  - A high school diploma or the equivalent.
  - Completion of 3 years of full-time successful experience or the equivalent of part-time experience in the teaching specialization area. (Section 4)

The bill authorizes demonstration of mastery of general knowledge through successful completion of the two new teacher preparation program courses required by the bill and demonstration of mastery of professional preparation and education competence through completion of a CERT program. The bill provides that passing score on the professional education competency examination shall not be required of candidates who have successfully completed a teacher preparation program approved, after July 1, 2027. (Section 9).

The bill conforms teacher preparation program statutes to require use of the new uniform core curricula required by the bill and to the new standards for teacher mentors and clinical educators. (Sections 2, 3, 7, and 10).

Effective July 1, 2028, the bill repeals the Professional Learning Certification Programs and Professional Education Competency Programs. (Section 8).

Effective July 1, 2028, the bill standardizes the requirements for teacher preparation programs including use of the new uniform core curricula provided for in the bill, administration of the Teacher Excellence Exam to candidates, use of Teacher Excellence Exam results in program evaluations, and the qualifications required for teacher mentors of clinical educators across all programs. (Sections 1, 13, 14, and 15).

Except as otherwise provided, the effective date of the bill is July 1, 2025. (Section 16).

RULEMAKING:

The bill requires the SBE to adopt rules to implement the new teacher preparation program uniform core curricula. The bill requires the SBE to adopt rules to administer CERT programs.

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.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Teacher Preparation Programs

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.[1] State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.[2]

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain an educator certificate, including:[3]

- Initial Teacher Preparation programs in public and private colleges and universities requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.[4]
- Educator Preparation Institutes (EPIs) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a

[1] Section 1004.04(1)(b), F.S.
[2] *See* Florida Department of Education, *Florida's Coordinated System of Professional Learning*, http://www.fldoe.org/teaching/professional-dev/ (last visited Mar. 20, 2025). *See also* r. 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.
[3] Florida DOE, *Educator Preparation*, http://www.fldoe.org/teaching/preparation (last visited Mar. 20, 2025). *See also* r. 6A-5.066, F.A.C.
[4] Rule 6A-5.066(1)(r), F.A.C.

Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and education competence.
- District professional learning certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff can satisfy the mastery of professional preparation and education competence requirements.[5] In addition to completing the district program, candidates must demonstrate mastery of general knowledge[6] and subject area knowledge.[7]

Teacher preparation program courses are prohibited from distorting significant historical events or including a curriculum or instruction that teaches identity politics, violates the FEEA, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. Teacher Preparation courses must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.[8]

Initial Teacher Preparation Program

Each candidate enrolled in a teacher preparation program must receive instruction and be assessed on the uniform core curricula in his or her area of program concentration during course work and field experiences. A candidate for certification in a coverage area that includes reading instruction or interventions in kindergarten through grade 6 must successfully complete all competencies for a reading endorsement.[9]

The SBE must establish, in rule, uniform core curricula for each state-approved teacher preparation program including, but not limited to:[10]
- Candidate instruction and assessment in the FEAP[11] across content areas;
- The use of state-adopted content standards to guide curricula and instruction;[12]
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students; [13]
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners;
- Strategies appropriate for instruction of students with disabilities;
- Strategies to differentiate instruction based on student needs;
- Strategies and practices to support evidence-based content aligned to state standards and grading practices;
- Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support;
- Strategies to support the use of technology in education and distance learning; and

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[5] Section 1012.56(8)(a), F.S. Florida Department of Education. *State-Approved Educator Preparation Programs, Approved Add-on Programs,* https://www.fldoe.org/teaching/preparation/initial-teacher-preparation-programs/approved-teacher-edu-programs.stml (last visited Mar. 20, 2025).
[6] *See* Florida DOE, *General Knowledge*, https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml (last visited Mar. 20, 2025).
[7] Florida DOE, *Subject Area Knowledge*, https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml (last visited Mar. 20, 2025).
[8] Section 1004.04(2)(e), F.S.
[9] Section 1004.04(2)(c), F.S.
[10] Section 1004.04(2)(b)1.-10., F.S.
[11] Florida DOE, *Professional Development The Florida Educator Accomplished Practices (FEAP)*, https://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml (last visited Mar. 20, 2025).
[12] The SBE has adopted the state academic standards, which establish the core content of the curricula taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Rule 6A-1.09401(1), F.A.C.; s. 1003.41(1), F.S.
[13] The Just Read, Florida! Office must assist teacher preparation programs and EPIs with this requirement. Section 1001.215(11), F.S.

- Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.

In addition, before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area(s) of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area(s) of program concentration.[14]

Educator Preparation Institutes

Postsecondary institutions that are accredited or approved by the DOE to award degrees and credits for educator certification may seek approval from the DOE to create EPIs for the purpose of providing all or any of the following:[15]

- Professional development instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;
- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements;
- Instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- Instruction and professional development for part-time and full-time non-degreed teachers of career programs.

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.[16]

EPIs may offer competency-based certification programs specifically designed for non-education major baccalaureate degree holders to enable program participants to meet educator certification. The DOE must approve a certification program if the EPI provides evidence of the EPI's capacity to implement a competency-based program that includes each of the following:[17]

- Participant instruction and assessment in the FEAP across content areas.
- The use of state-adopted student content standards to guide curriculum and instruction.
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
- Content literacy and mathematical practices.
- Strategies appropriate for instruction of English language learners.
- Strategies appropriate for instruction of students with disabilities.
- Strategies to differentiate instruction based on student needs.
- Strategies and practices to support evidence-based content aligned to state standards and grading practices.
- Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
- Strategies to support the use of technology in education and distance learning.
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in specified areas.
- Field experiences appropriate to the certification subject area.

[14] Section 1004.04(2)(d), F.S.
[15] Section 1004.85(2)(a), F.S.
[16] Section 1004.85(2)(b), F.S.
[17] Section 1004.85(3), F.S. *See also* s. 1004.04(2), F.S.

- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening and educator professional or temporary certification.

Requirements for Individuals Supervising or Directing Teacher Preparation Field Experiences

All school district personnel and instructional personnel who supervise or direct teacher preparation program students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:

- Evidence of "clinical educator" training;
- A valid professional certificate;
- At least 3 years of teaching experience in prekindergarten through grade 12;
- Earned an effective or highly effective rating on the prior year's performance evaluation or be a peer evaluator under the district's evaluation system; and
- For all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area includes reading instruction or intervention for any students in kindergarten through grade 6, a certificate or endorsement in reading.

Professional Learning Certification Programs

School districts, charter schools and charter management organizations may offer a professional learning certification program that must be approved by the DOE. The program must include:[18]

- a minimum period of initial preparation before becoming the teacher of record;
- an option to collaborate with other agencies or educational entities for implementation;
- a teacher mentorship and induction component;
- an assessment of teaching performance aligned with the district's personnel evaluation system;
- professional educational preparation content knowledge which must be included in the mentoring and induction activities;
- required passing scores on the general knowledge, subject area and the professional education competency test; and
- completion of all competencies for a reading endorsement for all candidates for certification in coverage areas that include reading instruction or interventions in kindergarten through grade 6.

As required by law, the DOE adopted standards for the approval of professional learning certification programs, including standards for the teacher mentorship and induction component.[19] The standards for the teacher mentorship and induction component must include:[20]

- program administration and evaluation;
- mentor roles, selection, and training;
- beginning teacher assessment and professional development; and
- teacher content knowledge and practices aligned to the FEAP.

To serve as a mentor in a professional learning certification program an individual must:

- hold a valid professional certificate;
- have earned at least 3 years of teaching experience in prekindergarten through grade 12;
- have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning;
- have earned an effective or highly effective rating on the prior year's performance evaluation; and
- May be a peer evaluator under the district's evaluation system.[21]

Educator Certification

[18] Section 1012.56(8)(a)1.-7., F.S.
[19] *See* r. 6A-5.066, F.A.C.
[20] Section 1012.56(8)(c), F.S.
[21] Section 1012.56(8)(a)2.a., F.S.

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.[22] 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.[23] 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."[24]

The DOE issues three main types of educator certificates:

- Professional Certificate: The professional certificate is Florida's highest type of full-time educator certification.[25] The professional certificate is valid for 5 years and is renewable.[26]
- Temporary Certificate: The temporary certificate covers employment in full-time positions for which educator certification is required.[27] Generally, a temporary certificate is valid for 5 years and is nonrenewable.[28]
- Athletic Coaching Certificate: The athletic coaching certificate covers full-time and part-time employment as a public school's athletic coach.[29] 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.[30] The 5-year certificate requires satisfaction of certain specialization requirements established in rule.[31]

Professional Certificate Requirements

To be eligible for a professional certificate, a person must:[32]

- 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[33] or from a nonaccredited institution identified by the DOE as having a quality program resulting in a bachelor's or higher degree;[34]
- 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;

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[22] Sections 1012.55(1) and 1002.33(12)(f), F.S.

[23] 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.

[24] Section 1012.54, F.S.; *see* r. 6A-4.001(1), F.A.C.

[25] Rule 6A-4.004(5), F.A.C.

[26] 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.

[27] Rule 6A-4.004(1)(a)2., F.A.C.

[28] 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 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.

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

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

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

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

[33] 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. 20, 2025).

[34] 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.

- demonstrate mastery of general knowledge;[35]
- demonstrate mastery of subject area knowledge;[36] and
- demonstrate mastery of professional preparation and education competence, if the person serves as a classroom teacher or school administrator.[37]

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;[38]
- 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);[39]
- providing documentation of a valid professional standard teaching certificate issued by another U.S. state or territory,[40] by the National Board for Professional Teaching Standards (NBPTS),[41] or by the American Board for Certification of Teacher Excellence (ABCTE);[42]
- 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;[43] 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.[44]

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[45] or documentation of receipt of a

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[35] 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. 20, 2025).

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

[37] 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. 20, 2025).

[38] 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).

[39] 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.

[40] 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. 20, 2025).

[41] 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. 20, 2025).

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

[43] 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).

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

[45] 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. 20, 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).

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.[46]
    - 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[47] or successful completion of a United States Defense Language Institute Foreign Language Center program or a passing score on the Defense Language Proficiency Test.[48]
    - 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[49] 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.[50]
- **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 achieving a passing score on the corresponding Florida-developed subject area test or standardized examination specified in SBE rule.[51]
- **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.[52]

Demonstrating Mastery of Professional Preparation and Education Competence

Mastery of professional preparation and education competence may be demonstrated by:

- Successful completion of an approved teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;
- Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;
- Documentation of a valid professional standard teaching certificate issued by another state;
- Documentation of a valid certificate issued by the NBPTS or a national educator credentialing board approved by the State Board of Education;
- Documentation of two semesters of successful, full-time or part-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 of higher education identified by the DOE as having a quality program and achievement of a passing score on the professional education competency examination required by SBE rule;
- Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional education competence program, and documentation of 3 years of being rated effective or highly effective while holding a temporary certificate;
- Successful completion of a professional learning certification program; or

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

[47] 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. 20, 2025); Language Testing International (ACTFL Language Testing Office), *ACTFL,* https://tms.languagetesting.com (last visited Mar. 20, 2025).

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

[49] *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. 20, 2025).

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

[51] Section 1012.56(5)(d), F.S.; *see* DOE, *Florida Certificate Subjects,* http://www.fldoe.org/teaching/certification/certificate-subjects/ (last visited Mar. 20, 2025).

[52] 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. 20, 2025).

- Successful completion of a competency-based certification program and achievement of a passing score on the professional education competency examination required by rule of the SBE.[53]

Professional Education Competency Program

School districts must and private schools or state-supported public schools, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must:

- be based on classroom application of the FEAP and instructional performance; and,
- for public schools, must be aligned with the district's or state-supported public school's evaluation system.[54]

The Commissioner of Education must determine the continued approval of programs, based upon the department's review of performance data. The department must review the performance data as a part of the periodic review of each school district's professional learning system.[55]

Teacher Apprenticeship Program

In 2023, the Legislature created the Teacher Apprenticeship Program (TAP).[56] The TAP was created as an alternative pathway for an individual to enter the teaching profession. The DOE is required to administer the program in accordance with legislative intent regarding apprenticeship training[57] provided for in law.

To meet the minimum eligibility requirements to participate in the TAP, a candidate must have:[58]

- Received an associate degree from an accredited postsecondary institution.
- Earned a cumulative grade point average (GPA) of 3.0 in that degree program.
- Successfully passed a background screening pursuant to law.
- Received a temporary apprenticeship certificate.

As a condition of participating in the TAP, an apprentice teacher must be appointed by the district school board as an education paraprofessional and must commit to spending the first two years in the classroom of a mentor teacher using team teaching strategies as specified in law[59] and fulfilling the on-the-job training component of the registered apprenticeship and its associated standards.[60]

A teacher who serves as a mentor in the TAP must:[61]

- Have at least 5 years of teaching experience in this state.
- Be rated as highly effective in the three most recent value-added model (VAM) scores or on the three most recent available performance evaluations if the teacher does not generate a state VAM score.
- Satisfy any other requirements established by the DOE.

Mentors for Individuals with a Temporary Certificate

A person who is issued a temporary certificate must be assigned a teacher mentor for a minimum of 2 school years after commencing employment. Each teacher mentor must:

- hold a valid professional certificate;
- have earned at least 3 years of teaching experience in prekindergarten through grade 12; and

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[53] Section 1012.56(6), F.S.
[54] Section 1012.56(9)(a), F.S.
[55] Section 1012.56(9)(b), F.S.
[56] Section 6, ch. 2023-38, L.O.F., *codified at* s. 1012.555, F.S.; *see also* r. 6A-5.067, F.A.C.
[57] Section 446.011, F.S. provides that it is the intent of the State of Florida to provide educational opportunities for its residents so that they can be trained for trades, occupations, and professions suited to their abilities; to promote the mode of training known as apprenticeship in occupations throughout industry in the state that require physical manipulative skills.
[58] Section 1012.555(2)(a)1.-4., F.S.
[59] "Team teaching" or "co-teaching" means two or more teachers are assigned to a group of students and each teacher is responsible for all of the students during the entire class period. Section 1003.03(5)(c), F.S.
[60] Section 1012.555(2)(c) and (d), F.S.
[61] Section 1012.555(3), F.S.

- have earned an effective or highly effective rating on the prior year's performance evaluation.[62]

Part-time and Full-time Nondegreed Teachers

Each district school board is required to establish the minimal qualifications for part-time and full-time non-degreed teachers of career programs. Non-degreed teachers of career programs must provide a complete set of fingerprints for background screening and are required to provide documentation of:[63]

- A high school diploma or the equivalent.
- Completion of 3 years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.
- For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from an accredited or approved institution or an approved district teacher education program.
- Documentation of industry certification when state or national industry certifications are available and applicable.

District school boards are required to issue an adjunct teaching certificate to any applicant who meets background screening requirements and who has expertise in the subject area to be taught as evidenced by passage of a subject area test or has achieved an industry certification in the subject area to be taught.[64]

Professional Learning Systems

Current law requires school districts to develop a professional learning system in consultation with classroom teachers, state colleges and universities, business and community representatives, and local education foundations, consortia, and professional organizations.[65] The system must be initially reviewed and approved by the DOE, and subsequently reviewed and approved every 5 years thereafter.[66] Among other things, the professional learning system must:[67]

- support and increase the success of educators through collaboratively developed school improvement plans;
- assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels, and that prepare students for success at subsequent educational levels and the workforce;
- provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- provide training to teacher mentors as part of professional development certification and education competency programs.

An organization of private schools or consortium of charter schools which has no fewer than 10-member schools in this state, which publishes and files with the DOE copies of its standards, and the member schools comply with compulsory school attendance, or a public or private college or university with a teacher preparation program, may also develop a professional learning system.[68] The system and in-service catalog must be submitted to the commissioner for approval.[69]

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[62] Section 1012.56(7)(e), F.S.
[63] Section 1012.39(1)(c), F.S.
[64] Section 1012.57(1), F.S.
[65] Section 1012.98(5)(b), F.S.
[66] Section 1012.98(5)(b)1., F.S.
[67] *See* s. 1012.98(5)(b)1.-11., F.S.
[68] Section 1012.98(7), F.S.
[69] *Id*.

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2024	CS/HB 1291	Snyder, Jacques	Ingoglia	Became law on July 1, 2024.
2024	CS/SB 7002	Rizo	Hutson	Became law on July 1, 2024.
2023	CS/CS/SB 240	Melo	Hutson	Became law on July 1, 2023.

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 educator preparation; amending s. 1004.04, F.S.; providing for the future repeal of provisions relating to the uniform core curricula for certain teacher preparation programs; revising requirements for certain teacher preparation programs; revising the criteria for continued approval of such programs; revising the term "field experience" to "clinical experience"; revising the requirements for such experience; revising the requirements certain personnel must meet; amending s. 1004.85, F.S.; revising the purpose of postsecondary educator preparation institutes; revising requirements for such institutes; revising requirements for the continued approval of such programs; amending s. 1012.39, F.S.; providing requirements for the hiring of certain nondegreed teachers of fine and performing arts; creating s. 1012.551, F.S.; providing for the uniform core curricula for certain teacher preparation programs; providing requirements for such curricula; providing requirements for teacher candidates beginning in a specified school year; providing reporting requirements for certain teacher preparation programs; requiring the State Board of Education to approve or reject certain courses for such programs;

prohibiting such programs from requiring students to take a specified additional course; creating s. 1012.552, F.S.; establishing the Coaching for Educator Readiness and Teaching Certification Program; providing the intent for the program; providing program requirements; providing requirements for approval and continued approval of such programs; requiring the state board to adopt rules; amending s. 1012.555, F.S.; revising the requirements for teachers serving as mentors through a teacher apprenticeship program; amending s. 1012.56, F.S.; providing for the future repeal of professional learning certification programs and professional education competency programs; revising requirements relating to meeting the mastery of general knowledge and mastery of professional preparation and education competence for certification as an educator; removing a requirement for a passing score on a specified examination for certain candidates for certification as an educator beginning on a certain date; revising requirements for a professional and temporary educator certificates; amending s. 1012.585, F.S.; revising requirements for the renewal of a professional certificate; amending s. 1012.98, F.S.; revising and providing additional requirements for certain professional learning

activities; creating s. 1012.981, F.S.; establishing the Florida Institute for Teaching Excellence at Miami Dade College, subject to an appropriation; providing the purpose and duties of the institute; authorizing the institute to submit a professional learning system for approval and seek specified funding; providing for the supervision, administration, and governance of the institute; amending ss. 1012.55, 1012.57, and 1012.98, F.S.; conforming cross-references to changes made by the act; providing effective dates.

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

Section 1. Effective July 1, 2028, paragraphs (c), (d), and (e) of subsection (2) of section 1004.04, Florida Statutes, are redesignated as subsections (a), (b), and (c), respectively, and present paragraphs (a) and (b) of subsection (2) and paragraph (a) of subsection (3) are amended, to read:

1004.04 Public accountability and state approval for teacher preparation programs.—

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

~~(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform core curricula for each state-approved teacher preparation program.~~

~~(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:~~

~~1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.~~

~~2. The use of state-adopted content standards to guide curricula and instruction.~~

~~3. Scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.~~

~~4. Content literacy and mathematics practices.~~

~~5. Strategies appropriate for the instruction of English language learners.~~

~~6. Strategies appropriate for the instruction of students with disabilities.~~

~~7. Strategies to differentiate instruction based on student needs.~~

~~8. Strategies and practices to support evidence-based content aligned to state standards and grading practices.~~

~~9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.~~

~~10. Strategies to support the use of technology in education and distance learning.~~

~~11. Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.~~

(3) INITIAL STATE PROGRAM APPROVAL.—

(a) A program approval process based on standards adopted pursuant to this subsection ~~and subsection (2)~~ must be established for postsecondary teacher preparation programs. Each program shall be approved by the department, consistent with the intent set forth in subsection (1) and based upon evidence of the institution's and the program's capacity to meet the requirements for continued approval as provided in subsection (4) and by the rules of the State Board of Education.

Section 2. Paragraphs (c), (d), and (e) of subsection (2),

paragraph (a) of subsection (4), and subsection (5) of section 1004.04, Florida Statutes, are amended to read:

1004.04 Public accountability and state approval for teacher preparation programs.—

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(c) Each candidate must receive instruction and be assessed on the uniform core curricula, approved pursuant to s. 1012.551, in the candidate's area or areas of program concentration during course work and clinical ~~field~~ experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate's clinical ~~field~~ experience under subsection (5), in order to graduate from the program.

(d) Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area or areas of program concentration during a prekindergarten through grade 12 clinical ~~field~~ experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area or areas of program concentration.

(e) Teacher preparation program courses:

1. May not distort significant historical events or

include a curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.

2. Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, ~~and~~ demonstrate mastery of the cognitive science of learning and its application in high-impact teaching strategies, and the crucial role of background knowledge in developing high-level literacy ~~competence~~.

(4) CONTINUED PROGRAM APPROVAL.—Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

(a) The criteria for continued approval must include each of the following:

1. Candidate readiness based on passage rates on educator certification examinations under s. 1012.56, as applicable.

2. Evidence of performance in each of the following areas:

a. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning

growth formula adopted under s. 1012.34.

b. Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.

c. Workforce contributions, including placement of program completers in instructional positions in Florida public and private schools, with additional weight given to production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.

3. Beginning July 1, 2028, candidate readiness based on scores on the Florida Teacher Excellence Examination developed pursuant to s. 1012.56(10) and administered before program completion.

