


# Careers & Workforce Subcommittee

## March 31st, 2025
## 4:00 PM
## Morris Hall (17 HOB)

## Meeting Packet

**Daniel Perez**
**Speaker**

**Berny Jacques**
**Chair**

# Committee Meeting Notice

## HOUSE OF REPRESENTATIVES

### Careers & Workforce Subcommittee

**Start Date and Time:** Monday, March 31, 2025 04:00 PM

**End Date and Time:** Monday, March 31, 2025 06:00 PM

**Location:** Morris Hall (17 HOB)

**Duration:** 2.00 hrs

**Consideration of the following bill(s):**

HB 827 Statewide Study on Automation and Workforce Impact by Spencer
CS/HB 1113 Mathematics Education Requirements by Student Academic Success Subcommittee, Valdés

**Consideration of the following proposed committee substitute(s):**

PCS for HB 879 -- Young Adults who are Homeless or were in the Child Welfare System

**NOTICE FINALIZED on 03/27/2025 4:41PM by Vernon.Andrea**

# 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.*

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| **BILL #:** HB 827 | **COMPANION BILL:** SB 936 (Davis) |
| **TITLE:** Statewide Study on Automation and Workforce Impact | **LINKED BILLS:** None |
| **SPONSOR(S):** Spencer | **RELATED BILLS:** None |

**Committee References**

Careers & Workforce ➤ Transportation & Economic Development Budget ➤ Education & Employment

## SUMMARY

**Effect of the Bill:**

The bill requires the Bureau of Workforce Statistics and Economic Research (WSER) to study the economic impact of automation, artificial intelligence (AI), and robotics on employment in Florida, focusing on job losses and gains due to AI and automation. The study will analyze projected job displacement, vulnerable geographic regions, at-risk demographics, wage impacts, economic benefits, workforce training, policy recommendations, and the rate and scale of job loss caused by AI compared to other forms of automation.

The bill authorizes WSER to consult with business, academic, and local economic experts to complete the study. Additionally, the bill requires WSER to submit a report to the Governor, Senate President, and House Speaker by December 1, 2025, with updates every three years.

**Fiscal or Economic Impact:**

None

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

## ANALYSIS

**EFFECT OF THE BILL:**

The bill requires the Bureau of Workforce Statistics and Economic Research (WSER) of the Department of Commerce to study the economic impact of automation, artificial intelligence (AI), and robotics on employment in the state, with a specific focus on job losses and gains due to AI and automation.

The bill requires the study to analyze:

- Industries most affected and projected job displacement over the next 10 years, particularly due to use of AI.
- Geographic regions within the state most vulnerable to job loss or displacement.
- Demographics of workers most at risk.
- Impact on wages and job quality in key job sectors.
- Economic benefits, including productivity growth and job creation.
- Workforce training programs addressing job loss or displacement.
- Policy recommendations for workforce resilience, including education and retraining investments.
- The rate and scale of job loss or displacement caused specifically by AI compared to other forms of automation.

The bill authorized the WSER to consult with:

- Business and industry representatives.

- Academic institutions with labor economics expertise.
- Local economic councils and chambers of commerce.
- Any groups the WSER deems necessary to complete the study.

The bill requires the WSER submit a report of its findings and recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2025, and every 3 years thereafter. The WSER must conduct the study every 3 years to assess the impact of automation on the workforce and update policy recommendations.

The bill incorporates the federal definition for AI.