~~3. Results of the program completers' survey measuring their satisfaction with preparation for the realities of the classroom.~~

~~4. Results of the employers' survey measuring satisfaction with the program and the program's responsiveness to local school districts.~~

(5) PRESERVICE CLINICAL ~~FIELD~~ EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice clinical ~~field~~ experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(a) All individuals in postsecondary teacher preparation programs who instruct or supervise preservice clinical ~~field~~ experience courses or internships in which a candidate demonstrates his or her impact on student learning growth shall meet the requirements of a clinical educator established under s. 1012.56(7) ~~have the following: specialized training in clinical supervision; at least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule~~.

(b)1. All school district personnel and instructional personnel who supervise or direct teacher preparation students during clinical ~~field~~ experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must meet the requirements of a clinical educator established under s. 1012.56(7). ~~have:~~

~~a. Evidence of "clinical educator" training;~~

~~b. A valid professional certificate issued pursuant to s. 1012.56;~~

~~c. At least 3 years of teaching experience in prekindergarten through grade 12;~~

~~d. Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34 or be a peer evaluator under the district's evaluation system approved~~

~~under s. 1012.34; and~~

~~e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), a certificate or endorsement in reading.~~

~~The State Board of Education shall approve the training requirements.~~

2. All instructional personnel who supervise or direct teacher preparation students during clinical ~~field~~ experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training pursuant to s. 1012.98 or its equivalent in that state, hold a valid professional certificate issued by the state in which the clinical ~~field~~ experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during clinical ~~field~~ experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a United States military base in another country through a Florida online or

distance program must have received "clinical educator" training pursuant to s. 1012.98 or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

(c) Preservice clinical ~~field~~ experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate's area or areas of program concentration with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools. Beginning with candidates entering a program in the 2023-2024 school year, a minimum of 60 hours of preservice clinical ~~field~~ experience must be completed before the culminating clinical ~~field~~ experience, which must include a minimum of 12 weeks of student teaching.

(d) Postsecondary teacher preparation programs in cooperation with district school boards and approved private school associations shall select the school sites for preservice clinical ~~field~~ experience activities based upon the qualifications of the supervising personnel as described in this subsection and the needs of the candidates. These sites must represent the full spectrum of school communities, including,

but not limited to, schools serving low-achieving students. In order to be selected, school sites must demonstrate commitment to the education of public school students and to the preparation of future teachers.

Section 3. Subsections (5) through (8) of section 1004.85, Florida Statutes, are renumbered as subsections (4) through (7), respectively, and paragraph (a) of subsection (2), paragraph (a) of subsection (3), subsection (4), and present subsections (5) and (6) are amended, to read:

1004.85 Postsecondary educator preparation institutes.—

(2)(a) Postsecondary institutions that are accredited or approved as described in State Board of Education rule may seek approval from the Department of Education to create educator preparation institutes for the purpose of providing any or all of the following:

1. Professional learning instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements.

2. Instruction to assist potential and existing substitute teachers in performing their duties.

3. Instruction to assist paraprofessionals in meeting education and training requirements.

4. Instruction for baccalaureate degree holders to become certified teachers as provided in this section in order to increase routes to the classroom for professionals who hold a

baccalaureate degree and college graduates who were not education majors.

5. Instruction and professional learning for part-time and full-time nondegreed teachers of career programs under s. 1012.39(1)(c).

~~6. Instruction that does not distort significant historical events or include a curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. Courses and instruction within the educator preparation institute must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.~~

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program developed by the institute and approved by the department for this purpose. Approved programs shall be available for use by other approved educator preparation

institutes.

(a) Within 90 days after receipt of a request for approval, the Department of Education shall approve a preparation program pursuant to the requirements of this subsection or issue a statement of the deficiencies in the request for approval. The department shall approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that:

1. Instructs and assesses each candidate in the uniform core curricula approved under s. 1012.551 and ~~following:~~

~~1.a.~~ the Florida Educator Accomplished Practices approved by the state board.

~~b. The state academic standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the statement of status of eligibility or the temporary certificate.~~

~~c. Scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies. The primary instructional strategy for teaching word reading is~~

~~phonics instruction for decoding and encoding. Instructional strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.~~

~~2. An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in the areas listed in subparagraph 1.~~

2.~~3.~~ Provides clinical ~~Field~~ experiences appropriate to the certification subject area specified in the educational plan under the supervision of clinical educators who meet the requirements of s. 1012.56(7) ~~qualified educators~~. The state board shall determine in rule the amount of field experience necessary to serve as the teacher of record, beginning with candidates entering a program in the 2023-2024 school year.

3.~~4.~~ Provides a certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening pursuant to s. 1012.32 and educator professional or temporary certification pursuant to s. 1012.56.

~~(4) The state board shall adopt rules for the continued approval of each program approved pursuant to this section.~~

(4)~~(5)~~ Each institute approved pursuant to this section shall submit to the Department of Education annual performance evaluations that measure the effectiveness of the programs.

(a) Beginning July 1, 2028, continued approval criteria for educator preparation programs must include candidate readiness based on scores on the Florida Teacher Excellence Examination developed pursuant to s. 1012.56(10) and administered before program completion.

(5)~~(6)~~ Instructors and supervisors of clinical ~~field~~ experiences in which participants demonstrate an impact on student learning growth for a certification program approved pursuant to this section must meet the same qualifications as those required in s. 1004.04(5).

Section 4. Paragraph (d) is added to subsection (1) of section 1012.39, Florida Statutes, to read:

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

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

(d) Part-time, nondegreed teachers of fine and performing arts. Qualifications must be established for nondegreed teachers of fine and performing arts courses in the course code directory. The qualifications for such teachers must require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32.

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

a. A high school diploma or the equivalent.

b. Completion of 3 years of full-time successful experience or the equivalent of part-time experience in the teaching specialization area.

Section 5. Section 1012.551, Florida Statutes, is created to read:

1012.551 Teacher preparation core principles, standards, and content.—

(1) Each teacher preparation program approved pursuant to ss. 1004.04, 1004.85, and 1012.552 must provide uniform core curricula courses aligned with the Florida Educator Accomplished Practices that are grounded in the principles of cognitive science and establish the foundational standards and expectations for quality instruction and professional responsibility. The State Board of Education shall establish in rule the uniform core curricula.

(a) The uniform core curricula for each state-approved

teacher preparation program must meet, at a minimum, the following standards:

1. May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.

2. Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

3. Must use state-approved academic standards to guide instruction.

4. Must provide training on the use of high-quality instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), and materials developed pursuant to s. 1006.39, including when and how to use intervention materials.

5. Must include scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies. The

primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

6. Must include content literacy and mathematics practices.

7. Must include strategies for differentiated instruction to meet student needs, including English language learners and students with disabilities, while maintaining grade-level expectations.

8. Must include strategies and practices to support effective, evidence-based assessment and grading practices aligned to the state's academic standards.

9. Must require the completion of a mastery-based clinical experience in classroom settings to provide direct application of program content and instruction and mastery of the components of teaching as outlined in the Florida Educator Accomplished Practices. These clinical experiences must allow candidates to demonstrate mastery of curriculum and pedagogy through observable performance evaluations aligned with instructional

personnel evaluation systems approved pursuant to s. 1012.34. Mastery must be assessed through in-classroom performance, with candidate feedback provided for growth and refinement, rather than solely through written assignments or project-based assessments. Clinical experience may only be provided by individuals who meet the requirements of s. 1012.56(7).

(b) Beginning with teacher candidates initially entering a state-approved teacher preparation program in the 2026-2027 school year and thereafter, each teacher candidate must complete:

1. One introduction to education course that allows teacher candidates to demonstrate competency in the cognitive science of learning principles, including cognitive load theory, working memory, and long-term memory; retrieval practice; attention and selective attention; social science of motivation and persistence; background knowledge; and production effect.

2. One classroom management and high-impact teaching strategies course that allows teacher candidates to demonstrate competency of instructional strategies based on Florida Educator Accomplished Practices.

(2) Each state-approved teacher preparation program must annually report all teacher preparation core courses to the department by each course's statewide course number.

(3) By December 1, 2025, and each December 1 thereafter, the State Board of Education must approve or reject the list of

courses for each state-approved teacher preparation program.

(4) A teacher preparation program may not require a student to take an additional course to meet a program requirement that was completed by the student with a course that has since been removed as a teacher preparation program core course.

Section 6. Section 1012.552, Florida Statutes, is created to read:

1012.552 The Coaching for Educator Readiness and Teaching Certification (CERT) Program.—

(1) INTENT.—The Coaching for Educator Readiness and Teaching (CERT) Certification Program is established to create an alternative pathway for teachers to enter the teaching profession. School districts, charter schools, and charter management organizations may implement the CERT program to provide a cohesive, competency-based training and certification pathway for teachers who have a state-issued temporary certificate to earn their professional certificate through an on-the-job mentorship and learning program.

(2) PROGRAM REQUIREMENTS.—A CERT program must include all of the following:

(a) A teacher mentorship and induction component. Mentors must meet the requirements of s. 1012.56(7).

(b) An assessment of teaching performance aligned to the district, charter school, or charter management organization

system for personnel evaluation under s. 1012.34 which provides for:

1. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.

2. A summative evaluation to assure successful completion of the program.

(c) Professional learning, in accordance with s. 1012.98, tailored to each educator's growth and learning needs according to observational data and feedback.

(d) Required achievement of passing scores on the subject area examination required by State Board of Education rule.

(e) Required successful completion of all competencies for a reading endorsement, including completion of the endorsement practicum, for a candidate certification in a coverage area identified pursuant to s. 1012.585(3)(f).

(f) Provide guidance and on-the-job training in the classroom on mastering Florida Educator Accomplished Practices.

(3) APPROVAL AND CONTINUED APPROVAL.—CERT programs are approved for a period of 5 years in a format to be established by the department. A teacher may not satisfy requirements for a professional certificate through a CERT program unless the program has been approved by the department pursuant to this section. Continued approval of CERT programs must include a criteria for candidate readiness based on scores on the Florida

Teacher Excellence Examination developed pursuant to s. 1012.56(10) and administered before program completion.

(4) RULEMAKING.—The State Board of Education shall adopt rules to administer this section.

Section 7. Subsection (3) of section 1012.555, Florida Statutes, is amended to read:

1012.555 Teacher Apprenticeship Program.—

(3) A teacher who serves as a mentor in the apprenticeship program shall mentor his or her apprentice teacher using team teaching strategies and must, at a minimum, meet ~~all of~~ the ~~following~~ requirements of s. 1012.56(7)~~:~~

~~(a) Have at least 5 years of teaching experience in this state.~~

~~(b) Have received an aggregate score of highly effective on the three most recent available value-added model (VAM) scores, as used by the department, or have received an aggregate score of highly effective on the three most recent available performance evaluations if the teacher does not generate a state VAM score.~~

~~(c) Satisfy any other requirements established by the department~~.

Section 8. Effective July 1, 2028, subsections (10) through (17) of section 1012.56, Florida Statutes, are renumbered as subsections (8) through (15), respectively, and paragraph (b) of subsection (1), paragraph (d) of subsection

(2), paragraphs (f) and (g) of subsection (6), paragraph (a) of subsection (7), and present subsections (8) and (9) are amended, to read:

1012.56 Educator certification requirements.—

(1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement.

(b) The department shall issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from an employer with a professional education competence demonstration program pursuant to paragraph (6)(f) ~~and subsection (9)~~. The temporary certificate must cover the classification, level, and area for which the applicant is deemed qualified. The department shall electronically notify the applicant's employer that the temporary certificate has been issued and provide the applicant an official statement of status

of eligibility at the time the certificate is issued.

The statement of status of eligibility must be provided electronically and must advise the applicant of any qualifications that must be completed to qualify for certification. Each method by which an applicant can complete the qualifications for a professional certificate must be included in the statement of status of eligibility. Each statement of status of eligibility is valid for 5 years after its date of issuance, except as provided in paragraph (2)(d).

(2) ELIGIBILITY CRITERIA.—To be eligible to seek certification, a person must:

(d) Submit to background screening in accordance with subsection (9) ~~(11)~~. If the background screening indicates a criminal history or if the applicant acknowledges a criminal history, the applicant's records shall be referred to the investigative section in the Department of Education for review and determination of eligibility for certification. If the applicant fails to provide the necessary documentation requested by the department within 90 days after the date of the receipt of the certified mail request, the statement of eligibility and pending application shall become invalid.

(6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION COMPETENCE.—Acceptable means of demonstrating mastery of professional preparation and education competence are:

(f) Successful completion of professional preparation courses as specified in state board rule~~, successful completion of a professional education competence program pursuant to subsection (9),~~ and documentation of 3 years of being rated effective or highly effective under s. 1012.34 while holding a temporary certificate;

~~(g) Successful completion of a professional learning certification program, outlined in subsection (8);~~

The State Board of Education shall adopt rules to implement this subsection, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence. A passing score on the professional education competency examination shall not be required of candidates who have successfully completed a teacher preparation program approved, after July 1, 2027, pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

(7) TYPES AND TERMS OF CERTIFICATION.—

(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant who fulfills one of the following:

1. Meets all the applicable requirements outlined in subsection (2).

2. For a professional certificate covering grades 6

through 12:

a. Meets the applicable requirements of paragraphs (2)(a)-(h).

b. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.

c. Teaches a high school course in the subject of the advanced degree.

d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.

e. Achieves a passing score on the Florida professional education competency examination required by state board rule.

3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a Coaching for Educator Readiness and Teaching Certification Program pursuant to s. 1012.551~~, a professional learning certification program approved by the department pursuant to paragraph (8)(c)~~ or an educator preparation institute approved by the department pursuant to s. 1004.85.

At least 1 year before an individual's temporary certificate is set to expire, the department shall electronically notify the individual of the date on which his or her certificate will

expire and provide a list of each method by which the qualifications for a professional certificate can be completed.

~~(8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—~~

~~(a) The Department of Education shall develop and each school district, charter school, and charter management organization may provide a cohesive competency-based professional learning certification program by which instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. These entities may collaborate with other supporting agencies or educational entities for implementation. The program shall include the following:~~

~~1. A teacher mentorship and induction component.~~

~~a. Each individual selected by the district, charter school, or charter management organization as a mentor:~~

~~(I) Must hold a valid professional certificate issued pursuant to this section;~~

~~(II) Must have earned at least 3 years of teaching~~

~~experience in prekindergarten through grade 12;~~

~~(III) Must have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning under s. 1012.98(4);~~

~~(IV) Must have earned an effective or highly effective rating on the prior year's performance evaluation; and~~

~~(V) May be a peer evaluator under the district's evaluation system approved under s. 1012.34.~~

~~b. The teacher mentorship and induction component must, at a minimum, provide routine opportunities for mentoring and induction activities, including ongoing professional learning as described in s. 1012.98 targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and followup discussions. Professional learning must meet the criteria established in s. 1012.98(3). Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section.~~

~~2. An assessment of teaching performance aligned to the district's, charter school's, or charter management organization's system for personnel evaluation under s. 1012.34 which provides for:~~

~~a. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning~~

~~plan.~~

~~b. A summative evaluation to assure successful completion of the program.~~

~~3. Professional education preparation content knowledge, which must be included in the mentoring and induction activities under subparagraph 1., that includes, but is not limited to, the following:~~

~~a. The state academic standards provided under s. 1003.41, including scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, content literacy, and mathematical practices, for each subject identified on the temporary certificate. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.~~

~~b. The educator-accomplished practices approved by the state board.~~

~~4. Required achievement of passing scores on the subject~~

~~area and professional education competency examination required by State Board of Education rule. Mastery of general knowledge must be demonstrated as described in subsection (3).~~

~~5. Beginning with candidates entering a program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum.~~

~~(b) Professional learning certification program courses:~~

~~1. May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.~~

~~2. Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.~~

~~(c) The State Board of Education shall adopt rules for the approval and continued approval of professional learning certification programs aligned to paragraph (a). A teacher may not satisfy requirements for a professional certificate through a professional learning certification program unless the program has been approved by the department pursuant to this paragraph.~~

~~(9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.~~

~~(a) Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.~~

~~(b) The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional learning system required under s. 1012.98.~~

Section 9. Paragraphs (e) and (f) of subsection (3), subsection (6), and paragraphs (a), (b), and (e) of subsection (7) of section 1012.56, Florida Statutes, are amended, and paragraph (g) is added to subsection (3) of that section, to read:

1012.56 Educator certification requirements.—

(3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of demonstrating mastery of general knowledge are:

(e) Achievement of passing scores, identified in state

board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination and the SAT, ACT, and Classic Learning Test. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations; ~~or~~

(f) Documentation of receipt of a master's or higher degree from an accredited postsecondary educational institution that the Department of Education has identified as having a quality program resulting in a baccalaureate degree or higher; or

(g) Successful completion of an introduction to education course and a classroom management and high-impact teaching strategies course approved pursuant to s. 1012.551.

A school district that employs an individual who does not achieve passing scores on any subtest of the general knowledge examination must provide information regarding the availability of state-level and district-level supports and instruction to assist him or her in achieving a passing score. Such information must include, but need not be limited to, state-level test information guides, school district test preparation resources,

and preparation courses offered by state universities and Florida College System institutions. The requirement of mastery of general knowledge shall be waived for an individual who has been provided 3 years of supports and instruction and who has been rated effective or highly effective under s. 1012.34 for each of the last 3 years.

(6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION COMPETENCE.—Acceptable means of demonstrating mastery of professional preparation and education competence are:

(a) Successful completion of a state-approved ~~an approved~~ teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;

(b) Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;

(c) Documentation of a valid professional standard teaching certificate issued by another state;

(d) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national educator credentialing board approved by the State Board of Education;

(e) Documentation of two semesters of successful, full-

time or part-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 of higher education identified by the Department of Education as having a quality program and achievement of a passing score on the professional education competency examination required by state board rule;

(f) Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional education competence program pursuant to subsection (9), and documentation of 3 years of being rated effective or highly effective under s. 1012.34 while holding a temporary certificate;

(g) Successful completion of a professional learning certification program, outlined in subsection (8); ~~or~~

(h) Successful completion of a competency-based certification program pursuant to s. 1004.85 and achievement of a passing score on the professional education competency examination required by rule of the State Board of Education; or

(i) Successful completion of a Coaching for Educator Readiness and Teaching Certification Program as established in s. 1012.552.

The State Board of Education shall adopt rules to implement this subsection, including rules to approve specific teacher

preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence. A passing score on the professional education competency examination shall not be required of candidates who have successfully completed a teacher preparation program approved, after July 1, 2027, pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

(7) TYPES AND TERMS OF CERTIFICATION.—

(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant who fulfills one of the following:

1. Meets all the applicable requirements outlined in subsection (2).

2. For a professional certificate covering grades 6 through 12:

a. Meets the applicable requirements of paragraphs (2)(a)-(h).

b. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.

c. Teaches a high school course in the subject of the advanced degree.

d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International

Certificate of Education, or International Baccalaureate examination.

e. Achieves a passing score on the Florida professional education competency examination required by state board rule.

3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a Coaching for Educator Readiness and Teaching Certification Program pursuant to s. 1012.551, professional learning certification program approved by the department pursuant to paragraph (8)(c), or an educator preparation institute approved by the department pursuant to s. 1004.85. ~~An applicant who completes one of these programs and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.~~

(b) The department shall issue a temporary certificate to any applicant who:

1. Completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule;

2. For a subject area specialization for which the state

board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; or

3. Is enrolled in a state-approved teacher preparation program under s. 1004.04; is actively completing the final semester of the clinical experience or ~~required program field experience or~~ internship at a public school immediately preceding graduation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a

quality program resulting in a bachelor's degree or higher.

(e) A person who is issued a temporary certificate under paragraph (b) must be assigned a teacher mentor or clinical educator for a minimum of 2 school years after commencing employment. Each teacher mentor or clinical educator selected by the school district, charter school, or charter management organization must:

1. Hold a valid professional certificate issued pursuant to this section;

2. Have earned at least 3 years of teaching experience in prekindergarten through grade 12; and

3. Have earned an effective or highly effective rating on the prior 3 year's performance evaluation under s. 1012.34.

4. Provide evidence of successful completion of clinical educator training pursuant to s. 1012.98.

5. Be certified or endorsed in reading when assigned to an individual providing instruction to students in kindergarten through grade 3.

At least 1 year before an individual's temporary certificate is set to expire, the department shall electronically notify the individual of the date on which his or her certificate will expire and provide a list of each method by which the qualifications for a professional certificate can be completed.

Section 10. Paragraph (a) of subsection (3) of section

1012.585, Florida Statutes, is amended to read:

1012.585 Process for renewal of professional certificates.—

(3) For the renewal of a professional certificate, the following requirements must be met:

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. ~~Education in "clinical educator"~~ Training pursuant to s. 1012.98(4) ~~s. 1004.04(5)(b)~~; participation in mentorship and induction activities, including as a mentor~~, pursuant to s. 1012.56(8)(a)~~; and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy grounded in the science of reading, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the

educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule that include reading instruction or intervention for any students in kindergarten through grade 6. Each district school board shall include in its inservice master plan the ability for teachers to receive inservice points for supporting students in extracurricular career and technical education activities, such as career and technical student organization activities outside of regular school hours and training related to supervising students participating in a career and technical student organization. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

Section 11. Subsections (3) and (4) and paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, are amended to read:

1012.98 School Community Professional Learning Act.—

(3) Professional learning activities must be linked to

student learning, provide ~~and~~ professional growth for instructional and administrative staff, and meet the following criteria:

(a) For instructional personnel, utilize materials aligned to the state's academic standards.

(b) For school administrators, utilize materials aligned to the Florida Educational Leadership Standards adopted in rule by the State Board of Education ~~state's educational leadership standards~~.

(c) Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.

(d) Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.

(e) Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

(f) Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.

(g) Create opportunities for collaboration.

(h) Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices,

focused directly on instructional personnel and school administrator needs.

(i) Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.

(j) Provide sustained duration with followup for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

(k) Provide training on the use of high-quality instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), and materials developed pursuant to s. 1006.39, including when and how to use intervention materials.

(4) The inservice activities designed to implement this section must:

(a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

1. Enhanced and differentiated instructional strategies to engage students in a rigorous and knowledge-based ~~relevant~~ curriculum based on the Florida Educator Accomplished Practices ~~state and local educational standards, goals, and initiatives~~;

and

~~2. Increased opportunities to provide meaningful relationships between teachers and all students; and~~

2.~~3.~~ Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.

(b) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

(c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(d) Provide instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

(e) Provide training to individuals who serve as mentors or clinical educators ~~teacher mentors as part of the professional learning certification program under s. 1012.56(8) and the professional education competency program under s.~~

~~1012.56(9).~~ The department shall develop criteria for the initial review and continued approval of clinical educator and mentor training that must include, at a minimum:

1. Instruction and assessment in the Florida Educator Accomplished Practices.

2. Effective communication strategies to guide reflection and personal growth.

3. Effective modeling of high-impact teaching practices and skills.

4. Fostering resilience in educators ~~components on teacher development, peer coaching, time management, and other related topics as determined by the Department of Education~~.

(5) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(b) Each school district shall develop a professional learning system as specified in subsection (4). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning system must:

1. Be reviewed and approved by the department for

compliance with s. 1003.42(3) and this section. ~~Effective March 1, 2024,~~ The department shall establish a calendar for the review and approval of all professional learning systems. A professional learning system must be reviewed and approved every 5 years. Any substantial revisions to the system must be submitted to the department for review and approval. The department shall establish a format for the review and approval of a professional learning system.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional learning system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel shall focus on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies

that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

4. Provide inservice activities and support targeted to the individual needs of new teachers participating in the professional learning certification and education competency program under s. 1012.56(8)(a).

5. Include a professional learning catalog for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog must be aligned to and support the school-based inservice catalog and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and

instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, which address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs.

8. Provide for delivery of professional learning by

distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 shall include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, interventionists, classroom teachers, and school administrators in effective

methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

Section 12. Section 1012.981, Florida Statutes, is created

to read:

1012.981 The Florida Institute for Teaching Excellence.—

(1) The Florida Institute for Teaching Excellence is established at Miami Dade College, subject to an appropriation, for the purpose of preparing high-quality teachers in this state through rigorous, evidence-based programs grounded in cognitive science, high-impact teaching strategies, and the implementation of knowledge-rich curricula.

(2) The institute shall do all of the following:

(a) Develop and deliver evidence-based professional learning opportunities aligned to the Florida Educator Accomplished Practices.

(b) Develop and deliver educator training programs pursuant to s. 1012.98 that integrate high-quality instructional materials included on the state-adopted instructional materials list under s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), and materials developed by or under the direction of the department as provided in s. 1006.39. These programs must focus on the effective use of knowledge-based curricula, highlighting when and how to incorporate intervention materials, and emphasize the importance of background knowledge in building advanced reading comprehension grounded in the science of reading and critical thinking skills.

(c) Develop and design models of high-quality clinical experiences, for aspiring teachers. These model experiences

shall serve as a standard that institutions approved pursuant to ss. 1004.04 and 1004.85 can adopt or adapt, enabling participants to demonstrate mastery of instructional techniques, classroom management strategies, and the application of high-impact teaching strategies in authentic educational settings.

(d) Collaborate with school districts and other educational stakeholders to identify emerging needs in teacher preparation and align institute programs accordingly, conducting gap analyses to provide comprehensive coverage of the science of learning, high-impact teaching strategies, and knowledge-rich curriculum implementation.

(e) Establish a statewide network of teachers and instructional leaders equipped with the knowledge and skills to mentor and support aspiring and current educators participating in the institute's programs. This network shall model effective pedagogical practices and facilitate professional growth.

(f) Conduct research and disseminate findings on high-impact teaching practices and the implementation of knowledge-based curricula to inform policy, improve classroom instruction, and address the importance of background knowledge in student achievement.

(g) Report to the department the completion of professional learning by individuals who are not employed by entities with an approved professional learning system.

(3) The institute may submit a professional learning

system for approval pursuant to s. 1012.98.

(4) The institute may apply for and receive federal, state, or local agency grants for the purposes of this section.

(5) The Miami Dade College Board of Trustees in collaboration with the Florida Department of Education shall establish policies for the supervision, administration, and governance of the institute.

Section 13. Effective July 1, 2028, subsection (5) of section 1012.55, Florida Statutes, is amended to read:

1012.55 Positions for which certificates required.—

(5) Notwithstanding this section and ss. 1012.32 and 1012.56, or any other provision of law or rule to the contrary, the State Board of Education shall adopt rules to allow for the issuance of a classical education teaching certificate, upon the request of a classical school, to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and any other criteria established by the department. Such certificate is only valid at a classical school. For the purposes of this subsection, the term "classical school" means a school that implements and provides professional learning in a classical education school model that emphasizes the development of students in the principles of moral character and civic virtue through a well-rounded education in the liberal arts and sciences that is based on the classical trivium stages of grammar, logic, and rhetoric.

Section 14. Effective July 1, 2028, subsection (1) of section 1012.57, Florida Statutes, is amended to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards and charter school governing boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and who has expertise in the subject area to be taught. An applicant is considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test or has achieved an industry certification in the subject area to be taught.

Section 15. Effective July 1, 2028, paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Learning Act.—

(5) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(b) Each school district shall develop a professional learning system as specified in subsection (4). The system shall be developed in consultation with teachers, teacher-educators of

Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning system must:

1. Be reviewed and approved by the department for compliance with s. 1003.42(3) and this section. The department shall establish a calendar for the review and approval of all professional learning systems. A professional learning system must be reviewed and approved every 5 years. Any substantial revisions to the system must be submitted to the department for review and approval. The department shall establish a format for the review and approval of a professional learning system.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional learning system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities

for instructional and school administrative personnel shall focus on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

4. Provide inservice activities and support targeted to the individual needs of new teachers ~~participating in the professional learning certification and education competency program under s. 1012.56(8)(a)~~.

5. Include a professional learning catalog for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog must be aligned to and support the school-based inservice catalog and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s.

1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, which address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs.

8. Provide for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 shall include in its school improvement plan, required under s. 1001.42(18), a

description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, interventionists, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to

teach word reading. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

Section 16. Except as otherwise expressly provided in this act, 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 Rizo offered the following:

Amendment (with title amendment)

Remove everything after the enacting clause and insert:

Section 1. Effective July 1, 2029, subsection (2), paragraph (a) of subsection (3), paragraph (a) of subsection (4), and subsection (5) of section 1004.04, Florida Statutes, are amended, to read:

1004.04 Public accountability and state approval for teacher preparation programs.—

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

~~(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform~~

~~core curricula for each state-approved teacher preparation program.~~

~~(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:~~

~~1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.~~

~~2. The use of state-adopted content standards to guide curricula and instruction.~~

~~3. Scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.~~

~~4. Content literacy and mathematics practices.~~

~~5. Strategies appropriate for the instruction of English language learners.~~

~~6. Strategies appropriate for the instruction of students with disabilities.~~

~~7. Strategies to differentiate instruction based on student needs.~~

~~8. Strategies and practices to support evidence-based content aligned to state standards and grading practices.~~

~~9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.~~

~~10. Strategies to support the use of technology in education and distance learning.~~

~~11. Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.~~

(a) ~~(c)~~ Each candidate must receive instruction and be assessed on the uniform core curricula, approved pursuant to s. 1012.551, in the candidate's area or areas of program concentration during course work and clinical ~~field~~ experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading

endorsement, including completion of the endorsement practicum through the candidate's clinical ~~field~~ experience under subsection (5), in order to graduate from the program.

(b) ~~(d)~~ Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area or areas of program concentration during a prekindergarten through grade 12 clinical ~~field~~ experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area or areas of program concentration.

(c) ~~(e)~~ Teacher preparation program courses:

1. May not distort significant historical events or include a curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.

2. Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, ~~and~~ demonstrate mastery of the cognitive science of learning and its application in high-impact teaching strategies, and the crucial role of background knowledge in developing high-level literacy ~~competence~~.

(3) INITIAL STATE PROGRAM APPROVAL.—

(a) A program approval process based on standards adopted pursuant to this subsection ~~and subsection (2)~~ must be established for postsecondary teacher preparation programs. Each program shall be approved by the department, consistent with the intent set forth in subsection (1) and based upon evidence of the institution's and the program's capacity to meet the requirements for continued approval as provided in subsection (4) and by the rules of the State Board of Education.

(4) CONTINUED PROGRAM APPROVAL.—Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

(a) The criteria for continued approval must include each of the following:

1. Candidate readiness based on passage rates on educator certification examinations under s. 1012.56, as applicable.

2. Evidence of performance in each of the following areas:

a. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.

b. Results of program completers' annual evaluations in accordance with the timeline as set forth in s. 1012.34.

c. Workforce contributions, including placement of program completers in instructional positions in Florida public and private schools, with additional weight given to production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.

3. Beginning July 1, 2029, candidate readiness based on scores on the Florida Teacher Excellence Examination developed pursuant to s. 1012.56(10) and administered before program completion.

~~3. Results of the program completers' survey measuring their satisfaction with preparation for the realities of the classroom.~~

~~4. Results of the employers' survey measuring satisfaction with the program and the program's responsiveness to local school districts.~~

(5) PRESERVICE CLINICAL ~~FIELD~~ EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice clinical ~~field~~ experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(a) All individuals in postsecondary teacher preparation programs who instruct or supervise preservice clinical ~~field~~ experience courses or internships in which a candidate

demonstrates his or her impact on student learning growth shall meet the requirements of a clinical educator established under s. 1012.56(7) ~~have the following: specialized training in clinical supervision; at least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule~~.

(b)1. All school district personnel and instructional personnel who supervise or direct teacher preparation students during clinical ~~field~~ experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must meet the requirements of a clinical educator established under s. 1012.56(7). ~~have:~~

~~a. Evidence of "clinical educator" training;~~

~~b. A valid professional certificate issued pursuant to s. 1012.56;~~

~~c. At least 3 years of teaching experience in prekindergarten through grade 12;~~

~~d. Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34 or be a peer evaluator under the district's evaluation system approved under s. 1012.34; and~~

~~e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students~~

~~during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), a certificate or endorsement in reading.~~

~~The State Board of Education shall approve the training requirements.~~

2. All instructional personnel who supervise or direct teacher preparation students during clinical ~~field~~ experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received "clinical educator" training pursuant to s. 1012.98 or its equivalent in that state, hold a valid professional certificate issued by the state in which the clinical ~~field~~ experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during clinical ~~field~~ experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a United States military base in another country through a Florida online or distance program must have received "clinical educator" training pursuant to s. 1012.98 or its equivalent, hold a valid professional certificate issued by the United States Department

of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

(c) Preservice clinical ~~field~~ experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate's area or areas of program concentration with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools. Beginning with candidates entering a program in the 2023-2024 school year, a minimum of 60 hours of preservice clinical ~~field~~ experience must be completed before the culminating clinical ~~field~~ experience, which must include a minimum of 12 weeks of student teaching.

(d) Postsecondary teacher preparation programs in cooperation with district school boards and approved private school associations shall select the school sites for preservice clinical ~~field~~ experience activities based upon the qualifications of the supervising personnel as described in this subsection and the needs of the candidates. These sites must represent the full spectrum of school communities, including, but not limited to, schools serving low-achieving students. In order to be selected, school sites must demonstrate commitment

to the education of public school students and to the preparation of future teachers.

Section 2. Effective July 1, 2029, subsections (5) through (8) of section 1004.85, Florida Statutes, are renumbered as subsections (4) through (7), respectively, and paragraph (a) of subsection (2), paragraph (a) of subsection (3), subsection (4), and present subsections (5) and (6) are amended, to read:

1004.85 Postsecondary educator preparation institutes.—

(2)(a) Postsecondary institutions that are accredited or approved as described in State Board of Education rule may seek approval from the Department of Education to create educator preparation institutes for the purpose of providing any or all of the following:

1. Professional learning instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements.

2. Instruction to assist potential and existing substitute teachers in performing their duties.

3. Instruction to assist paraprofessionals in meeting education and training requirements.

4. Instruction for baccalaureate degree holders to become certified teachers as provided in this section in order to increase routes to the classroom for professionals who hold a baccalaureate degree and college graduates who were not education majors.

5. Instruction and professional learning for part-time and full-time nondegreed teachers of career programs under s. 1012.39(1)(c).

~~6. Instruction that does not distort significant historical events or include a curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. Courses and instruction within the educator preparation institute must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.~~

(3) Educator preparation institutes approved pursuant to this section may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements of s. 1012.56. An educator preparation institute choosing to offer a competency-based certification program pursuant to the provisions of this section must implement a program developed by the institute and approved by the department for this purpose. Approved programs shall be available for use by other approved educator preparation institutes.

(a) Within 90 days after receipt of a request for approval, the Department of Education shall approve a preparation program pursuant to the requirements of this subsection or issue a statement of the deficiencies in the request for approval. The department shall approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that:

1. Instructs and assesses each candidate in the uniform core curricula approved under s. 1012.551 and ~~following:~~

~~1.a.~~ the Florida Educator Accomplished Practices approved by the state board.

~~b. The state academic standards provided under s. 1003.41, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the statement of status of eligibility or the temporary certificate.~~

~~c. Scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional~~

~~strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.~~

~~2. An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in the areas listed in subparagraph 1.~~

2.~~3.~~ Provides clinical ~~Field~~ experiences appropriate to the certification subject area specified in the educational plan under the supervision of clinical educators who meet the requirements of s. 1012.56(7) ~~qualified educators~~. The state board shall determine in rule the amount of field experience necessary to serve as the teacher of record, beginning with candidates entering a program in the 2023-2024 school year.

3.~~4.~~ Provides a certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening pursuant to s. 1012.32 and educator professional or temporary certification pursuant to s. 1012.56.

~~(4) The state board shall adopt rules for the continued approval of each program approved pursuant to this section.~~

(4)(a)~~(5)~~ Each institute approved pursuant to this section shall submit to the Department of Education annual performance evaluations that measure the effectiveness of the programs.

(b) Beginning July 1, 2029, continued approval criteria for educator preparation programs must include candidate readiness based on scores on the Florida Teacher Excellence Examination developed pursuant to s. 1012.56(10) and administered before program completion.

(5)~~(6)~~ Instructors and supervisors of clinical ~~field~~ experiences in which participants demonstrate an impact on student learning growth for a certification program approved pursuant to this section must meet the same qualifications as those required in s. 1004.04(5).

Section 3. Paragraph (d) is added to subsection (1) of section 1012.39, Florida Statutes, to read:

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

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

(d) Part-time, nondegreed teachers of fine and performing arts. Qualifications must be established for nondegreed teachers of fine and performing arts courses in the course code directory. The qualifications for such teachers must require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32.

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

a. A high school diploma or the equivalent.

b. Completion of 3 years of full-time successful experience or the equivalent of part-time experience in the teaching specialization area.

Section 4. Section 1012.551, Florida Statutes, is created to read:

1012.551 Teacher preparation core principles, standards, and content.–

(1) Each teacher preparation program approved pursuant to ss. 1004.04, 1004.85, and 1012.552 must provide uniform core curricula courses aligned with the Florida Educator Accomplished Practices that are grounded in the principles of cognitive science and establish the foundational standards and expectations for quality instruction and professional responsibility. The State Board of Education shall establish in rule the uniform core curricula.

(a) The uniform core curricula for each state-approved teacher preparation program must meet, at a minimum, the following standards:

1. May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.

2. Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

3. Must use state-approved academic standards to guide instruction.

4. Must provide training on the use of high-quality instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), materials developed pursuant to s. 1006.39, and materials posted online by the department, including when and how to use intervention materials.

5. Must include scientifically researched and evidence-based reading instructional strategies grounded in the science of reading which improve reading performance for all students, including explicit, systematic, and sequential approaches to

teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies for foundational skills may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies that improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading.

6. Must include content literacy and mathematics practices.

7. Must include strategies for differentiated instruction to meet student needs, including English language learners and students with disabilities, while maintaining grade-level expectations.

8. Must include strategies and practices to support effective, evidence-based assessment and grading practices aligned to the state's academic standards.

9. Must require the completion of a mastery-based clinical experience in classroom settings to provide direct application of program content and instruction and mastery of the components of teaching as outlined in the Florida Educator Accomplished Practices. These clinical experiences must allow candidates to

demonstrate mastery of curriculum and pedagogy through observable performance evaluations aligned with instructional personnel evaluation systems approved pursuant to s. 1012.34. Mastery must be assessed through in-classroom performance, with candidate feedback provided for growth and refinement, rather than solely through written assignments or project-based assessments. Clinical experience may only be provided by individuals who meet the requirements of s. 1012.56(7).

(b) Beginning with teacher candidates initially entering a state-approved teacher preparation program in the 2029-2030 school year and thereafter, each teacher candidate must complete:

1. One introduction to education course that allows teacher candidates to demonstrate competency in the cognitive science of learning principles, including cognitive load theory, working memory, and long-term memory; retrieval practice; attention and selective attention; social science of motivation and persistence; background knowledge; and production effect.

2. One classroom management and high-impact teaching strategies course that allows teacher candidates to demonstrate competency of instructional strategies based on Florida Educator Accomplished Practices.

(2) Each state-approved teacher preparation program must annually report all teacher preparation core courses to the department by each course's statewide course number.

(3) By December 1, 2028, and each December 1 thereafter, the State Board of Education must approve or reject the list of courses for each state-approved teacher preparation program.

(4) A teacher preparation program may not require a student to take an additional course to meet a program requirement that was completed by the student with a course that has since been removed as a teacher preparation program core course.

Section 5. Section 1012.552, Florida Statutes, is created to read:

1012.552 The Coaching for Educator Readiness and Teaching Certification (CERT) Program.—

(1) INTENT.—The Coaching for Educator Readiness and Teaching (CERT) Certification Program is established to create an alternative pathway for teachers to enter the teaching profession. School districts, charter schools, and charter management organizations may implement the CERT program to provide a cohesive, competency-based training and certification pathway for teachers who have a state-issued temporary certificate to earn their professional certificate through an on-the-job mentorship and learning program.

(2) PROGRAM REQUIREMENTS.—A CERT program must include all of the following:

(a) A teacher mentorship and induction component. Mentors must meet the requirements of s. 1012.56(7).

(b) An assessment of teaching performance aligned to the district, charter school, or charter management organization system for personnel evaluation under s. 1012.34 which provides for:

1. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.

2. A summative evaluation to assure successful completion of the program.

(c) Professional learning, in accordance with s. 1012.98, tailored to each educator's growth and learning needs according to observational data and feedback.

(d) Required achievement of passing scores on the subject area examination required by State Board of Education rule.

(e) Required successful completion of all competencies for a reading endorsement, including completion of the endorsement practicum, for a candidate certification in a coverage area identified pursuant to s. 1012.585(3)(f).

(f) Provide guidance and on-the-job training in the classroom on mastering Florida Educator Accomplished Practices.

(3) APPROVAL AND CONTINUED APPROVAL.—CERT programs are approved for a period of 5 years in a format to be established by the department. A teacher may not satisfy requirements for a professional certificate through a CERT program unless the program has been approved by the department pursuant to this

section. Continued approval of CERT programs must include a criteria for candidate readiness based on scores on the Florida Teacher Excellence Examination developed pursuant to s. 1012.56(10) and administered before program completion.

(4) RULEMAKING.—The State Board of Education shall adopt rules to administer this section.

Section 6. Effective July 1, 2029, subsection (3) of section 1012.555, Florida Statutes, is amended to read:

1012.555 Teacher Apprenticeship Program.—

(3) A teacher who serves as a mentor in the apprenticeship program shall mentor his or her apprentice teacher using team teaching strategies and must, at a minimum, meet ~~all of~~ the ~~following~~ requirements of s. 1012.56(7)~~:~~

~~(a) Have at least 5 years of teaching experience in this state.~~

~~(b) Have received an aggregate score of highly effective on the three most recent available value-added model (VAM) scores, as used by the department, or have received an aggregate score of highly effective on the three most recent available performance evaluations if the teacher does not generate a state VAM score.~~

~~(c) Satisfy any other requirements established by the department~~.

Section 7. Effective July 1, 2029, subsections (10) through (17) of section 1012.56, Florida Statutes, are

renumbered as subsections (8) through (15), respectively, paragraph (b) of subsection (1), paragraph (d) of subsection (2), paragraphs (e) and (f) of subsection (3), subsection (6), paragraphs (a), (b), and (e) of subsection (7), and present subsections (8) and (9) are amended, and paragraph (g) is added to subsection (3) of that section, to read:

1012.56 Educator certification requirements.—

(1) APPLICATION.—Each person seeking certification pursuant to this chapter shall submit a completed application containing the applicant's social security number to the Department of Education and remit the fee required pursuant to s. 1012.59 and rules of the State Board of Education. Pursuant to the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, each party is required to provide his or her social security number in accordance with this section. Disclosure of social security numbers obtained through this requirement is limited to the purpose of administration of the Title IV-D program of the Social Security Act for child support enforcement.

(b) The department shall issue a temporary certificate to a qualifying applicant within 14 calendar days after receipt of a request from an employer with a professional education competence demonstration program pursuant to paragraph (6)(f) ~~and subsection (9)~~. The temporary certificate must cover the classification, level, and area for which the applicant is

deemed qualified. The department shall electronically notify the applicant's employer that the temporary certificate has been issued and provide the applicant an official statement of status of eligibility at the time the certificate is issued.