## RELEVANT INFORMATION

**SUBJECT OVERVIEW:**

**Bureau of Workforce Statistics and Economic Research (WSER)**

The WSER operates within the Florida Department of Commerce. The mission of WSER is to produce, analyze and deliver economic data to improve decision-making. WSER collects and reports Florida's key economic indicators, including labor force statistics, employment trends, and unemployment rates. Using employer surveys, econometric modeling, and administrative records, WSER provides accurate and comparable data. WSER also provides economic research services, including customized reports, GIS mapping, economic impact analysis, and training resources to support workforce and business development.[1]

Artificial Intelligence (AI)
AI refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, decision-making, or problem-solving. AI encompasses a broad range of technologies that power everyday services and products, from recommendation apps to real-time customer support chatbots.[2]

Federal law defines AI to mean a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations or decisions influencing real or virtual environments. Artificial intelligence systems use machine and human-based inputs to:[3]

- perceive real and virtual environments;
- abstract such perceptions into models through analysis in an automated manner; and
- use model inference to formulate options for information or action.

**OTHER RESOURCES:**

McKinsey Global Institute: Workforce Transitions In A Time Of Automation (2017)
The SREB Region's Economic Outlook – The Potential Impact of Automation and AI

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[1] Florida Commerce, Bureau of Workforce Statistics and Economic Research (WSER), *About WSER*, https://www.floridajobs.org/wser-home/about-wser (last visited Mar. 20, 2025). *See also*, s. 20.60, F.S.
[2] Coursera, *What is Artificial Intelligence? Definition, Uses, and Types*, https://www.coursera.org/articles/what-is-artificial-intelligence (last visited Mar. 30, 2025).
[3] 15 U.S.C. s. 9401(3).

## BILL HISTORY

| COMMITTEE REFERENCE | ACTION | DATE | STAFF DIRECTOR/ POLICY CHIEF | ANALYSIS PREPARED BY |
|---|---|---|---|---|
| Careers & Workforce Subcommittee | | | Kiner | Dixon |
| Transportation & Economic Development Budget Subcommittee | | | | |
| Education & Employment Committee | | | | |

A bill to be entitled

An act relating to a statewide study on automation and workforce impact; defining the term "artificial intelligence"; requiring the Bureau of Workforce Statistics and Economic Research of the Department of Commerce to study the economic impact of automation, artificial intelligence, and robotics on employment in the state; specifying contents of the study; authorizing the bureau to consult with specified entities to complete the study; requiring the bureau to submit to the Governor and Legislature a report by a specified date; requiring the bureau to conduct this study at specified intervals of time; providing an effective date.

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

**Section 1.** Statewide Study on Automation and Workforce Impact.—

(1) As used in this section, the term "artificial intelligence" or "AI" means a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments. An artificial intelligence system uses machine and human-based inputs to:



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

(a) Perceive real and virtual environments.

(b) Abstract perceptions into models through analysis in an automated manner.

(c) Model inferences to formulate options for information or action.

(2) The Bureau of Workforce Statistics and Economic Research of the Department of Commerce shall study the economic impact of automation, AI, and robotics on employment in the state, with a specific focus on job losses and gains due to AI and automation.

(3) The study shall analyze:

(a) Industries most affected and projected job displacement over the next 10 years, particularly due to use of AI.

(b) Geographic regions within the state most vulnerable to job loss or displacement.

(c) Demographics of workers that are most at risk.

(d) Impact on wages and job quality in key job sectors.

(e) Economic benefits, including productivity growth and job creation.

(f) Workforce training programs addressing job loss or displacement.

(g) Policy recommendations for workforce resilience, including education and retraining investments.

(h) The rate and scale of job loss or displacement caused

specifically by AI compared to other forms of automation.

(4) The bureau may consult with:

(a) Business and industry representatives.

(b) Academic institutions with labor economics expertise.

(c) Local economic councils and chambers of commerce.

(d) Any groups the bureau deems necessary to complete the study.

(5) The bureau must submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives a report of its findings and recommendations by December 1, 2025, and every 3 years thereafter pursuant to subsection (6).

(6) The bureau must conduct the study every 3 years to assess automation's impact on the workforce and to update its policy recommendations.