The statement of status of eligibility must be provided electronically and must advise the applicant of any qualifications that must be completed to qualify for certification. Each method by which an applicant can complete the qualifications for a professional certificate must be included in the statement of status of eligibility. Each statement of status of eligibility is valid for 5 years after its date of issuance, except as provided in paragraph (2)(d).

(2) ELIGIBILITY CRITERIA.—To be eligible to seek certification, a person must:

(d) Submit to background screening in accordance with subsection (9) ~~(11)~~. If the background screening indicates a criminal history or if the applicant acknowledges a criminal history, the applicant's records shall be referred to the investigative section in the Department of Education for review and determination of eligibility for certification. If the applicant fails to provide the necessary documentation requested by the department within 90 days after the date of the receipt of the certified mail request, the statement of eligibility and pending application shall become invalid.

(3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of demonstrating mastery of general knowledge are:

(e) Achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination and the SAT, ACT, and Classic Learning Test. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations; ~~or~~

(f) Documentation of receipt of a master's or higher degree from an accredited postsecondary educational institution that the Department of Education has identified as having a quality program resulting in a baccalaureate degree or higher; or

(g) Successful completion of an introduction to education course and a classroom management and high-impact teaching strategies course approved pursuant to s. 1012.551.

A school district that employs an individual who does not achieve passing scores on any subtest of the general knowledge examination must provide information regarding the availability of state-level and district-level supports and instruction to

assist him or her in achieving a passing score. Such information must include, but need not be limited to, state-level test information guides, school district test preparation resources, and preparation courses offered by state universities and Florida College System institutions. The requirement of mastery of general knowledge shall be waived for an individual who has been provided 3 years of supports and instruction and who has been rated effective or highly effective under s. 1012.34 for each of the last 3 years.

(6) MASTERY OF PROFESSIONAL PREPARATION AND EDUCATION COMPETENCE.—Acceptable means of demonstrating mastery of professional preparation and education competence are:

(a) Successful completion of a state-approved ~~an approved~~ teacher preparation program at a postsecondary educational institution within this state and achievement of a passing score on the professional education competency examination required by state board rule;

(b) Successful completion of a teacher preparation program at a postsecondary educational institution outside Florida and achievement of a passing score on the professional education competency examination required by state board rule;

(c) Documentation of a valid professional standard teaching certificate issued by another state;

(d) Documentation of a valid certificate issued by the National Board for Professional Teaching Standards or a national

educator credentialing board approved by the State Board of Education;

(e) Documentation of two semesters of successful, full-time or part-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 of higher education identified by the Department of Education as having a quality program and achievement of a passing score on the professional education competency examination required by state board rule;

~~(f) Successful completion of professional preparation courses as specified in state board rule, successful completion of a professional education competence program pursuant to subsection (9), and documentation of 3 years of being rated effective or highly effective under s. 1012.34 while holding a temporary certificate;~~

~~(g) Successful completion of a professional learning certification program, outlined in subsection (8); or~~

(f)~~(h)~~ Successful completion of a competency-based certification program pursuant to s. 1004.85 and achievement of a passing score on the professional education competency examination required by rule of the State Board of Education; or

(g) Successful completion of a Coaching for Educator Readiness and Teaching Certification Program as established in s. 1012.552.

The State Board of Education shall adopt rules to implement this subsection, including rules to approve specific teacher preparation programs that are not identified in this subsection which may be used to meet requirements for mastery of professional preparation and education competence. A passing score on the professional education competency examination shall not be required of candidates who have successfully completed a teacher preparation program approved, after July 1, 2029, pursuant to s. 1004.04, s. 1004.85, or s. 1012.551.

(7) TYPES AND TERMS OF CERTIFICATION.—

(a) The Department of Education shall issue a professional certificate for a period not to exceed 5 years to any applicant who fulfills one of the following:

1. Meets all the applicable requirements outlined in subsection (2).

2. For a professional certificate covering grades 6 through 12:

a. Meets the applicable requirements of paragraphs (2)(a)-(h).

b. Holds a master's or higher degree in the area of science, technology, engineering, or mathematics.

c. Teaches a high school course in the subject of the advanced degree.

d. Is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, based in part on student performance as measured by a statewide, standardized assessment or an Advanced Placement, Advanced International Certificate of Education, or International Baccalaureate examination.

e. Achieves a passing score on the Florida professional education competency examination required by state board rule.

3. Meets the applicable requirements of paragraphs (2)(a)-(h) and completes a Coaching for Educator Readiness and Teaching Certification Program pursuant to s. 1012.551 ~~professional learning certification program approved by the department pursuant to paragraph (8)(c)~~ or an educator preparation institute approved by the department pursuant to s. 1004.85. ~~An applicant who completes one of these programs and is rated highly effective as determined by his or her performance evaluation under s. 1012.34 is not required to take or achieve a passing score on the professional education competency examination in order to be awarded a professional certificate.~~

(b) The department shall issue a temporary certificate to any applicant who:

1. Completes the requirements outlined in paragraphs (2)(a)-(f) and completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5) and holds an

accredited degree or a degree approved by the Department of Education at the level required for the subject area specialization in state board rule;

2. For a subject area specialization for which the state board otherwise requires a bachelor's degree, documents 48 months of active-duty military service with an honorable discharge or a medical separation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher; or

3. Is enrolled in a state-approved teacher preparation program under s. 1004.04; is actively completing the final semester of the clinical experience or ~~required program field experience or~~ internship at a public school immediately preceding graduation; completes the requirements outlined in paragraphs (2)(a), (b), and (d)-(f); completes the subject area content requirements specified in state board rule or demonstrates mastery of subject area knowledge pursuant to subsection (5); and documents completion of 60 college credits

with a minimum cumulative grade point average of 2.5 on a 4.0 scale, as provided by one or more accredited institutions of higher learning or a nonaccredited institution of higher learning identified by the Department of Education as having a quality program resulting in a bachelor's degree or higher.

(e) A person who is issued a temporary certificate under paragraph (b) must be assigned a teacher mentor or clinical educator for a minimum of 2 school years after commencing employment. Each teacher mentor or clinical educator selected by the school district, charter school, or charter management organization must:

1. Hold a valid professional certificate issued pursuant to this section;

2. Have earned at least 3 years of teaching experience in prekindergarten through grade 12; ~~and~~

3. Have earned an effective or highly effective rating on the prior 3 year's performance evaluation under s. 1012.34;~~.~~

4. Provide evidence of successful completion of clinical educator training pursuant to s. 1012.98; and

5. Be certified or endorsed in reading when assigned to an individual providing instruction to students in kindergarten through grade 3 or an individual enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f).

At least 1 year before an individual's temporary certificate is set to expire, the department shall electronically notify the individual of the date on which his or her certificate will expire and provide a list of each method by which the qualifications for a professional certificate can be completed.

~~(8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.~~

~~(a) The Department of Education shall develop and each school district, charter school, and charter management organization may provide a cohesive competency-based professional learning certification program by which instructional staff may satisfy the mastery of professional preparation and education competence requirements specified in subsection (6) and rules of the State Board of Education. Participants must hold a state-issued temporary certificate. A school district, charter school, or charter management organization that implements the program shall provide a competency-based certification program developed by the Department of Education or developed by the district, charter school, or charter management organization and approved by the Department of Education. These entities may collaborate with other supporting agencies or educational entities for implementation. The program shall include the following:~~

~~1. A teacher mentorship and induction component.~~

~~a. Each individual selected by the district, charter school, or charter management organization as a mentor:~~

~~(I) Must hold a valid professional certificate issued pursuant to this section;~~

~~(II) Must have earned at least 3 years of teaching experience in prekindergarten through grade 12;~~

~~(III) Must have completed training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning under s. 1012.98(4);~~

~~(IV) Must have earned an effective or highly effective rating on the prior year's performance evaluation; and~~

~~(V) May be a peer evaluator under the district's evaluation system approved under s. 1012.34.~~

~~b. The teacher mentorship and induction component must, at a minimum, provide routine opportunities for mentoring and induction activities, including ongoing professional learning as described in s. 1012.98 targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and followup discussions. Professional learning must meet the criteria established in s. 1012.98(3). Mentorship and induction activities must be provided for an applicant's first year in the program and may be provided until the applicant attains his or her professional certificate in accordance with this section.~~

~~2. An assessment of teaching performance aligned to the district's, charter school's, or charter management~~

~~organization's system for personnel evaluation under s. 1012.34 which provides for:~~

~~a. An initial evaluation of each educator's competencies to determine an appropriate individualized professional learning plan.~~

~~b. A summative evaluation to assure successful completion of the program.~~

~~3. Professional education preparation content knowledge, which must be included in the mentoring and induction activities under subparagraph 1., that includes, but is not limited to, the following:~~

~~a. The state academic standards provided under s. 1003.41, including scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, content literacy, and mathematical practices, for each subject identified on the temporary certificate. Reading instructional strategies for foundational skills shall include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to~~

~~support comprehension, but may not be used to teach word reading.~~

~~b. The educator-accomplished practices approved by the state board.~~

~~4. Required achievement of passing scores on the subject area and professional education competency examination required by State Board of Education rule. Mastery of general knowledge must be demonstrated as described in subsection (3).~~

~~5. Beginning with candidates entering a program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum.~~

~~(b) Professional learning certification program courses:~~

~~1. May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates s. 1000.05, or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.~~

~~2. Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.~~

~~(c) The State Board of Education shall adopt rules for the approval and continued approval of professional learning~~

~~certification programs aligned to paragraph (a). A teacher may not satisfy requirements for a professional certificate through a professional learning certification program unless the program has been approved by the department pursuant to this paragraph.~~

~~(9) PROFESSIONAL EDUCATION COMPETENCY PROGRAM.—~~

~~(a) Each school district must and a private school or state-supported public school, including a charter school, may develop and maintain a system by which members of the instructional staff may demonstrate mastery of professional preparation and education competence as required by law. Each program must be based on classroom application of the Florida Educator Accomplished Practices and instructional performance and, for public schools, must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, as applicable.~~

~~(b) The Commissioner of Education shall determine the continued approval of programs implemented under this paragraph, based upon the department's review of performance data. The department shall review the performance data as a part of the periodic review of each school district's professional learning system required under s. 1012.98.~~

Section 8. Effective July 1, 2029, paragraph (a) of subsection (3) of section 1012.585, Florida Statutes, is amended to read:

1012.585 Process for renewal of professional certificates.—

(3) For the renewal of a professional certificate, the following requirements must be met:

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. ~~Education in "clinical educator"~~ Training pursuant to s. 1012.98(4) ~~s. 1004.04(5)(b)~~; participation in mentorship and induction activities, including as a mentor~~, pursuant to s. 1012.56(8)(a)~~; and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy grounded in the science of reading, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to

ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule that include reading instruction or intervention for any students in kindergarten through grade 6. Each district school board shall include in its inservice master plan the ability for teachers to receive inservice points for supporting students in extracurricular career and technical education activities, such as career and technical student organization activities outside of regular school hours and training related to supervising students participating in a career and technical student organization. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district's approved master plan for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

Section 9. Subsections (3) and (4) and paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, are amended to read:

1012.98 School Community Professional Learning Act.—

(3) Professional learning activities must be linked to student learning, provide ~~and~~ professional growth for

instructional and administrative staff, and meet the following criteria:

(a) For instructional personnel, utilize materials aligned to the state's academic standards.

(b) For school administrators, utilize materials aligned to the Florida Educational Leadership Standards adopted in rule by the State Board of Education ~~state's educational leadership standards~~.

(c) Have clear, defined, and measurable outcomes for both individual inservice activities and multiple day sessions.

(d) Employ multiple measurement tools for data on teacher growth, participants' use of new knowledge and skills, student learning outcomes, instructional growth outcomes, and leadership growth outcomes, as applicable.

(e) Utilize active learning and engage participants directly in designing and trying out strategies, providing participants with the opportunity to engage in authentic teaching and leadership experiences.

(f) Utilize artifacts, interactive activities, and other strategies to provide deeply embedded and highly contextualized professional learning.

(g) Create opportunities for collaboration.

(h) Utilize coaching and expert support to involve the sharing of expertise about content and evidence-based practices,

focused directly on instructional personnel and school administrator needs.

(i) Provide opportunities for instructional personnel and school administrators to think about, receive input on, and make changes to practice by facilitating reflection and providing feedback.

(j) Provide sustained duration with followup for instructional personnel and school administrators to have adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in practice.

(k) Provide training on the use of high-quality instructional materials included on the state-adopted instructional materials list pursuant to s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), materials developed pursuant to s. 1006.39, and materials posted online by the department, including when and how to use intervention materials.

(4) The inservice activities designed to implement this section must:

(a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

1. Enhanced and differentiated instructional strategies to engage students in a rigorous and knowledge-based ~~relevant~~ curriculum based on the Florida Educator Accomplished Practices

~~state and local educational standards, goals, and initiatives~~; and

~~2. Increased opportunities to provide meaningful relationships between teachers and all students; and~~

2.~~3.~~ Increased opportunities for professional collaboration among and between teachers, certified school counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.

(b) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

(c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(d) Provide instructional personnel and school administrators with the knowledge, skills, and best practices necessary to support excellence in classroom instruction and educational leadership.

(e) Provide training to individuals who serve as mentors or clinical educators ~~teacher mentors~~ ~~as part of the professional learning certification program under s. 1012.56(8)~~

~~and the professional education competency program under s. 1012.56(9).~~ The department shall develop criteria for the initial review and continued approval of clinical educator and mentor training that must include, at a minimum:

1. Instruction and assessment in the Florida Educator Accomplished Practices.

2. Effective communication strategies to guide reflection and personal growth.

3. Effective modeling of high-impact teaching practices and skills.

4. Fostering resilience in educators

~~components on teacher development, peer coaching, time management, and other related topics as determined by the Department of Education~~.

(5) The Department of Education, school districts, schools, Florida College System institutions, and state universities share the responsibilities described in this section. These responsibilities include the following:

(b) Each school district shall develop a professional learning system as specified in subsection (4). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning system must:

1. Be reviewed and approved by the department for compliance with s. 1003.42(3) and this section. ~~Effective March 1, 2024,~~ The department shall establish a calendar for the review and approval of all professional learning systems. A professional learning system must be reviewed and approved every 5 years. Any substantial revisions to the system must be submitted to the department for review and approval. The department shall establish a format for the review and approval of a professional learning system.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional learning system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel shall focus on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification

and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

4. Provide inservice activities and support targeted to the individual needs of new teachers participating in the professional learning certification and education competency program under s. 1012.56(8)(a).

5. Include a professional learning catalog for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice catalog must be aligned to and support the school-based inservice catalog and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and

interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, which address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs.

8. Provide for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 shall include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, interventionists, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district must provide all elementary

grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

Section 10. Section 1012.981, Florida Statutes, is created to read:

1012.981 The Florida Institute for Teaching Excellence.—

(1) The Florida Institute for Teaching Excellence is established at Miami Dade College, subject to an appropriation, for the purpose of preparing high-quality teachers in this state through rigorous, evidence-based programs grounded in cognitive science, high-impact teaching strategies, and the implementation of knowledge-rich curricula.

(2) The institute shall do all of the following:

(a) Develop and deliver evidence-based professional learning opportunities aligned to the Florida Educator Accomplished Practices.

(b) Develop and deliver educator training programs pursuant to s. 1012.98 that integrate high-quality instructional materials included on the state-adopted instructional materials list under s. 1006.28, materials evaluated and identified pursuant to s. 1001.215(4), and materials developed by or under the direction of the department as provided in s. 1006.39. These programs must focus on the effective use of knowledge-based curricula, highlighting when and how to incorporate intervention materials, and emphasize the importance of background knowledge

in building advanced reading comprehension grounded in the science of reading and critical thinking skills.

(c) Develop and design models of high-quality clinical experiences, for aspiring teachers. These model experiences shall serve as a standard that institutions approved pursuant to ss. 1004.04 and 1004.85 can adopt or adapt, enabling participants to demonstrate mastery of instructional techniques, classroom management strategies, and the application of high-impact teaching strategies in authentic educational settings.

(d) Collaborate with school districts and other educational stakeholders to identify emerging needs in teacher preparation and align institute programs accordingly, conducting gap analyses to provide comprehensive coverage of the science of learning, high-impact teaching strategies, and knowledge-rich curriculum implementation.

(e) Establish a statewide network of teachers and instructional leaders equipped with the knowledge and skills to mentor and support aspiring and current educators participating in the institute's programs. This network shall model effective pedagogical practices and facilitate professional growth.

(f) Conduct research and disseminate findings on high-impact teaching practices and the implementation of knowledge-based curricula to inform policy, improve classroom instruction, and address the importance of background knowledge in student achievement.

(g) Report to the department the completion of professional learning by individuals who are not employed by entities with an approved professional learning system.

(3) The institute may submit a professional learning system for approval pursuant to s. 1012.98.

(4) The institute may apply for and receive federal, state, or local agency grants for the purposes of this section.

(5) The Miami Dade College Board of Trustees in collaboration with the Florida Department of Education shall establish policies for the supervision, administration, and governance of the institute.

Section 11. Effective July 1, 2029, subsection (5) of section 1012.55, Florida Statutes, is amended to read:

1012.55 Positions for which certificates required.—

(5) Notwithstanding this section and ss. 1012.32 and 1012.56, or any other provision of law or rule to the contrary, the State Board of Education shall adopt rules to allow for the issuance of a classical education teaching certificate, upon the request of a classical school, to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and any other criteria established by the department. Such certificate is only valid at a classical school. For the purposes of this subsection, the term "classical school" means a school that implements and provides professional learning in a classical education school model that emphasizes the development of

students in the principles of moral character and civic virtue through a well-rounded education in the liberal arts and sciences that is based on the classical trivium stages of grammar, logic, and rhetoric.

Section 12. Effective July 1, 2029, subsection (1) of section 1012.57, Florida Statutes, is amended to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards and charter school governing boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (9) ~~(11)~~ and who has expertise in the subject area to be taught. An applicant is considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test or has achieved an industry certification in the subject area to be taught.

Section 13. Effective July 1, 2029, paragraph (b) of subsection (5) of section 1012.98, Florida Statutes, is amended to read:

1012.98 School Community Professional Learning Act.—

(5) The Department of Education, school districts, schools, Florida College System institutions, and state

universities share the responsibilities described in this section. These responsibilities include the following:

(b) Each school district shall develop a professional learning system as specified in subsection (4). The system shall be developed in consultation with teachers, teacher-educators of Florida College System institutions and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional learning system must:

1. Be reviewed and approved by the department for compliance with s. 1003.42(3) and this section. ~~Effective March 1, 2024,~~ The department shall establish a calendar for the review and approval of all professional learning systems. A professional learning system must be reviewed and approved every 5 years. Any substantial revisions to the system must be submitted to the department for review and approval. The department shall establish a format for the review and approval of a professional learning system.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional learning system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers,

and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with followup support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional and school administrative personnel shall focus on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.

4. Provide inservice activities and support targeted to the individual needs of new teachers ~~participating in the professional learning certification and education competency program under s. 1012.56(8)(a)~~.

5. Include a professional learning catalog for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The catalog must be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each

district inservice catalog must be aligned to and support the school-based inservice catalog and school improvement plans pursuant to s. 1001.42(18). Each district inservice catalog must provide a description of the training that middle grades instructional personnel and school administrators receive on the district's code of student conduct adopted pursuant to s. 1006.07; integrated digital instruction and competency-based instruction and CAPE Digital Tool certificates and CAPE industry certifications; classroom management; student behavior and interaction; extended learning opportunities for students; and instructional leadership. District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards shall submit verification of their approval to the Commissioner of Education no later than October 1, annually. Each school principal may establish and maintain an individual professional learning plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(18). An individual professional learning plan must be related to specific performance data for the students to whom the teacher is assigned, define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice

activity, and include an evaluation component that determines the effectiveness of the professional learning plan.

6. Include inservice activities for school administrative personnel, aligned to the state's educational leadership standards, which address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional learning programs.

8. Provide for delivery of professional learning by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional learning programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

10. For all grades, emphasize:

a. Interdisciplinary planning, collaboration, and instruction.

b. Alignment of curriculum and instructional materials to the state academic standards adopted pursuant to s. 1003.41.

c. Use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction.

Each school that includes any of grades 6, 7, or 8 shall include in its school improvement plan, required under s. 1001.42(18), a description of the specific strategies used by the school to implement each item listed in this subparagraph.

11. Provide training to reading coaches, interventionists, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Such training for teaching foundational skills must be based on the science of reading and

include phonics instruction for decoding and encoding as the primary instructional strategy for word reading. Instructional strategies included in the training may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instructional strategies may include visual information and strategies which improve background and experiential knowledge, add context, and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of s. 1012.585(3)(f).

Section 14. Except as otherwise expressly provided in this act, 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:

A bill to be entitled

An act relating to educator preparation; amending s. 1004.04, F.S.; providing for the future repeal of provisions relating to the uniform core curricula for certain teacher preparation programs; revising requirements for certain teacher preparation programs; revising the criteria for continued approval of such programs; revising the term "field experience" to

"clinical experience"; revising the requirements for such experience; revising the requirements certain personnel must meet; amending s. 1004.85, F.S.; revising the purpose of postsecondary educator preparation institutes; revising requirements for such institutes; revising requirements for the continued approval of such programs; amending s. 1012.39, F.S.; providing requirements for the hiring of certain nondegreed teachers of fine and performing arts; creating s. 1012.551, F.S.; providing for the uniform core curricula for certain teacher preparation programs; providing requirements for such curricula; providing requirements for teacher candidates beginning in a specified school year; providing reporting requirements for certain teacher preparation programs; requiring the State Board of Education to approve or reject certain courses for such programs; prohibiting such programs from requiring students to take a specified additional course; creating s. 1012.552, F.S.; establishing the Coaching for Educator Readiness and Teaching Certification Program; providing the intent for the program; providing program requirements; providing requirements for approval and continued approval of such programs; requiring the state board to adopt rules; amending s.

1012.555, F.S.; revising the requirements for teachers serving as mentors through a teacher apprenticeship program; amending s. 1012.56, F.S.; providing for the future repeal of professional learning certification programs and professional education competency programs; revising requirements relating to meeting the mastery of general knowledge and mastery of professional preparation and education competence for certification as an educator; removing a requirement for a passing score on a specified examination for certain candidates for certification as an educator beginning on a certain date; revising requirements for a professional and temporary educator certificates; amending s. 1012.585, F.S.; revising requirements for the renewal of a professional certificate; amending s. 1012.98, F.S.; revising and providing additional requirements for certain professional learning activities; creating s. 1012.981, F.S.; establishing the Florida Institute for Teaching Excellence at Miami Dade College, subject to an appropriation; providing the purpose and duties of the institute; authorizing the institute to submit a professional learning system for approval and seek specified funding; providing for the supervision, administration, and governance of the institute; amending ss. 1012.55, 1012.57, and 1012.98,

F.S.; conforming cross-references to changes made by the act; providing effective dates.

PCS for HB 541

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 541	**COMPANION BILL:** CS/SB 676 (Martin)
TITLE: Minimum Wage Requirements	**LINKED BILLS:** None
SPONSOR(S): Careers & Workforce Subcommittee	**RELATED BILLS:** None

Committee References

Orig. Comm.: Careers & Workforce

SUMMARY

Effect of the Bill:

The Proposed Committee Substitute (PCS) amends the Florida Minimum Wage Act (Act) to allow employees to opt out of receiving the state minimum wage for work-study, internship, preapprenticeship program, or other similar work-based learning opportunities.

Fiscal or Economic Impact:

The PCS does not appear to have a fiscal impact on state or local government. The bill allows certain employees to opt out of receiving minimum wage. The fiscal impact on such employees is indeterminate.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The PCS amends the Act to provide specific exemptions from state minimum wage requirements for certain employees. The PCS provides that employers are not required to pay the state minimum wage to employees in a structured work-study, internship, preapprenticeship, or other similar work-based learning opportunity, provided such employees choose to opt out of receiving the state minimum wage. However, such employees must be paid at or above the federal minimum wage. The PCS requires such opt out be voluntary and prohibits an employer from coercing an employee to opt out or conditioning an offer of employment on the employee opting out. Under the PCS, the written waiver voluntarily signed by the employee must state that the employee acknowledges his or her right to the state minimum wage pursuant to the State Constitution and that the employee is knowingly and voluntarily choosing to receive a lesser amount for his or her work-based learning opportunity. The PCS specifies that an employee's waiver to opt out of the state minimum wage is only valid for 12 months after the date his or her employment with the employer begins. Thereafter, the PCS requires the employee be paid at or above the state minimum wage regardless of his or her position or job title with the employer. (Section 1)

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

FISCAL OR ECONOMIC IMPACT:

PRIVATE SECTOR:

Indeterminate. The bill allows certain employees to opt out of receiving minimum wage.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Fair Labor Standards Act

The federal Fair Labor Standards Act (FLSA), enacted in 1938, provides covered workers with minimum wage, overtime pay, and child labor protections.[1] In 1938, the FLSA established a minimum wage of $.25 an hour. The current federal minimum wage rate is $7.25 an hour, which went into effect July 24, 2009. The FLSA applies to employment within any state in the U.S., the District of Columbia, or any territory or possession of the U.S.[2]

The FLSA covers most private and public sector **employees**. However, certain employers and employees are exempt from coverage, including individuals with disabilities, youth workers, tipped workers, and executive, administrative, and professional workers. The FLSA covers businesses if the business has annual sales of at least $500,000.[3] It also covers certain individual employees if such employee is engaged in interstate commerce.

The FLSA applies to all:[4]

- **Governments**: Federal, state, or local government agencies.
- **Hospitals**: Hospitals, or institutions primarily engaged in the care of the sick, the aged, or the mentally ill or disabled who live on the premises. It does not matter if the hospital or institution is public or private or is operated for profit or not-for-profit.
- **Schools**: Pre-schools, elementary or secondary schools or institutions of higher learning (e.g., college), or a school for mentally or physically handicapped or gifted children. It does not matter if the school or institution is public or private or operated for profit or not-for-profit.

The FLSA includes several exemptions from the federal minimum wage provisions, including:[5]

- Executive, administrative, and professional employees.
- Employees in certain seasonal amusement or recreational establishments, employees in certain small newspapers, seamen employed on foreign vessels, employees engaged in fishing operations, and employees engaged in newspaper delivery.
- Farm workers employed by certain employers.
- Casual babysitters and persons employed as companions for the elderly or infirm.
- Border patrol agents.[6]
- **Tipped employees**, as long as their tips, combined with the employer's cash wage, equal at least the federal minimum wage ($7.25). The minimum cash wage for tipped employees is $2.13 per hour, with the employer able to claim a tip credit of up to $5.12 per hour.[7]
- **Learners, apprentices, and messengers employed primarily in delivering letters and messages, under special certificates issued by the Department of Labor**.[8]

The FLSA provides for the employment of certain individuals at wage rates below the minimum wage including student-learners (vocational education students), as well as full-time students employed by retail or service establishments, agriculture, or institutions of higher education. Also included are individuals whose earning or productive capacity is impaired by a physical or mental disability, including those related to age or injury, for the work to be performed. Certificates issued by the Department of Labor's Wage and Hour Division are required for this type of employment.[9]

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[1] 29 U.S.C. § 201-219 and 29 C.F.R. ch. V.
[2] Congressional Research Service, CRS Report R42713, *The Fair Labor Standards Act (FLSA): An Overview*, https://crsreports.congress.gov/product/pdf/R/R42713, (last visited March 7, 2025). (The main FLSA provisions and accompanying Department of Labor (DOL) regulations constitute what is commonly known as federal wage and hour laws and federal child labor law.).
[3] The size of an enterprise is measured by its "annual sales or business done." Annual sales or business done includes all business activities that can be measured in dollars. Thus, retailers are covered by the FLSA if their annual sales are at least $500,000. Owners of rental properties are covered if they collect at least $500,000 annually in rent. 29 C.F.R.§§779.258-779.259.
[4] U.S. Department of Labor, Fair Labor Standards Act Advisor, https://webapps.dol.gov/elaws/whd/flsa/scope/screen10.asp, (last visited March 7, 2025).
[5] 29 U.S.C. § 213. (It also includes separate exemptions from overtime pay.)
[6] *See* Border Patrol Agent Pay Reform Act of 2014, S.1691, 113th Cong, (2014).
[7] 29 U.S.C. § 203(m)(2)(A).
[8] 29 U.S.C. § 214.
[9] U.S. Department of Labor, Subminimum Wage, https://www.dol.gov/general/topic/wages/subminimumwage

The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. There is also a recognized exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.[10]

The FLSA was amended in 2014, concerning border patrol agents, and again in 2018, to exempt minor league baseball players who are paid at least $290 per week during the 2018 championship season from the federal minimum wage rate and overtime pay. These two amendments were the only amendments made to the minimum wage exemptions provisions of the FLSA since Florida passed its minimum wage law in 2005.[11]

The FLSA provides that if states enact worker protections, including minimum wage rates, that are more protective of employees than what is provided by the FLSA, the state law applies.[12] **Consequently, no state law may weaken the worker protections in the FLSA.** However, state laws that impose greater worker protections will supersede those in the FLSA.[13]

Thirty states plus Washington DC, Guam, Puerto Rico, and the Virgin Islands provide a minimum wage greater than the federal minimum wage. Thirteen states provide a minimum wage that is equal to the federal minimum wage. Five states have not adopted a minimum wage and two states have a minimum wage that is below the federal minimum wage.[14] For those seven states, the federal minimum wage applies, but only to those workers covered by the FLSA.

Florida law does not indicate or allow for wage exceptions for learners, apprentices, or messengers. Thus, the FLSA provisions apply.

Florida's Minimum Wage Contained in Article X, Section 24 of the Florida Constitution

On November 2, 2004, Floridians voted to amend the Florida Constitution by adding a minimum wage provision (Section 24) that established the state minimum wage.[15] Prior to this date, Florida did not have a state minimum wage so the FLSA applied for covered workers. Section 24 provides the amount of the minimum wage and the procedure for calculating increases in the minimum wage.[16] The amendment also provides that "all working Floridians are entitled to be paid a minimum wage sufficient to provide a decent and healthy life, that protects their employers from unfair low wage competition, and that does not force them to rely on taxpayer-funded public services."[17]

On November 3, 2020, Florida voters again approved a constitutional amendment related to the state's minimum wage, Amendment 2, to gradually increase the state's minimum wage to $15 an hour by the year 2026.[18] Pursuant to the passage of Amendment 2, on September 30, 2021, Florida's minimum wage increased to $10 per hour. Each year, thereafter, Florida's minimum wage will increase by $1 until the minimum wage reaches **$15 per hour on September 30, 2026.** Beginning in 2027, the minimum wage will be adjusted annually for inflation, as it had been done from 2004 to 2021.

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[10] U.S. Department of Labor, Wage and Hour Division, Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act, https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships

[11] s. 448.110, F.S., expressly references ss. 213 and 214 of the FLSA, which address minimum wage exemptions and employment under special certificates, respectively. However, s. 214 has not been amended since 1989. (*See* Pub. L. 101–157, § 4(d), Nov. 17, 1989, 103 Stat. 941).

[12] 29 U.S.C. §218.

[13] Congressional Research Service, CRS Report R42713, *The Fair Labor Standards Act (FLSA): An Overview, Updated March 8, 2023,* https://crsreports.congress.gov/product/pdf/R/R42713, (last visited March 7, 2025).

[14] U.S. Department of Labor, Consolidated Minimum Wage Table, https://www.dol.gov/agencies/whd/mw-consolidated (last visited March 7, 2025).

[15] Art. X, s. 24, Fla. Const.

[16] Art. X, s. 24(c), Fla. Const.

[17] Art. X, s. 24(a), Fla. Const.

[18] U.S. Department of State, *Notice of Increase to State of Florida's Minimum Wage*, https://www.state.gov/wp-content/uploads/2021/01/2021-01-29-Notice-FL-Minimum-Wage-Increase.pdf (last visited March 7, 2025).

The Florida Constitution references the FLSA and specifically ties the meaning[19] of "employer," "employee," and "wage," to the meanings established under the FLSA and its implementing regulations.[20] It also indicates that case law, administrative interpretations, and other guiding standards developed under the federal FLSA must guide the construction of Florida's Constitution related to Section 24 and any implementing statutes or regulations.[21]

The FLSA defines:[22]

- "Employer" as "any person acting directly or indirectly in the interest of an employer in relation to an employee and includes a public agency, but does not include any labor organization (other than when acting as an employer) or anyone acting in the capacity of officer or agent of such labor organization."
- "**Employee**" as "any individual employed by an employer."

The FLSA requires "for-profit" employers to pay **employees** for their work. Interns and students, however, may not be "**employees**" under the FLSA—in which case the FLSA does not require compensation for their work. Courts have used the "primary beneficiary test" to determine whether an intern or student is, in fact, an employee under the FLSA.[23] This determination is made on a case-by-case basis.

This test allows courts to examine the "economic reality" of the intern-employer relationship to determine which party is the "primary beneficiary" of the relationship. Courts[24] have identified the following seven factors as part of the test:

- The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
- The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
- The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.
- The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.
- The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.
- The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
- The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

Courts have described the "primary beneficiary test" as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

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[19] *In re Advisory Opinion to the Atty. Gen. re Fla. Minimum Wage Amend.*, 880 So. 2d 636, 641–42 (Fla. 2004). ("The proposed amendment does not state that it is adopting the FLSA's *definition* of the term "employee," but provides that it is adopting the *meaning* of the term "employee," which is a much broader concept.")

[20] Art. X, s. 24(b), Fla. Const.

[21] Art. X, s. 24(f), Fla. Const.

[22] 29 U.S.C. §203.

[23] E.g., Benjamin v. B & H Educ., Inc., --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); Glatt v. Fox Searchlight Pictures, Inc., 811 F.3d 528, 536-37 (2d Cir. 2016); Schumann v. Collier Anesthesia, P.A., 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also Walling v. Portland Terminal Co., 330 U.S. 148, 152-53 (1947); Solis v. Laurelbrook Sanitarium & Sch., Inc., 642 F.3d 518, 529 (6th Cir. 2011).

[24] Schumann v. Collier Anesthesia, PA, 803 F.3d 1199 (11th Cir. 2015) (Adopting a modified version of the "primary beneficiary" test, which examines the "economic reality" of the relationship between the intern and employer to determine who benefits most.)

If analysis of these circumstances reveals that an intern or student is actually an **employee**, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Florida Minimum Wage Act

The Act implements the minimum wage provisions in the Florida Constitution.[25] The Act designates the Department of Commerce (DC) as the state agency that implements the minimum wage requirements, establishes procedures with respect to civil actions alleging violations, and provides that it is the exclusive remedy under state law for violations of Section 24.[26]

The Act provides that, effective May 2, 2005, employers are required to pay employees a minimum wage at an hourly rate of $6.15 for all hours worked in Florida. Only those individuals entitled to receive the federal minimum wage under the FLSA and its implementing regulations are eligible to receive the state minimum wage pursuant to the Florida Constitution and this statute. The provisions of ss. 213 and 214 of the federal FLSA, as interpreted by applicable federal regulations and implemented by the Secretary of Labor, are incorporated by reference.[27]

The Act requires DEO to calculate an adjusted state minimum wage rate and requires the Department of Revenue (DOR) and DEO to annually publish the amount of the adjusted state minimum wage and the effective date on their websites. The Act authorizes persons to file a complaint or inform any person of his or her potential rights pursuant to Section 24 regarding unpaid wages.[28] The Act also authorizes the Attorney General (AG) to bring a civil action to enforce these provisions. The AG may seek injunctive relief, and for willful violations, may seek to impose a fine of $1,000 per violation, payable to the state.[29]

As it relates to the federal minimum wage and the FLSA, the Act specifies that:[30]

- **Only those individuals entitled to receive the federal minimum wage under the FSLA, and its implementing regulations, are eligible to receive the state minimum wage; and**
- **Provisions related to federal minimum wage exemptions in the FLSA are considered incorporated in the Act.**

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2024	CS/CS/HB 433	Esposito	Trumbull	Became law on July 1, 2024 and implementation began on September 30, 2026.

[25] Ch. 2005-353, Laws of Fla., codified in s. 448.110, F.S.
[26] S. 448.110(10), F.S. HB 5 (2023) renames the Department of Economic Opportunity as the Department of Commerce; SB 82 (2024), section 220, makes this conforming change in the Florida Minimum Wage Act.
[27] S. 448.110(3), F.S.
[28] S. 448.110(6), F.S.
[29] S. 448.110(7), F.S.
[30] S. 448.110(3), F.S.

BILL HISTORY

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

A bill to be entitled

An act relating to minimum wage requirements; amending s. 448.110, F.S.; providing that an employer is not subject to state minimum wage requirements for specified employees; authorizing employees to voluntarily opt out of the state minimum wage requirements by signing a waiver; prohibiting an employer from taking certain actions; requiring a parent or guardian to sign the waiver on the employee's behalf if the employee is a minor; requiring employers to pay an employee at or above the federal minimum wage; providing that an employee's waiver to opt out of the state minimum wage is only valid for a specified timeframe; providing severability; providing an effective date.

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

Section 1. Subsection (3) of section 448.110, Florida Statutes, is amended to read:

448.110 State minimum wage; annual wage adjustment; enforcement.—

(3)(a) Employers shall pay employees a minimum wage at an hourly rate of $6.15 for all hours worked in Florida. Only those individuals entitled to receive the federal minimum wage under

the federal Fair Labor Standards Act, as amended, and its implementing regulations shall be eligible to receive the state minimum wage pursuant to s. 24, Art. X of the State Constitution and this section. The provisions of ss. 213 and 214 of the federal Fair Labor Standards Act, as interpreted by applicable federal regulations and implemented by the Secretary of Labor, are incorporated herein.

(b) An employer is not subject to the state minimum wage requirements of this section for an employee who is in a structured work-study, internship, preapprenticeship, or other similar work-based learning opportunity and who opts out of receiving the minimum wage.

(c) An employee may opt out of receiving the state minimum wage by voluntarily signing a waiver of his or her right to the state minimum wage established under this subsection. The waiver must state that the employee acknowledges his or her right to the state minimum wage pursuant to s. 24, Art. X of the State Constitution and this section and that the employee is knowingly and voluntarily choosing to receive a lesser amount for his or her work-based learning opportunity as described in paragraph (b). An employer may not coerce an employee to opt out or condition an offer of employment on the employee's opting out. If the employee is younger than 18 years of age, the employee's parent or guardian must sign the waiver on behalf of the employee.

(d) Except as provided in paragraphs (b) and (c), an employer must pay an employee a wage at or above the federal minimum wage.

(e) An employee's waiver to opt out of the state minimum wage under this subsection is only valid for 12 months after the date his or her employment with the employer begins. Thereafter, the employee must be paid at or above the state minimum wage regardless of his or her position or job title with the employer.

(f) If any provision of this subsection or its application to any person or circumstance is held invalid, that provision or its application is severable and does not affect the validity of the other provisions or applications of this subsection.

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

PCS for HB 681

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 681	**COMPANION BILL:** SB 1458 (DiCeglie)
TITLE: Apprenticeship and Preapprenticeship Program Funding	**LINKED BILLS:** None
SPONSOR(S): Careers & Workforce Subcommittee	**RELATED BILLS:** None

Committee References

Orig. Comm.: Careers & Workforce

SUMMARY

Effect of the Bill:

The bill seeks to provide consistency and transparency in the administration of apprenticeship and preapprenticeship programs for both Local Education Agencies (LEA) and their registered apprenticeship and preapprenticeship (RA) partners. The bill requires the Department of Education (DOE) uniform minimum standards and policies governing apprenticeship and preapprenticeship to address open negotiations between LEAs and their RA partners as well as funding transparency. The bill amends the deadline for the DOE annual apprenticeship report and requires the report to include additional information regarding program partner responsibilities and costs. The bill requires the DOE to develop a standard model contract for use by LEAs and their RA partners. Finally, the bill requires the DOE to create, by July 1, 2026, an apprenticeship funding transparency tool showing historical funding amounts provided for apprenticeship programs at school districts and Florida College System institutions.

The bill requires that the District Workforce Education Funding Steering Committee (Steering Committee) hold public meetings, and publish all related work papers, when conducting meetings for the purpose of taking actions or recommending the workload for a funding model to the DOE. The bill requires the DOE to provide the funding model to the Legislature no less than 2 months prior to the start of the regular session of the Legislature.

Fiscal or Economic Impact:

None

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill seeks to provide consistency and transparency in the administration of apprenticeship and preapprenticeship programs for both Local Education Agencies (LEA) and their registered apprenticeship and preapprenticeship (RA) partners. The bill requires the Department of Education (DOE) uniform minimum standards and policies governing apprenticeship and preapprenticeship to address open negotiations between LEAs and their RA partners as well as funding transparency. Under the new standards and policies, the LEA must ensure that all parties understand the total amount of apprenticeship funding and allocations. The terms of a partnership between a RA program and the LEA must be documented in an agreement and the LEA may not impose additional fees or withhold additional funds beyond the agreed upon amount in such agreement.

The bill amends the deadline for the DOE annual apprenticeship report from September 1 to November 30 to better align with the availability of data and permit the DOE sufficient time to compile the data. The bill updates the required contents of the report to include a summary of LEA and RA partner responsibilities as well as program costs and expenditures. The report must now include data on the total amount of funds expended by each LEA for apprenticeship programs, total funds received and allocated by training provider, program, and occupation, and

the total number of personnel hours required to administer each program. The changes will provide more transparency regarding both funding and the amount of work each LEA contributes for each apprenticeship program.

The bill requires the DOE to develop a standard model contract for use by LEAs and their RA partners. The model agreement must include, at a minimum, provisions related to all of the following:

- the parties to the contract;
- the duration of the contract;
- the funds paid or received pursuant to the contract;
- the responsibilities assigned to each party to the contract, including which party is responsible for providing equipment, related technical instruction, and on-the-job training; hiring instructors and evaluating such instructors' credentials and qualifications; and providing administrative support, including any reporting requirements;
- a requirement that each party follow all applicable federal and state law and insurance requirements; and
- the execution of such contract.

Additionally, the bill requires agreements between LEAs and RA partners to define their respective roles in the partnership agreement and establish how the funding is divided amongst them. The bill clarifies that when the LEA does not provide classroom space, related technical instruction, or on-the-job training services, the LEAs role shall be deemed to be administrative only and its funding share shall be capped at 10 percent. For agreements where the LEA and RA partner share these responsibilities, the bill requires that the manner in which they divide funding be directly tied to their responsibilities under the partnership agreement.

The bill requires the DOE to create, by July 1, 2026, an apprenticeship funding transparency tool showing historical funding amounts provided to school district and Florida College System (FCS) institution apprenticeship programs from Workforce Development Funds and other funds appropriated by the Legislature. The transparency tool must be published on the DOE's website and include historical funding amounts, by source of funds, district, or FCS institution, for the preceding three fiscal years. In concert with the updated annual report, the transparency tool will permit interested parties to have a more complete perspective of apprenticeship and preapprenticeship program funding and expenditures. (Section 1).