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

**CS/HB 1113**

# 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.*

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|---|---|
| **BILL #:** CS/HB 1113 | **COMPANION BILL:** SB 1112 (Calatayud) |
| **TITLE:** Mathematics Education Requirements | **LINKED BILLS:** None |
| **SPONSOR(S):** Valdés | **RELATED BILLS:** None |

**Committee References**

Student Academic Success
15 Y, 0 N, As CS
➤ Careers & Workforce ➤ Education & Employment

## SUMMARY

**Effect of the Bill:**

The bill modifies the uniform core curricula requirements for state-approved teacher preparation programs, including, competency-based certification programs for non-education baccalaureate degree holders, and professional learning certification programs, by requiring content in mathematics at the elementary level, including numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability. The bill further requires that content in mathematics at the elementary level for state-approved teacher preparation programs be a minimum of 6 credit hours.

**Fiscal or Economic Impact:**

None

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

## ANALYSIS

**EFFECT OF THE BILL:**

Effective July 1, 2026, the bill modifies the uniform core curricula requirements for state-approved teacher preparation programs to include specified content in mathematics at the elementary level. The bill requires that content in mathematics for teacher preparation programs include numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability at the elementary level, for a minimum of 6 credit hours. (Section 1).

Additionally, effective July 1, 2026, the bill requires that competency-based certification programs offered by postsecondary educator preparation institutes for non-education major baccalaureate degree holders and the professional learning certification program include content in mathematics, including numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability at the elementary level. (Sections 2 and 3).

Except as otherwise expressly provided in this bill, the effective date of the bill is July 1, 2025. (Section 4).

## RELEVANT INFORMATION

**SUBJECT OVERVIEW:**

**Elementary Mathematics**

Florida Standards

In 2020, the State Board of Education (SBE) adopted new standards for English Language Arts (ELA) and mathematics called the Benchmarks for Excellent Student Thinking (B.E.S.T.) standards. The ELA standards

implementation began with the 2021-2022 school year and implementation of the mathematics standards began in the 2022-2023 school year.[1]

The B.E.S.T. standards for mathematics are organized by strands. The stand is the focal group of related standards. Mathematical strands for elementary B.E.S.T. standards include number sense and operations, algebraic reasoning, fractions, measurements, geometric reasoning, and data analysis and probability.[2]

Teaching Mathematics

Because elementary teachers are usually responsible for teaching all core subjects, their preparation must cover language arts, mathematics, science, and social studies. Every educator preparation program finds a different way to balance these topics.[3]

When students struggle with foundational math skills taught in early elementary grades, they are likely to continue struggling into middle and high school. Mathematics knowledge is highly cumulative, meaning that mastering each new concept depends on having mastered the content that came before. As early as kindergarten, teachers play a critical role in building and cementing these math skills.[4]

**Florida Educator Certification**

Teacher Preparation Programs

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.[5] 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.[6]

There are various state-approved teacher preparation programs that individuals may use to receive the training needed to attain an educator certificate, including:[7]

- 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.[8]
- 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 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

[1] Rule 6A-1.09401, F.A.C.
[2] Florida Department of Education, *Florida's B.E.S.T. Standards: Mathematics*, at 3-4, *available at* https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/ma/mathbeststandardsfinal.pdf.
[3] Southern Regional Education Board, *Giving Elementary Teachers the Tools to Teach Math Well*, https://www.sreb.org/blog-post/giving-elementary-teachers-tools-teach-math-well (last visited Mar. 26, 2025).
[4] National Council on Teacher Quality, *Preparation for Teaching Elementary Mathematics*, *available at* https://files.eric.ed.gov/fulltext/ED619824.pdf.
[5] S. 1004.04(1)(b), F.S.
[6] *See* Florida Department of Education, *Florida's Coordinated System of Professional Learning*, https://www.fldoe.org/teaching/professional-dev/ (last visited Mar. 26, 2025). *See also* r. 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.
[7] Florida Department of Education, *Educator Preparation*, http://www.fldoe.org/teaching/preparation (last visited Mar. 26, 2025).
[8] Rule 6A-5.066(1)(r), F.A.C.