The bill requires that the District Workforce Education Funding Steering Committee (Steering Committee) hold public meetings, and publish all related work papers, when conducting meetings for the purpose of taking actions or recommending the workload for a funding model to the DOE. The required publication of work papers must occur at the time of the public notice. The public must be provided a reasonable opportunity to provide public comment during the noticed meeting. The bill authorizes the Steering Committee to hold its meetings via communications media technology, including telephone conference, video conference or other mechanisms allowing for audible communication amongst all participants. By requiring public meetings of the Steering Committee in this manner, the bill provides transparency into the process by which the Steering Committee arrives at its recommended model without disrupting the processes necessary for the Steering Committee to meet its statutory duties or ability of its members to communicate outside of decisionmaking meetings.

The bill requires the DOE to provide the funding model to the Legislature no less than 2 months prior to the start of the regular session of the Legislature, rather than the current deadline of March 1. This change allows the Legislature adequate time to review the model and incorporate it into the budgeting process in years when the regular session begins in January. (Section 2).

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

RULEMAKING:

The DOE has existing rulemaking authority to adopt the uniform minimum standards and policies governing apprenticeship and preapprenticeship programs and agreements. Existing rules will need to be amended to incorporate changes made in the 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.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Apprenticeship and Preapprenticeship in Florida

In Florida, the DOE is authorized to implement and oversee apprenticeship and preapprenticeship programs.[1] The DOE is charged with establishing uniform minimum standards and policies governing apprenticeship programs and agreements.[2] Florida's RA programs require five core components: business involvement; structured on-the-job training; related technical instruction; rewards for skill gains; and a national recognized credential upon completion.[3]

To be eligible for an apprenticeship, a person must be at least 16 years of age;[4] however, individuals must usually be 18 to be an apprentice in hazardous occupations.[5] Admission requirements relating to education, physical ability, work experience, and other criteria vary based on the program's training needs.[6]

A preapprenticeship program is an organized course of instruction designed to prepare a person 16 years of age or older to become an apprentice.[7] The program must be registered with the DOE and sponsored by a registered apprenticeship program.[8] The program's purpose is to provide training that will enable students, upon completion, to obtain entrance into a registered apprenticeship program.[9]

The DOE must publish, annually by September 1, a report on apprenticeship and preapprenticeship programs on its website.[10] The report must include, at a minimum, the following:

- A list of registered apprenticeship and preapprenticeship programs, by local educational agency[11] and training sponsor.[12]
- A detailed summary of each local educational agency's expenditure of funds for apprenticeship and preapprenticeship programs, to include:
    - The total amount of funding received for apprenticeship and preapprenticeship programs.
    - The total number of funds allocated to each trade or occupation.
    - The total amount of funds expended for administrative costs per trade or occupation.
    - The total amount of funds expended for instructional costs per trade and occupation.
    - The number of apprentices and preapprentices per trade and occupation.
- The number of apprentices and preapprentices per trade and occupation.

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[1] Section 446.041, F.S.; *See also* Florida Department of Education, *What is Registered Apprenticeship,* http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/what-is-apprenticeship.stml (last visited Mar. 16 4, 2025).
[2] Section 446.032(1), F.S.
[3] Florida Department of Education, *Florida's Annual Apprenticeship and Preaprenticeship Report: Program Year 2023-2024*, at 9-10, *available at* https://www.fldoe.org/core/fileparse.php/9904/urlt/2024ApprenticeFL-Annual.pdf.
[4] Section 446.021(2), F.S.
[5] United States Department of Labor, Wage and Hour Child Labor Fact Sheets and FAQs, *Child Labor Provisions of the Fair Labor Standards Act (FLSA) for Nonagricultural Occupations* (Dec. 2016), *available at* https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/whdfs43.pdf.
[6] Florida Department of Education, *What is Registered Apprenticeship*, http://www.fldoe.org/academics/career-adult-edu/apprenticeship-programs/what-is-apprenticeship.stml (last visited Mar. 16, 2025).
[7] Section 446.021(5), F.S.
[8] *Id.*
[9] Rule 6A-23.010(1), F.A.C.
[10] Section 446.032(2), F.S.
[11] Section 1004.02(18), F.S. "Local educational agency" means a Florida College System institution or school district.
[12] Section 1004.02(19), F.S. "Local sponsor" means a district school board, Florida College System institution board of trustees, public library, other public entity, or private nonprofit entity, or any combination of these entities, that provides adult literacy instruction.

- The percent of apprentices and preapprentices who complete their respective programs in the appropriate timeframe.
- Information and resources related to applications for new apprenticeship programs and technical assistance and requirements for potential applicants.
- Documentation of activities conducted by the DOE to promote apprenticeship and preapprenticeship programs through public engagement, community-based partnerships, and other initiatives.
- Retention and completion rates of participants disaggregated by training provider, program, and occupation.
- Wage progression of participants as demonstrated by starting, exit, and postapprenticeship wages at 1 and 5 years after participants exit the program.[13]

In 2023-2024, the DOE registered 32 new apprenticeship programs, for a total of 329, and 6,043 new apprentices for a total of 19,214.[14] For preapprenticeship programs, the DOE reported a total of 68 registered programs.[15]

Examining program outcomes, for the 2033-2024 program year, 2,167 apprentices completed their program and received an apprenticeship certificate with an average median exit wage of $27.81 per hour or an annual salary of $57,837. For those completing, 1,162 apprentices, or 54 percent completed their program during the expected timeframe. For preapprenticeship programs, 1,001 participants completed the program, with 47 percent completing in the expected timeframe.[16]

Operating funds provided to school districts and FCS institutions may be used to support registered apprenticeship programs, but this is not a required expenditure of funds.[17] Based on local demands and current resources, school districts and FCS institutions enter into local agreements with apprenticeship program sponsors. The agreements are not standardized statewide, but reflect the contributions of the school district or FCS institution and the program sponsor towards the costs of supporting the apprenticeship program.[18] If a school district or FCS institution partners with the apprenticeship program, they must report the total amount of funds expended for the program in an annual cost report. As required by law, the DOE annually publishes in the appendices to the annual report financial data related to apprenticeship costs, broken down by total costs, instructional costs, and administrative costs, for each public education partner, for each trade or occupation and by trade or occupation for each education partner.[19] For the 2022-23 program year, the total expenditure on apprenticeship reported to the DOE totaled $26.9 million.[20]

Registered Apprenticeship Programs

RA combines employer-driven education and employment training with structured on-the-job-training (OJT) and related technical instruction to apprentices for specific occupations.[21] Registered apprentices have access to an experienced on-site journeyworker (or mentor); engage in classroom, online or correspondence learning; have opportunities to attain an industry-recognized and/or postsecondary credential; earn progressively higher wages as the apprentice increases their skill levels; and, upon successful completion of the apprenticeship program, earn a nationally recognized, portable completion certificate issued by the FDOE.[22]

The sponsor of the RA program may be a committee, group of employers, employer, group of employees, educational institution, local workforce board, community or faith-based organization, association or any

[13] Section 446.032(2)(a)-(f), F.S.
[14] Florida Department of Education, *Florida's Annual Apprenticeship and Preapprenticeship Report: Program Year 2023-2024*, at 5, *available at* https://www.fldoe.org/core/fileparse.php/9904/urlt/2024ApprenticeFL-Annual.pdf.
[15] *Id.*
[16] *Id.* at 6.
[17] *Id*. at 35.
[18] *Id.*
[19] Florida Department of Education, *Apprenticeship*, https://www.fldoe.org/academics/career-adult-edu/research-evaluation/annual-app-reports.stml (last visited Mar. 16, 2025) (download appendices excel file using "2023-24 Apprenticeship Report Appendices" link and view worksheets I-1, I-2, and I-3, respectively).
[20] *Id*.
[21] Sections 446.011 and 446.032, F.S.
[22] Rule 6A-23.004, F.A.C.

combination thereof operating an apprenticeship program and in whose name the program is registered or approved.[23] Sponsors may elect to form a partnership with a school district technical college, FCS institution, SUS institution or a private training agency for the delivery of the Related Training and Instruction (RTI). The sponsor may also elect to provide all the RTI without a public educational partner.[24]

In Florida, out of the 329 registered apprenticeship and 68 preapprenticeship programs with active registration during the 2023-24 apprenticeship year, 45 percent partnered with a school district or FCS institution for RTI. Of those 45 percent:

- 126 programs partnered exclusively with school districts for the RTI (33 percent of total registered programs);
- 31 programs partnered exclusively with FCS institutions for the RTI (8 percent of total registered programs); and
- 16 programs partnered with both school districts and FCS institutions for the RTI (4 percent of total registered programs).[25]

The agreements between the RA programs and their public education partners reflect varying degrees of involvement in the apprenticeship programs from the school district or FCS institution ranging from simply providing administrative assistance[26] to providing all RTI and employing the RTI instructors.[27] Additionally, the compensation provided to the RA program under these agreements varies based on the level of involvement of the education partners.[28]

School District Workforce Development Fund Allocations

Workforce development funds are a block grant provided to school districts operating adult general education, adult career education, and apprenticeship programs.[29] The school districts have flexibility in the use of the workforce development funds in relation to any of the eligible programs. In 2024-25, the Legislature appropriated $451.2 million in Workforce Development Funds.[30]

Current law requires the DOE to annually provide the Legislature with the funding needs of the school districts. The process begins with a workload model[31] developed by the District Workforce Education Funding Steering Committee (Steering Committee).[32] Apprenticeship programs are not represented on the Steering Committee. The meetings are not noticed and not open to the public. Using a variety of inputs, such as types of programs offered by each school district, hours of instruction provided by the school district in each eligible program, number of students with disabilities served, and operation of high school equivalency (GED) testing center, the Steering

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[23] Section 446.071, F.S.
[24] Section 446.051 and r. 6A-23.004, F.A.C.
[25] Florida Department of Education, *Florida's Annual Apprenticeship and Preapprenticeship Report: Program Year 2023-2024*, at 20, *available at* https://www.fldoe.org/core/fileparse.php/9904/urlt/2024ApprenticeFL-Annual.pdf.
[26] *See e.g.*, Contract between Hillsborough Community College and Associated Builders and Contractors, Florida Gulf Coast Chapter, Inc., *Apprenticeship Training Program Agreement*, June 22, 2022, on file with the Careers & Workforce Subcommittee and Contract between Pinellas County School Board and Associated Builder and Contractors, Inc., Apprenticeship Training Program Agreement, Feb. 9, 2023, on file with the Careers & Workforce Subcommittee.
[27] *See, e.g.,* Contract between Orange Technical College and Air Conditioning Contractors Association of Central Florida, Inc., *Heating & Air Conditioning Installer-Servicer Apprenticeship Agreement 2022-2027*, Jan. 26, 2023, on file with the Careers & Workforce Subcommittee and Contract between The School Board of Manatee County and Manasota Air Conditioning Contractors Association, Inc., *The School Board of Manatee County d/b/a Manatee Technical College Apprenticeship Training Program Agreement*, Oct. 4, 2022, on file with the Careers & Workforce Subcommittee.
[28] *See* notes 23 and 24, *supra*.
[29] *See* Specific Appropriations 7 and 119, s. 2, ch. 2024-231, L.O.F. (Proviso language accompanying appropriation) and s. 1004.02(25), F.S. The following counties do not offer any of the eligible workforce education programs and, therefore, do not receive any workforce development funds from this specific appropriation: Calhoun, Duval, Gilchrist, Highlands, Holmes, Levy, Okeechobee, Putnam, St. Lucie, Seminole, and Volusia County.
[30] Specific Appropriations 7 and 119, s. 2, ch. 2024-231, L.O.F.
[31] *See* text accompanying note 37, *infra*.
[32] According to the DOE, the Steering Committee is comprised of district representatives from the following counties: Bradford; Broward; Collier; Hillsborough; Lake; Lee; Manatee; Miami-Dade; Orange; Pasco; and Pinellas.

Committee arrives at the funding need projection for each district. The results of this model are provided to the DOE who in turn provides them to the Legislature for the purpose of establishing the annual appropriation.[33]

While the annual summary published by the Department provides a more detailed explanation, at its most basic, the workload model is as follows:

- Base FTE – The base FTE is calculated by dividing the number of instructional hours provided in each program area by 900.
- Weighted FTE – The base FTE for each program area is multiplied by weights determined by the Steering Committee to account for the different costs in implementation of different programs.
- Total Funding Need – The weighted FTE is multiplied by the cost per unit[34] multiplied by each school district's comparable wage factor.[35]
- Minimum Funding Need – The Steering Committee annually calculates a minimum funding level for participating districts.[36] If the calculated Total Funding Need is less than the Minimum Funding Need the workload model recommends the Minimum Funding Need for that district.
- Supplemental Funding –
    - Funding for students with disabilities – District report the student with disabilities served based on the level of services required. This supplemental funding provides a flat amount per student based on the level of services required.
    - Testing Supplement – Additional funds provided to district that operate high school equivalency (GED) testing facilities to offset the costs of providing these centers to the community.
- State Funding Need – The sum of the Total Funding Need (or Minimum Funding Need if greater) and Supplemental Funding minus Projected Tuition Revenue.[37]

The DOE annually publishes the results of the Steering Committee's work, the District Workforce Education Funding Summary, on its website.[38]

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	Albritton	Became law on July 1, 2021.

[33] Florida Department of Education, *2024-25 District Workforce Education Funding Summary*, at 3-8, *available at* https://www.fldoe.org/core/fileparse.php/7529/urlt/2024-25-District-Workforce-Summary-FINAL.pdf.
[34] The cost per unit used by the Steering Committee in 2024-25 was $5,193.73 based on the base student allocation from the 2023-24 Florida Education Finance Program. *Id* at 6.
[35] School district comparable wage factors are calculated pursuant to Florida statute. Section 1011.62(2)(a), F.S.
[36] Minimum funding policy implemented in 2011 at the recommendation of the Office of Program Policy Analysis and Government Accountability. Florida Department of Education, *2024-25 District Workforce Education Funding Summary*, at 6, *available at* https://www.fldoe.org/core/fileparse.php/7529/urlt/2024-25-District-Workforce-Summary-FINAL.pdf.
[37] *Id*. at 3-8.
[38] Florida Department of Education, *State Funding for District: Funding Reports – Workload*, https://www.fldoe.org/academics/career-adult-edu/state-funding-districts/funding-reports-workload.stml (last visited Mar. 16, 2025).

BILL HISTORY

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

A bill to be entitled

An act relating to apprenticeship and preapprenticeship program funding; amending s. 446.032, F.S.; revising requirements for the uniform minimum standards and policies governing apprenticeship and preapprenticeship programs and agreements to include requirements for partnerships between local educational agencies and apprenticeship and preapprenticeship programs; revising the required date for a specified report on apprenticeship and preapprenticeship programs; revising the requirements for such report; requiring the Department of Education to develop a standard model contract template for local educational agencies and apprenticeship and preapprenticeship programs; providing requirements for such template; providing requirements for local educational agencies and apprenticeship and preapprenticeship programs that enter into partnership agreements; requiring the department to develop an apprenticeship funding transparency tool by a specified date; providing requirements for such tool; amending s. 1011.80, F.S.; providing requirements for District Workforce Education Funding Steering Committee meetings; providing requirements for certain workpapers; authorizing such meetings to be held using

communications media technology; defining the term "communications media technology"; requiring a specified funding model to be provided to the Legislature annually within a specified timeframe; providing an effective date.

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

Section 1. Subsections (1) and (2) of section 446.032, Florida Statutes, are amended, and subsections (5) and (6) are added to that section, to read:

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

(1)(a) Establish uniform minimum standards and policies governing apprenticeship and preapprenticeship programs and agreements which must require training providers to submit data necessary to determine program performance consistent with state and federal law. The standards and policies:

1. Shall govern the terms and conditions of the apprentice's employment and training, including the quality training of the apprentice for, but not limited to, such matters as ratios of apprentices to journeyworkers, safety, related instruction, and on-the-job training; but these standards and policies may not include rules, standards, or guidelines that require the use of apprentices and job trainees on state,

county, or municipal contracts.

2. Must allow an apprenticeship or preapprenticeship program to partner with a local educational agency and determine an equitable split of apprenticeship funding. The local educational agency must ensure that all parties understand the total amount of apprenticeship funding and allocations. The terms of a partnership between an apprenticeship or preapprenticeship program and a local educational agency must be documented in an agreement or a contract. A local educational agency may not impose additional fees or withhold additional funds beyond the agreed upon amount in such agreement or contract unless explicitly outlined to ensure financial clarity and prevent unexpected costs for apprenticeship and preapprenticeship program sponsors.

(b) ~~The department shall~~ Adopt rules necessary to administer the standards and policies.

(2) By November 30 ~~September 1~~ of each year, publish an annual report on apprenticeship and preapprenticeship programs. The report must be published on the department's website and, at a minimum, include all of the following:

(a) A list of registered apprenticeship and preapprenticeship programs, sorted by local educational agency, as defined in s. 1004.02(18), and apprenticeship sponsor, under s. 446.071.

(b) A detailed summary of each local educational agency's

and apprenticeship or preapprenticeship program's responsibilities, costs, and expenditure of funds for apprenticeship and preapprenticeship programs, including, but not limited to, all the following:

1. The total amount of funds received and expended for apprenticeship and preapprenticeship programs.

2. The total amount of funds received and allocated by training provider, program, and occupation.

3. The total amount of funds expended for administrative costs by training provider, program, and occupation, and the total number of personnel hours required to administer each apprenticeship and preapprenticeship program.

4. The total amount of funds expended for instructional costs by training provider, program, and occupation.

(c) The number of apprentices and preapprentices per trade and occupation.

(d) The percentage of apprentices and preapprentices who complete their respective programs in the appropriate timeframe.

(e) Information and resources related to applications for new apprenticeship programs and technical assistance and requirements for potential applicants.

(f) Documentation of activities conducted by the department to promote apprenticeship and preapprenticeship programs through public engagement, community-based partnerships, and other initiatives and the outcomes of such

activities and their impact on establishing or expanding apprenticeship and preapprenticeship programs.

(g) Retention and completion rates of participants disaggregated by training provider, program, and occupation.

(h) Wage progression of participants as demonstrated by starting, exit, and postapprenticeship wages at 1 and 5 years after participants exit the program.

(5)(a) Develop a standard model contract template to be used by local educational agencies and apprenticeship and preapprenticeship programs. At a minimum, the contract template shall include sections to address the following:

1. The parties to the contract.

2. The duration of the contract.

3. The funds paid or received pursuant to the contract.

4. The responsibilities assigned to each party to the contract, including which party is responsible for providing equipment, related technical instruction, and on-the-job training; hiring instructors and evaluating such instructors' credentials and qualifications; and providing administrative support, including any reporting requirements.

5. A requirement that each party follow all applicable federal and state laws and insurance requirements.

6. The execution of such contract.

(b) A local educational agency and an apprenticeship or preapprenticeship program provider that partner to provide

apprenticeship or preapprenticeship education and training programs must define their respective roles in the partnership agreement and establish how the funding will be divided. The partnership agreement must divide the funding based on the responsibilities that the local educational agency and apprenticeship or preapprenticeship program provider will hold in the partnership agreement.

1. If the local educational agency does not provide classroom space, related technical instruction, or on-the-job training services, its role is deemed to be administrative only and its funding share may not exceed 10 percent.

2. If the local educational agency and apprenticeship or preapprenticeship program provider share the responsibilities of providing administrative support, classroom space, related technical instruction, and on-the-job training, the manner in which the agency and provider divide the funding must be directly tied to each of their responsibilities under the partnership agreement.

(6) By July 1, 2026, develop an apprenticeship and preapprenticeship funding transparency tool showing historical funding amounts provided to school district and Florida College System institution apprenticeship and preapprenticeship programs from workforce development funds and other funds appropriated by the Legislature. The transparency tool shall be published on the Department of Education's website and shall include historical

funding amounts searchable by the source of funds, school district, or Florida College System institution for the preceding 3 fiscal years.

Section 2. Paragraph (a) of subsection (7) of section 1011.80, Florida Statutes, is amended to read:

1011.80 Funds for operation of workforce education programs.—

(7)(a) A school district or a Florida College System institution that provides workforce education programs shall receive funds in accordance with distributions for base and performance funding established by the Legislature in the General Appropriations Act. To ensure equitable funding for all school district workforce education programs and to recognize enrollment growth, the Department of Education shall use the funding model developed by the District Workforce Education Funding Steering Committee to determine each district's workforce education funding needs. Any District Workforce Education Funding Steering Committee meeting held for the purpose of taking action or recommending the workload for the funding model used by the Department of Education shall be publicly noticed 7 days in advance, open to the public, and provide a reasonable opportunity for public comment. All workpapers shall be published and distributed at the time of notice. Such meetings may be held using communications media technology. For purposes of this paragraph, the term

"communications media technology" means telephone conference, video conference, or other communications technology by which all persons attending a public meeting or workshop may audibly communicate. To assist the Legislature in allocating workforce education funds in the General Appropriations Act, the funding model shall annually be provided to the legislative appropriations committees no less than 2 months before the start of the regular session of the Legislature ~~later than March 1~~.

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

PCS for HB 1105

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 1105	**COMPANION BILL:** SB 1688 (Burton)
TITLE: Education	**LINKED BILLS:** None
SPONSOR(S): Careers & Workforce Subcommittee	**RELATED BILLS:** None

Committee References

Orig. Comm.: Careers & Workforce

SUMMARY

Effect of the Bill:

The bill requires the Department of Education to develop multiple, additional equivalent, applied, or integrated courses that allow students to earn credit in both the career education course and courses required for high school graduation. The bill revises the requirements for the Career and Technical Education graduation pathway to align with the requirements for the Florida Gold Seal Vocational Scholars award. The bill requires that information regarding work-related internships be included in counseling materials and presented with courses required for graduation. The bill amends requirements for a Florida Career and Professional Education Act strategic plan. The bill requires dual enrollment agreements between career centers and high schools, as well as district superintendents and public postsecondary institution presidents, to address scheduling changes that will increase access and student participation. The bill also requires dual enrollment agreements between career centers and high schools to include how students will be notified of transportation options. The bill expands the eligibility criteria for the Bright Futures Scholarship Program to include a student who graduated from a non-Florida school if the parent retired from military service assignment away from Florida within 12 months prior to the student's graduation. The bill also expands eligibility for the Florida Academic Scholar award requirements to include the Advanced Placement Capstone designation with eligible diploma options. Finally, the bill increases eligibility and amends volunteer hour requirements for the Florida Gold Seal Vocational Scholars award and the Florida Gold Seal Cape Scholars award and updates statutory language relating to the Florida Bright Futures Scholarship Program.

Fiscal or Economic Impact:

The bill is expected to have a significant negative fiscal impact on the Bright Futures Scholarship Program.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill requires the Department of Education (DOE) to develop, for approval by the State Board of Education (SBE), multiple, additional equivalent, applied, or integrated courses that meet similar requirements as career education courses[1] and allow students to earn credit in both the career education course and courses required for high school graduation. (Section 1).

The bill revises the requirements for the Career and Technical Education (CTE) graduation pathway for students. As an alternative to the current requirement to complete two credits in CTE that result in a program completion and industry certification, a student who entered grade 9 before the 2024-2025 school year may choose to complete three CTE courses, but is not required to earn an industry certification. A student who enters grade 9 in the 2024-2025 school year and thereafter, must complete three CTE courses, but is not required to earn an industry certification. Based upon the year a student enters grade 9, for a student who completes 3 CTE credits there is a corresponding reduction in the required credits for electives and work-based learning programs. (Section 1).

[1] Section 1003.493(2), (4)-(5), F.S.

The bill also requires that information regarding work-related internships approved by the SBE and identified in the course code directory[2] be included in counseling materials and presented with courses required for graduation. (Section 1).

The bill requires career dual enrollment agreements between career centers and high schools they serve to include how students will be notified of transportation options and address scheduling changes that will increase access and student participation. Dual enrollment articulation agreements between district superintendents and public postsecondary institution presidents must include any scheduling changes necessary to increase access and student participation. (Section 11).

The bill expands eligibility requirements for the Florida Bright Futures Scholarship Program to include students who earned a high school diploma from a non-Florida school while living with a parent or guardian who, within 12 months before the student's high school graduation, retired from military or public service assignment away from Florida. Currently, a student who earns a high school diploma from a non-Florida school may only qualify for the Florida Bright Futures Scholarship Program if that student is living with a parent or guardian who is on military or public service assignment away from Florida. (Section 7).

The bill expands eligibility for the Florida Academic Scholar (FAS) award requirements to include the Advanced Placement (AP) Capstone designation on the same basis as the International Baccalaureate or Advanced International Certificate of Education diplomas beginning with the high school students graduating in 2025-2026. The bill requires that the AP Capstone designation may only be used for the FAS award if the student completes six AP courses, including:

- AP Seminar;
- AP Research;
- One AP course in mathematics or science;
- One AP course in English;
- One AP course in art, history, or social sciences; and
- One AP course in a subject of the student's choice.

The bill also specifies that earning an AP Capstone designation does not satisfy the requirements for a standard high school diploma. (Section 8).

The bill amends the student recruitment strategies required as part of a Florida Career and Professional Education (CAPE) Act 3-year strategic plan to include providing in-person academic advising, including information on career education programs and postsecondary scholarships, by a certified school counselor or the school principal or his or her designee. It removes requirements for the strategic plan relating to certain students. The bill also updates language in the CAPE Act to include the Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards within the Florida Bright Futures Scholarship Program and requires career and professional academies and high schools providing a career-themed course to provide students the opportunity to attain the Florida Gold Seal CAPE Scholars award.[3] (Sections 2 and 3).

The bill increases eligibility for the Florida Gold Seal Vocational Scholars award by removing the requirement to complete a sequential program of studies, and instead requiring the student to earn three credits, instead of two, in CTE courses.[4] The bill also lowers the minimum grade point average (GPA) that a student must earn for high school CTE courses from an unweighted 3.5 to a weighted 3.0 on a 4.0 scale. For students entering grade 9 in the 2024-2025 school year and thereafter, the bill authorizes 75 hours of volunteer service as meeting a requirement for the Florida Gold Seal Vocational Scholars award and the Florida Gold Seal Cape Scholars awards. (Section 10).
The bill adds the Florida Gold Seal CAPE Scholars award to the other Florida Bright Futures Scholarship Program awards that workforce education programs and Florida College System (FCS) institutions are prohibited from including the transportation access fee when calculating the award amount. (Sections 4 and 5).

[2] Florida Department of Education, *2024-2025 Course Directory*, 2024-2025 Course Directory (last visited Mar. 14, 2025).
[3] Section 1009.536, F.S.
[4] Section 1009.536(1)(a), F.S.

Finally, the bill removes obsolete language regarding when paid work became eligible for meeting award requirements in the Florida Bright Futures Scholarship Program and student eligibility for Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards, as well as conforming a cross-reference. (Sections 6, 8, 9, and 10).

The effective date for the bill is July 1, 2025. (Section 12).

RULEMAKING:

Current law requires the SBE to adopt rules to implement requirements for earning a high school diploma and to administer the Bright Futures Scholarship Program.[5] The bill modifies provisions of law already under the SBE's rulemaking authority, thus allowing the SBE to make rules to implement the 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:

The bill would increase the number of students who are eligible for the Bright Futures Scholarship Program. The fiscal impact for expanding the Bright Futures Scholarship Program to include those students earning an AP Capstone designation would grant initial eligibility to an additional 660 students for the 2026-2027 academic year, resulting in approximately a $3.8 million fiscal impact. Based on the current forecast growth, the total cost for initial eligibility and students meeting the renewal requirements would result in a cost of $7.6 million for 2027-2028, $9.8 million for 2028-2029, and $11.2 million for 2029-2030.[6]

The fiscal impact for expanding the Bright Futures Scholarship Program eligibility requirements for students who earn a high school diploma from a non-Florida school while living with a parent or guardian who, within 12 months before the student's graduation, retired from military or public service assignment away from Florida, has an indeterminate fiscal impact.

While the bill may create an increase in the number of students eligible for Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards, the increase in these award types would have a minimal impact on Bright Futures Scholarship Program costs.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Career Education Courses

"Career education" means education that provides instruction for the following purposes:[7]

- At the elementary, middle, and high school levels, exploratory courses designed to give students initial exposure to a broad range of occupations to assist them in preparing their academic and occupational plans, and practical arts courses that provide generic skills that may apply to many occupations but are not designed to prepare students for entry into a specific occupation. Career education provided before high school completion must be designed to strengthen both occupational awareness and academic skills integrated throughout all academic instruction.

[5] Sections 1003.4282(11) and 1009.53(3), F.S.
[6] Email from Amelia Johnson, Deputy Chief of Staff, Florida Department of Education, (Feb. 27, 2025) (on file with Senate Appropriation Committee on Higher Education). Numbers were updated based on deferring the effective day to 2026.
[7] Section 1003.01(2), F.S.

- At the high school level, job-preparatory instruction in the competencies that prepare students for effective entry into an occupation, including diversified cooperative education, work experience, and job-entry programs that coordinate directed study and on-the-job training.
- At the postsecondary education level, courses of study that provide competencies needed for entry into specific occupations or for advancement within an occupation.

Dual Credit for Career Education Courses

Students can fulfill required credits for a standard high school diploma through equivalent, applied or integrated courses or career education courses, including work-related internships approved by the SBE and identified in the course directory.[8]

The DOE must develop, for approval by the SBE, multiple, career education courses, or a series of courses, which allow students to earn credit in both the career education course and courses required for high school graduation.[9] Such courses must:

- include workforce and digital literacy skills; and
- integrate required course content with practical applications and designated rigorous coursework that results in one or more industry certifications or clearly articulated credit or advanced standing in a 2-year or 4-year certificate or degree program, including work-related internships or apprenticeships.[10]

Additionally, school districts, postsecondary institutions, education consortia, local workforce boards, and local business and industry leaders may collaborate in creating career education courses that lead to academic course credit. Courses developed through this collaborative process must meet the same rigorous standards as those created by DOE and be approved by the state board.[11]

A student may substitute to satisfy the high school graduation requirement of four credits in mathematics and three credits in science by using industry certification courses that lead to college credit. Substitutions allow for up to two mathematics credits and one science credit, except for Algebra I, Geometry, and Biology I. Industry certification that can be substituted for credit must have a statewide college credit articulation agreement approved by the state board.[12]

In addition, a student who earns credit upon completion of 1 year of related technical instruction for an apprenticeship program or preapprenticeship program registered with the DOE may use such credit to satisfy the high school graduation credit requirement, requirements for fine or performing arts, speech and debate, or 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.[13]

A student in grades 6 through 12 may be awarded one high school credit upon providing his or her school with verifiable documentation showing an accumulation of at least 135 hours of participation in Career and Technical Student Organization (CTSO) activities that occur outside of regular class time.[14]

CTE Graduation Pathway

[8] Section 1003.4282(1)(b), F.S. An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the state academic standards for that subject. An applied course aligns with state academic standards and includes real-world applications of a career and technical education standard used in business or industry. An integrated course includes content from several courses within a content area or across content areas.

[9] Section 1003.4282(7)(a), F.S.

[10] Section 1003.4282(7)(a)2., F.S.

[11] Section 1003.4282(7)(b) and (c), F.S.

[12] *Id.*

[13] Section 1003.4282(7)(a)3., F.S.

[14] Rule 6A-1.09442(4), F.A.C.; *see also* s. 1003.4282(7)(a)4., F.S.

Students may complete an alternative pathway to earning a standard high school diploma through the CTE pathway option. A student completing the CTE pathway option must successfully complete at least 18 credits and earn at least a cumulative (GPA) of 2.0 on a 4.0 scale.[15] A student must also complete the following requirements:[16]

- Complete the credits required for a standard high school diploma in English Language Arts, mathematics, science, social studies, and personal financial literacy;[17]
- Complete two credits in CTE. The courses must result in a program completion and an industry certification; and
- 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.

Career Education Notification

District school boards must notify the parent of a student who earns an industry certification which articulates for college credit. The notification must include:[18]

- the estimated cost savings of earning an industry certification prior to high school graduation versus the costs of acquiring such certification after high school graduation;
- the postsecondary credits available and the tuition and fees associated with those postsecondary credits; and
- any additional industry certifications available to the student.

District school boards are also required, at the beginning of each school year, to notify students in or entering high school and their parents of the opportunity and benefits of:[19]

- advanced placement, International Baccalaureate, Advanced International Certificate of Education,
- and dual enrollment courses;
- career and professional academies;
- career-themed courses;
- the CTE pathway to earn a standard high school diploma;[20]
- work-based learning opportunities, including internships and apprenticeship and preapprenticeship programs;
- foundational and soft-skill credentialing programs;[21]
- Florida Virtual School courses; and
- options for early graduation.[22]

The parents and students must also be provided with guidance on accessing and utilizing Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students on these options.[23]

Career Dual Enrollment Agreements

Career dual enrollment includes courses offered through career certificate (clock hour programs) and career associate degree (college credit) programs that lead to an industry certification.[24]

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[15] Section 1003.4282(9), F.S.
[16] Section 1003.4282(9)(a), F.S.
[17] Section 1003.4282(3)(a)-(d) and (h), F.S.
[18] Section 1003.02(1)(j), F.S.
[19] Section 1003.02(1)(i), F.S.
[20] Section 1003.4282(10), F.S.
[21] Section 445.06, F.S.
[22] Section 1003.4281, F.S.
[23] Section 1003.02(1)(i), F.S.
[24] Section 1007.271(7), F.S.; *see also* r. 6A-6.0575, F.A.C., and Florida Department of Education, Dual Enrollment, *2024-2025 Dual Enrollment Course – High School Subject Area Equivalency List*, Dual Enrollment (last visited Mar. 14, 2025).

Additionally, career dual enrollment must be provided as a curricular option for high school students to earn an industry certification that counts as credit toward a high school diploma and which may articulate toward college credit.[25] A student must have a 2.0 unweighted GPA for enrollment in career certificate courses.[26]

Each district school board career center must enter into a career dual enrollment agreement with each high school in any school district it serves.[27] Articulation agreements must be annually submitted by the career center to the DOE on or before August 1, and must include, at a minimum:[28]

- The available courses and programs, and the clock hour credits a student will earn upon completion of each course and program.
- Delineate the high school course credits earned for each completed course.
- Identify any college credit articulation agreements associated with each career clock hour program.
- Describe how students and parents will be informed of career dual enrollment opportunities, including related workforce demand, student eligibility criteria, application processes and course registration procedures, as well as the postsecondary career education expectations for participating students.
- Establish additional eligibility criteria for participation and outline a process for assessing eligibility and monitoring the progress of participating students.
- Delineate costs associated with providing transportation to students who are unable to provide their own.

Dual Enrollment Articulation Agreements

Each public postsecondary institution and school district in its service area is required to jointly develop and implement a comprehensive dual enrollment articulation agreement.[29] The dual enrollment articulation agreement must be submitted annually to the DOE on or before August 1 and must include, but is not limited to, the following components:

- The delineation of courses and programs available to students who participate in dual enrollment.[30]
- A description of the processes by which students and parents are informed about and exercise options to participate in dual enrollment, including registration.[31]
- The type of high school credit earned for passage of a dual enrollment course.[32]
- A listing of any additional student eligibility criteria.[33]
- Each institution's responsibilities for determining student eligibility and performance monitoring, transmission of grades, program costs including instructional materials, and student transportation.[34]

District school boards must enter dual enrollment articulation agreements with local FCS institutions if capacity allows.[35] Additionally, district school boards must make reasonable efforts to enter into dual enrollment articulation agreements with a FCS institution that offers online dual enrollment courses.[36]

Florida CAPE Act

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[25] *Id.*
[26] Section 1007.271(3), F.S.
[27] Section 1007.271(7), F.S.
[28] Section 1007.271(7)(a)-(f), F.S.
[29] Section 1007.271(21), F.S.
[30] Section 1007.271(21)(c), F.S.
[31] Section 1007.271(21)(b), (d), and (i), F.S. Career centers, FCS institutions, and SUS institutions must also delineate courses and programs for dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time. Any course or program limitations may not exceed those for other dual enrollment students. Section 1007.271(13)(b)1., F.S.
[32] Section 1007.271(21)(f), F.S.
[33] Section 1007.271(21)(e), F.S. Career centers, FCS institutions, and SUS institutions must also identify eligibility criteria for home education student participation, not to exceed those required of other dually enrolled students. Section 1007.271(13)(b)2., F.S. Exceptions to the required grade point average may be granted on an individual student basis. Section 1007.271(21)(h), F.S.
[34] Section 1007.271(21)(l)-(o), F.S.
[35] Section 1007.271(4)(a), F.S.
[36] Section 1007.271(4)(b), F.S.

In 2007, the Florida Legislature passed the CAPE Act[37] to provide a statewide planning partnership between the business and education communities to attract, expand, and retain targeted, high-value industry to sustain a strong, knowledge-based economy.[38] The primary purpose of the CAPE Act is to:[39]

- improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- support local and regional economic development;
- respond to Florida's critical workforce needs; and
- provide state residents with access to high-wage and high-demand careers.

In accordance with the CAPE Act, school boards are required to develop a 3-year strategic plan in partnership with local workforce development boards, economic development agencies, and state-approved postsecondary institutions to better align academy programs or career themed courses with local and regional workforce needs. Two or more school districts may collaborate in the development of the strategic plan.[40]

The strategic plan must describe in detail provisions for the efficient transportation of students, the maximum use of shared resources, access to courses aligned to state curriculum standards through virtual education providers legislatively authorized to provide part-time instruction to middle school students. Additionally, the plan must include an objective review of proposed career and professional academy courses and other career-themed courses to determine if the courses will lead to the attainment of industry certifications included on the CAPE Industry Certification Funding List.[41]

The 3-year strategic plan must be constructed and based, in part, on the following strategies:

- using state labor projections to determine local and regional workforce needs for the ensuing 3 years and developing and implementing career academies or career-themed courses based on occupations identified by the Labor Market Statistics Center within the Florida Commerce and the Labor Market Estimating Conference;[42]
- to ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;[43]
- to improve the passage rate for industry certification examinations if the rate falls below 50 percent;[44]
- to recruit students into career-themed courses and career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy. School boards must provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies;[45]
- to implement career-themed courses or career and professional academy training that lead to industry certification in juvenile justice education programs;[46]
- to provide professional development for high school certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certifications;[47]

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[37] Section 1, ch. 2007-216, L.O.F.
[38] Section 1003.491, F.S.
[39] Section 1003.491(1), F.S.
[40] Section 1003.491(2), F.S.
[41] *Id.*; *see also* Florida Department of Education, *Cape Industry Certification Funding List*, *available at* https://www.fldoe.org/core/fileparse.php/5398/urlt/2324CAPECertFundList.pdf.
[42] Section 1003.491(3)(a) and (b), F.S.
[43] Section 1003.491(3)(d), F.S.
[44] Section 1003.491(3)(i), F.S.
[45] Section 1003.491(3)(j), F.S.
[46] Section 1003.491(3)(l), F.S.
[47] Section 1003.491(3)(p), F.S.

- to redirect appropriated career funding in high schools and postsecondary institutions to support career academies and career-themed courses that lead to industry certification;[48] and
- to inform and promote the CTE opportunities available in the district to students, parents, the community and stakeholders.[49]

Within their strategic 3-year plans, each school board must include alignment of requirements for middle school career planning, middle and high school career and professional academies or career-themed course leading to industry certification or postsecondary credit, and high school graduation requirements. The plan must include provisions to ensure that career-themed courses and courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit.[50]

The strategic plan must be reviewed, updated, and jointly approved every 3 years by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions.[51]

Florida Bright Futures Scholarship Program

Overview

The Florida Bright Futures Scholarship Program is a lottery-funded scholarship program for Florida high school graduates who merit high academic achievement and enroll in a degree, certificate, or applied technology program at an eligible Florida public or private postsecondary education institution.[52] Since the 1997-1998 academic year, the Florida Bright Futures Scholarship Program has disbursed approximately $9.2 billion for over 3.3 million students to attend an eligible postsecondary institution in this state.[53]

General Eligibility Requirements

Florida high school students who wish to qualify for a Florida Bright Futures Scholarship Program award must meet the following initial eligibility requirements:

- Be a Florida resident for at least one year preceding an award.
- Earn a standard Florida high school diploma or a high school equivalency diploma unless:
  - The student completes a home education program.
  - The student earns a high school diploma from a non-Florida school while living with a parent or guardian who is on military or public service assignment away from Florida; or
  - The student earns a high school diploma from an eligible Florida private school.
- Be accepted by and enroll in an eligible Florida public or independent postsecondary education institution.
- Be enrolled for at least six semester credit hours or the equivalent in quarter hours or clock hours.
- Not have been found guilty of, or entered a plea of nolo contendere to, a felony charge, unless the student has been granted clemency.
- Apply for a scholarship by high school graduation, or by December 31 for mid-year graduates.[54]

Academic Eligibility Requirements

There are four awards through the Florida Bright Futures Scholarship program, including the Florida Academic Scholars award, the Florida Medallion Scholars award, the Florida Gold Seal CAPE Scholars award, and the Florida Gold Seal Vocational Scholars award.[55] In the 2023-2024 academic year, 35,111 students received an initial disbursement for one of the four awards offered through the Bright Futures Scholarship Program.[56]

Florida Academic Scholar (FAS) Award

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[48] Section 1003.491(3)(q), F.S.
[49] Section 1003.491(3)(r), F.S.
[50] Section 1003.491(3)(f) and (g), F.S.
[51] Section 1003.491(2), F.S.
[52] Section 1009.53(1), F.S.
[53] Florida Department of Education, Office of Student Financial Assistance, *Florida Bright Futures Student Counts and Total Costs* (2024), *available at* BFReportsA.
[54] Section 1009.531(1), F.S.
[55] Section 1009.53(2), F.S.
[56] Florida Department of Education, Office of Student Financial Assistance, *2023-2024 Florida Bright Futures End-of-Year Report* (2024), *available at* EndOfYearReport.

Florida high school students who wish to qualify for the FAS award must meet the following academic requirements:
Graduate from a Florida public high school with a standard diploma, from a registered private high school, earn a GED, complete a home education program, or graduate from a non-Florida high school if specific eligibility requirements are met.

- Complete the required high school coursework.
- Achieve the required minimum high school grade point average (GPA) of 3.5.[57]
- Achieve the required minimum score on either the ACT, CLT, or SAT college entrance exam.[58]
- Complete 100 total hours of volunteer service, paid work hours, or combination of both.
- Submit a Florida Financial Aid Application no later than August 31 after high school graduation.[59]

A student is exempt from the required ACT, CLT, or SAT college entrance exam scores if he or she is:

- Awarded an International Baccalaureate Diploma from the International Baccalaureate Office or an Advanced International Certificate of Education Diploma from the University of Cambridge International Examinations Office;
- Recognized by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar or finalist; or
- Recognized by the National Hispanic Recognition Program as a scholar recipient.[60]

Florida Medallion Scholar (FMS) Award
Florida high school students who wish to qualify for the FMS award must meet the following academic requirements:

- Graduate from a Florida public high school with a standard diploma, from a registered private high school, earn a GED, complete a home education program, or graduate from a non-Florida high school if specific eligibility requirements are met.
- Complete the required high school coursework.
- Achieve the required minimum high school grade point average (GPA) of 3.0.
- Achieve the required minimum score on either the ACT, CLT, or SAT college entrance exam.[61]
- Complete 75 hours of volunteer service, 100 hours of paid work, or 100 hours of a combination of both.
- Submit a Florida Financial Aid Application no later than August 31 after high school graduation.[62]

A student is exempt from the required ACT, CLT, or SAT college entrance exam scores if he or she is:

- Awarded an International Baccalaureate Diploma from the International Baccalaureate Office or an Advanced International Certificate of Education Diploma from the University of Cambridge International Examinations Office;
- Recognized by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar or finalist; or
- Recognized by the National Hispanic Recognition Program as a scholar recipient.[63]

Florida Gold Seal CAPE (GSC) Award

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[57] Florida Department of Education, Office of Student Financial Assistance, *2024-2025 Bright Futures Student Handbook* (2024), *available at* Bright Futures Student Handbook- Chapter 1, at 3.
[58] Section 1009.531(6), F.S. The SAT score requirement for the FAS must be set no lower than the 89th national percentile. The corresponding ACT and CLT scores must be concordant with the applicable SAT scores.
[59] Florida Department of Education, Office of Student Financial Assistance, *2024-2025 Bright Futures Student Handbook* (2024), *available at* Bright Futures Student Handbook- Chapter 1, at 3.
[60] Section 1009.534(1), F.S.
[61] Section 1009.531(6), F.S. The SAT score requirement for the FAS must be set no lower than the 75th national percentile. The corresponding ACT and CLT scores must be concordant with the applicable SAT scores.
[62] Florida Department of Education, Office of Student Financial Assistance, *2024-2025 Bright Futures Student Handbook* (2024), *available at* Bright Futures Student Handbook- Chapter 1, at 3.
[63] Florida Department of Education, Office of Student Financial Assistance, *2024-2025 Bright Futures Student Handbook* (2024), *available at* Bright Futures Student Handbook- Chapter 1, at 5.

Florida high school students who wish to qualify for the Florida GSC award must meet the following initial eligibility requirements:

- Earn a minimum of five postsecondary credit hours through CAPE industry certifications that articulate for college credit.
- Complete 30 volunteer service hours, 100 paid work hours, or the combination of 100 total hours.[64]

Florida Gold Seal Vocational Scholars (GSVS) Award

Florida high school students who wish to qualify for a Florida GSVS award must meet the following initial eligibility requirements:

- Achieve the required weighted minimum 3.0 GPA in non-elective high school courses.
- Take at least three full credits in a single career and technical education program.
- Achieve the required minimum 3.5 unweighted GPA in career education courses.
- Achieve the required minimum score on the ACT, SAT, or Florida Postsecondary Education Readiness Test (PERT).
- Complete 30 volunteer service hours, 100 paid work hours, or the combination of 100 total hours.[65]

Utilization

Number of Students Disbursed Bright Futures Funds 2023-2024[66]				
Florida Bright Futures	**FAS**	**FMS**	**GSC**	**GSV**
Initial Recipients	20,093	14,442	284	292
Renewal Recipients	48,165	34,384	117	290
Total Recipients	68,258	48,826	401	582
Total Disbursements	$400,539,928	$204,984,425	$345,222	$509,419

Enrollment Caps

Program Length Specifications[67]		
Number of FAS/FMS Hours Funding Available	**Number of GSC/GSV Hours Funding Available[68]**	**Duration of Funding Available[69]**
100% of program of study	100% of program of study, up to: • 72 hours (AS, AAS, CCC, or PSAV) • 60 hours (ATD)	Up to 5 years from high school graduation

Advanced Placement (AP) Capstone Designation

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[64] Florida Department of Education, Office of Student Financial Assistance, *2024-2025 Bright Futures Student Handbook* (2024), *available at* Bright Futures Student Handbook- Chapter 1, at 8.

[65] Florida Department of Education, Office of Student Financial Assistance, *2024-2025 Bright Futures Student Handbook* (2024), *available at* Bright Futures Student Handbook- Chapter 1, at 6.

[66] Florida Department of Education, Office of Student Financial Assistance, *Florida Bright Futures Scholarship Statistical Reports*, Florida Bright Futures Scholarship Statistical Reports - Florida Student Scholarship & Grant Programs (last visited Mar. 14, 2025).

[67] Florida Department of Education, Office of Student Financial Assistance, *2024-2025 Bright Futures Student Handbook* (2024), *available at* Bright Futures Student Handbook- Chapter 2.

[68] Beginning with the 2016-17 high school graduates, students who earn a Gold Seal CAPE (GSC) award and attain an AS or AAS degree may receive an additional 60 hours of funding toward a qualifying BS or BAS degree program.

[69] For students graduating high school in 2010-11 and thereafter, if annual renewal requirements were not met due to a verifiable illness or other documented emergency (as reported by the postsecondary institution), an exception of one academic year to the renewal timeframe may be granted if a course of study is not completed after five academic years.

The AP Capstone is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. The AP Seminar course is an introductory AP class for grades 10 and 11, and serves as a prerequisite for AP Research, which is typically offered in grades 11 or 12. The AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only). To earn an AP Capstone designation, students must earn scores of three or higher in the AP Seminar and AP Research courses, and on four additional AP Exams of their choosing. Students who earn scores of three or higher in the AP Seminar and AP Research courses, but not on four additional AP Exams, receive the AP Seminar and Research Certificate.[70]

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2022	CS/HB 461	Melo, Valdés	Hutson	Became law on June 27, 2022 and took effect on that date.
2023	CS/CS/SB 240	Melo	Hutson	Became law on May 15, 2023 and took effect on July 1, 2023.
2024	CS/CS/HB 917	Snyder	Simon	Became law on April 26, 2024 and took effect on July 1, 2024.

BILL HISTORY

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

[70] College Board, *How AP Capstone Works,* How AP Capstone Works – AP Central | College Board (Last visited Mar. 20, 2025).

A bill to be entitled

An act relating to education; amending s. 1003.4282, F.S.; requiring certain internships to be included in counseling materials and presented with certain courses; requiring the Department of Education to develop certain courses; deleting obsolete language; revising the requirements students must meet to satisfy the graduation requirements of the Career and Technical Education pathway option; amending s. 1003.491, F.S.; revising the requirements of a certain strategic 3-year plan to include promotion of specified Florida Bright Futures Scholarship awards; amending s. 1003.493, F.S.; requiring certain career and professional academies and secondary schools to promote the Florida Gold Seal CAPE Scholars award; amending ss. 1009.22 and 1009.23, F.S.; prohibiting the transportation access fee from being included in the calculation of Florida Gold Seal CAPE Scholars awards; amending s. 1009.26, F.S.; conforming a cross-reference; amending s. 1009.531, F.S.; revising eligibility requirements for a Florida Bright Futures Scholarship award for certain students who earn a high school diploma from a non-Florida school; amending s. 1009.534, F.S.; deleting obsolete language; revising student eligibility requirements for the Florida

Academic Scholars award; providing requirements for the Advanced Placement Capstone designation as an eligibility requirement for the Florida Academic Scholars award; amending s. 1009.535, F.S.; deleting obsolete language; amending s. 1009.536, F.S.; deleting obsolete language; revising student eligibility requirements for the Florida Gold Seal Vocational Scholars award; amending s. 1007.271, F.S.; revising the requirements for certain career dual enrollment agreements; revising the requirements for certain dual enrollment articulation agreements; providing an effective date.

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

Section 1. Paragraph (b) of subsection (1), paragraph (a) of subsection (7), and subsection (9) of section 1003.4282, Florida Statutes, are amended to read:

1003.4282 Requirements for a standard high school diploma.—

(1) TWENTY-FOUR CREDITS REQUIRED.—

(b) The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in s. 1003.01(2), including work-related internships approved by the State Board of Education and identified in the

course code directory. Such internships must be included in counseling materials and presented with courses required for graduation. However, any must-pass assessment requirements must be met. An equivalent course is one or more courses identified by content-area experts as being a match to the core curricular content of another course, based upon review of the state academic standards for that subject. An applied course aligns with state academic standards and includes real-world applications of a career and technical education standard used in business or industry. An integrated course includes content from several courses within a content area or across content areas.

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

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

graduation under this section and s. 1003.4281.

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

2. Career education courses must:

a. Include workforce and digital literacy skills.

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

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

3. A student who earns credit upon completion of 1 year of related technical instruction for an apprenticeship program registered with the Department of Education under chapter 446 or preapprenticeship program registered with the Department of

Education under chapter 446 may use such credit to satisfy the high school graduation credit requirements in paragraph (3)(e) or paragraph (3)(g). The state board shall approve and identify in the Course Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used pursuant to this subparagraph.

4. The State Board of Education shall, by rule, establish a process that enables a student to receive work-based learning credit or credit in electives for completing a threshold level of demonstrable participation in extracurricular activities associated with career and technical student organizations. Work-based learning credit or credit in electives for extracurricular activities or supervised agricultural experiences may not be limited by grade level.

(9) CAREER AND TECHNICAL EDUCATION GRADUATION PATHWAY OPTION. ~~Beginning with the 2019-2020 school year,~~ A student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

(a) In order for a student to satisfy the requirements of the CTE pathway option, he or she must meet the GPA requirement

and:

1. Meet the requirements in paragraphs (3)(a)-(d) and, additionally, for students who entered ~~entering~~ grade 9 in the 2023-2024 school year and thereafter, paragraph (3)(h);

2.a. For a student who entered grade 9 before the 2024-2025 school year, complete two credits in career and technical education~~. The courses must~~ that result in a program completion and an industry certification or complete three credits in career and technical education which are not required to result in a program completion or an industry certification; or

b. For a student who entered grade 9 in the 2024-2025 school year and thereafter, complete three credits in career and technical education. The courses are not required to result in a program completion or an industry certification; and

3.a. For a student who entered ~~enters~~ grade 9 before the 2023-2024 school year, complete two credits in electives or work-based learning programs if the student completes two credits in career and technical education or one credit in electives or work-based learning programs if the student completes three credits in career and technical education as described in sub-subparagraph 2.a. A one-half credit in financial literacy may be included in the two credits of electives; ~~or~~

b. For a student who entered ~~enters~~ grade 9 in the 2023-2024 school year ~~and thereafter~~, complete one and one-half

credits in electives or work-based learning programs; or

c. For a student who entered grade 9 in the 2024-2025 school year and thereafter, complete one credit in electives or work-based learning programs.

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

(c) Adjunct educators certified pursuant to s. 1012.57 may teach courses in the CTE pathway option.

Section 2. Paragraphs (j) and (n) of subsection (3) of section 1003.491, Florida Statutes, are amended to read:

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

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

(j) Strategies to recruit students into career-themed courses and career and professional academies. The strategies shall ~~which~~ include providing in-person academic advising, including information on career education programs and

postsecondary scholarships, by a certified school counselor or the school principal or his or her designee. ~~opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy. School boards shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below a 2.0~~;

(n) Promotion of the benefits of the Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards within the Florida Bright Futures Scholarship Program;

Section 3. Paragraph (c) of subsection (4) of section 1003.493, Florida Statutes, is amended to read:

1003.493 Career and professional academies and career-themed courses.—

(4) Each career and professional academy and secondary school providing a career-themed course must:

(c) Promote and provide opportunities for students enrolled in a career and professional academy or a career-themed

course to attain, at minimum, the Florida Gold Seal Vocational Scholars award or the Florida Gold Seal CAPE Scholars award pursuant to s. 1009.536.

Section 4. Paragraph (b) of subsection (13) of section 1009.22, Florida Statutes, is amended to read:

1009.22 Workforce education postsecondary student fees.—

(13)

(b) Notwithstanding ss. 1009.534, 1009.535, and 1009.536, the transportation access fee authorized under paragraph (a) may not be included in calculating the amount a student receives for a Florida Academic Scholars award, a Florida Medallion Scholars award, ~~or~~ a Florida Gold Seal Vocational Scholars award, or a Florida Gold Seal CAPE Scholars award.

Section 5. Paragraph (b) of subsection (18) of section 1009.23, Florida Statutes, is amended to read:

1009.23 Florida College System institution student fees.—

(18)

(b) Notwithstanding ss. 1009.534, 1009.535, and 1009.536, the transportation access fee authorized under paragraph (a) may not be included in calculating the amount a student receives for a Florida Academic Scholars award, a Florida Medallion Scholars award, ~~or~~ a Florida Gold Seal Vocational Scholars award, or a Florida Gold Seal CAPE Scholars award.

Section 6. Paragraph (c) of subsection (18) of section 1009.26, Florida Statutes, is amended to read:

1009.26 Fee waivers.—

(18)

(c) Upon enrollment in a Program of Strategic Emphasis or a state-approved teacher preparation program, the tuition and fees waived under this subsection must be reported for state funding purposes under ss. 1009.534 and 1009.535 and must be disbursed to the student. The amount disbursed to the student must be equal to the award amount the student has received under s. 1009.534(3) ~~s. 1009.534(2)~~ or s. 1009.535(2).

Section 7. Paragraph (b) of subsection (1) of section 1009.531, Florida Statutes, is amended to read:

1009.531 Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards.—

(1) In order to be eligible for an initial award from any of the scholarships under the Florida Bright Futures Scholarship Program, a student must:

(b) Earn a standard Florida high school diploma pursuant to s. 1002.3105(5), s. 1003.4281, or s. 1003.4282 or a high school equivalency diploma pursuant to s. 1003.435 unless:

1. The student completes a home education program according to s. 1002.41;

2. The student earns a high school diploma from a non-Florida school while living with a parent or guardian who is on, or, within 12 months before the student's high school graduation, has retired from, military or public service

assignment away from Florida; or

3. The student earns a high school diploma from a Florida private school operating pursuant to s. 1002.42.

Section 8. Subsections (2), (3), and (4) of section 1009.534, Florida Statutes, are renumbered as subsections (3), (4), and (5), respectively, subsection (1) is amended, and a new subsection (2) is added to that section, to read:

1009.534 Florida Academic Scholars award.—

(1) A student is eligible for a Florida Academic Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(a) Has achieved a 3.5 weighted grade point average as calculated pursuant to s. 1009.531, or its equivalent, in high school courses that are designated by the State Board of Education as college-preparatory academic courses and has attained at least the score required under s. 1009.531(6)(a) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(b) Has attended a home education program according to s. 1002.41 during grades 11 and 12, has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma, or has completed the Advanced International Certificate of Education curriculum but failed to

earn the Advanced International Certificate of Education Diploma, and has attained at least the score required under s. 1009.531(6)(a) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(c) Has been awarded an International Baccalaureate Diploma from the International Baccalaureate Office, ~~or~~ an Advanced International Certificate of Education Diploma from the University of Cambridge International Examinations Office, or an Advanced Placement Capstone designation from the College Board beginning with high school students graduating in the 2025-2026 school year;

(d) Has been recognized by the merit or achievement programs of the National Merit Scholarship Corporation as a scholar or finalist; or

(e) Has been recognized by the National Hispanic Recognition Program as a scholar recipient.

The student must complete a program of volunteer service or~~,~~ ~~beginning with a high school student graduating in the 2022-2023 academic year and thereafter,~~ paid work, as approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program

students, which must include 100 hours of volunteer service, paid work, or a combination of both. ~~Eligible paid work completed on or after June 27, 2022, shall be included in the student's total of paid work hours.~~ The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

(2) For purposes of this section, the Advanced Placement Capstone designation shall consist of six Advanced Placement courses, including Advanced Placement Seminar; Advanced Placement Research; one Advanced Placement course in mathematics or science; one Advanced Placement course in English; one Advanced Placement course in art, history, or social sciences; and one Advanced Placement course in a subject of the student's choice. Receipt of the Advanced Placement Capstone designation

does not satisfy the requirements for a standard high school diploma under s. 1003.4282.

Section 9. Subsection (1) of section 1009.535, Florida Statutes, is amended to read:

1009.535 Florida Medallion Scholars award.—

(1) A student is eligible for a Florida Medallion Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(a) Has achieved a weighted grade point average of 3.0 as calculated pursuant to s. 1009.531, or the equivalent, in high school courses that are designated by the State Board of Education as college-preparatory academic courses and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(b) Has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma or has completed the Advanced International Certificate of Education curriculum but failed to earn the Advanced International Certificate of Education Diploma, and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered

Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(c) Has attended a home education program according to s. 1002.41 during grades 11 and 12 and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(d) Has been recognized by the merit or achievement program of the National Merit Scholarship Corporation as a scholar or finalist but has not completed the program of volunteer service or paid work required under s. 1009.534; or

(e) Has been recognized by the National Hispanic Recognition Program as a scholar, but has not completed the program of volunteer service or paid work required under s. 1009.534.

A high school student must complete a program of volunteer service or~~, beginning with a high school student graduating in the 2022-2023 academic year and thereafter,~~ paid work approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, which must include 75 hours of volunteer service, 100 hours of paid work, or 100 hours of a combination

of both. ~~Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours.~~ The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Section 10. Subsection (1), paragraph (b) of subsection (2), and subsection (5) of section 1009.536, Florida Statutes, are amended to read:

1009.536 Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards.—The Florida Gold Seal Vocational Scholars award and the Florida Gold Seal CAPE Scholars award are created within the Florida Bright Futures Scholarship Program to recognize and reward academic achievement and career preparation by high school students who wish to continue their education.

(1) A student is eligible for a Florida Gold Seal Vocational Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(a) Completes ~~the secondary school portion of a sequential program of studies that requires~~ at least three high ~~secondary~~ school career and technical education credits. On-the-job training may not be substituted for any of the three required career credits.

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

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

(d) Has achieved ~~Earns~~ a minimum weighted ~~unweighted~~ grade point average of 3.0 ~~3.5~~ on a 4.0 scale in high school ~~for secondary~~ career and technical education courses ~~that comprise the career program~~.

(e) Completes at least 30 hours of volunteer service, or 75 hours of volunteer service for students entering grade 9 in the 2024-2025 school year and thereafter, or~~, beginning with high school students graduating in the 2022-2023 academic year~~

~~and thereafter,~~ 100 hours of paid work, approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, or 100 hours of a combination of both. ~~Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours.~~ The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

(2) A student is eligible for a Florida Gold Seal CAPE Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program, and the student:

(b) Completes at least 30 hours of volunteer service, or 75 hours of volunteer service for students entering grade 9 in

the 2024-2025 school year and thereafter, ~~beginning with a high school student graduating in the 2022-2023 academic year and thereafter,~~ 100 hours of paid work, approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, or 100 hours of a combination of both. ~~Eligible paid work completed on or after June 27, 2022, shall be included in a student's total required paid work hours.~~ The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

(5)(a) A student who is ~~initially~~ eligible ~~in the 2012-2013 academic year and thereafter~~ may earn a Florida Gold Seal Vocational Scholarship for a maximum of 100 percent of the number of credit hours or equivalent clock hours required to

complete one of the following at a Florida public or nonpublic education institution that offers these specific programs: for an applied technology diploma program as defined in s. 1004.02(7), up to 60 credit hours or equivalent clock hours; for a technical degree education program as defined in s. 1004.02(13), up to the number of hours required for a specific degree not to exceed 72 credit hours or equivalent clock hours; or for a career certificate program as defined in s. 1004.02(20), up to the number of hours required for a specific certificate not to exceed 72 credit hours or equivalent clock hours.

(b)1. A student who is ~~initially~~ eligible ~~in the 2017-2018 academic year and thereafter~~ for a Florida Gold Seal CAPE Scholars award under subsection (2) may receive an award for a maximum of 100 percent of the number of credit hours or equivalent clock hours required to complete one of the following at a Florida public or nonpublic education institution that offers these specific programs: for an applied technology diploma program as defined in s. 1004.02(7), up to 60 credit hours or equivalent clock hours; for a technical degree education program as defined in s. 1004.02(13), up to the number of hours required for a specific degree, not to exceed 72 credit hours or equivalent clock hours; or for a career certificate program as defined in s. 1004.02(20), up to the number of hours required for a specific certificate, not to exceed 72 credit

hours or equivalent clock hours. A student who transfers from one of these program levels to another program level is eligible for the higher of the two credit hour limits.

2. A Florida Gold Seal CAPE Scholar who completes a technical degree education program as defined in s. 1004.02(13) may also receive an award for:

a. A maximum of 60 credit hours for a bachelor of science degree program for which there is a statewide associate in science degree program to bachelor of science degree program articulation agreement; or

b. A maximum of 60 credit hours for a bachelor of applied science degree program at a Florida College System institution.

Section 11. Paragraph (f) of subsection (7) of section 1007.271, Florida Statutes, is amended, paragraph (g) is added to that subsection, and paragraph (p) is added to subsection (21) of that section, to read:

1007.271 Dual enrollment programs.—

(7) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center established under s. 1001.44 shall enter into an agreement with each high

school in any school district it serves. ~~Beginning with the 2019-2020 school year,~~ The agreement must be completed annually and submitted by the career center to the Department of Education by August 1. The agreement must:

(f) Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation and how students will be notified of such transportation.

(g) Address scheduling changes that will increase access and student participation.

(21) Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1. The agreement must include, but is not limited to:

(p) Any scheduling changes that are necessary to increase access and student participation.

Section 12. This act shall take effect July 1, 2025.