of professional preparation and education competence requirements.[9] In addition to completing the district program, candidates must demonstrate mastery of general knowledge[10] and subject area knowledge.[11]

Educator Preparation Institutes (EPIs)

Postsecondary institutions that are accredited or approved by the Department of Education (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:[12]

- 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.[13]

EPIs may offer competency-based certification programs specifically designed for noneducation major baccalaureate degree holders to enable program participants to meet the educator certification requirements. The DOE must approve a certification program within 90 days if the institute provides evidence of its capacity to implement a competency-based program that instructs and assesses each candidate in the following:

- The Florida Educator Accomplished Practices approved by the SBE.
- The state academic standards, including scientifically based reading instruction, content literacy, and mathematical practices, for each subject identified on the statement of status of eligibility or temporary certificate.
- 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.
- 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, based on an assessment of competency.
- Field experiences appropriate to the certification subject area under the supervision of qualified educators.
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to background screening and educator certification.

[9] S. 1012.56(8)(a), F.S. There are 77 such programs in Florida. 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. 26, 2025).
[10] *See* Florida DOE, *General Knowledge*, https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml (last visited Mar. 26, 2025).
[11] Florida DOE, *Subject Area Knowledge*, https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml (last visited Mar. 26, 2025).
[12] S. 1004.85(2)(a), F.S.
[13] S. 1004.85(2)(b), F.S.

There are currently 28 state-approved EPI programs.[14]

Professional Learning Certificate Program

School districts, charter schools, and charter management organizations may offer a cohesive professional learning certification program that must be approved by the DOE. Participants must hold a state-issued temporary certificate. The program must include:[15]

- 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.

Professional education preparation content knowledge, which must be included in the mentoring and induction activities, must include, but is not limited to:[16]

- The state academic standards,[17] 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.
- The educator-accomplished practices approved by the State Board of Education.

Currently, 47 school districts operate their own DOE-approved professional learning certification programs.[18]

**RECENT LEGISLATION:**

| YEAR | BILL # | HOUSE SPONSOR(S) | SENATE SPONSOR | OTHER INFORMATION |
|---|---|---|---|---|
| 2023 | CS/CS/HB 7039 | Trabulsy | Calatayud | Became law on July 1, 2023. |

[14] Florida Department of Education, *State-Approved EPI Programs, available at* https://www.fldoe.org/core/fileparse.php/7502/urlt/State-ApprovedEPIProgram.pdf.
[15] S. 1012.56(8)(a)1.-7., F.S.
[16] S. 1012.56(8)(a)3.a.-b., F.S.
[17] S. 1003.41, F.S.
[18] Florida Department of Education, *Professional Learning Certification Programs*, https://www.fldoe.org/teaching/preparation/plcp.stml (last visited Mar. 26, 2025).

## BILL HISTORY

| COMMITTEE REFERENCE | ACTION | DATE | STAFF DIRECTOR/ POLICY CHIEF | ANALYSIS PREPARED BY |
|---|---|---|---|---|
| Student Academic Success Subcommittee | 15 Y, 0 N, As CS | 3/18/2025 | Sanchez | Dixon |
| THE CHANGES ADOPTED BY THE COMMITTEE: | • Added fractions to the mathematics content in the core curriculum requirements for state-approved teacher preparation programs, including competency-based and professional learning certification programs.<br>• Changed the minimum mathematics content requirement from 85 instructional hours to 6 credit hours.<br>• Removed the evaluation criteria for mathematics instructional materials. | | | |
| Careers & Workforce Subcommittee | | | Kiner | Dixon |
| Education & Employment Committee | | | | |

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**THIS BILL ANALYSIS HAS BEEN UPDATED TO INCORPORATE ALL OF THE CHANGES DESCRIBED ABOVE.**

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A bill to be entitled

An act relating to mathematics education requirements; amending s. 1004.04, F.S.; revising the uniform core curricula for state-approved teacher preparation programs to include specified mathematics content; amending s. 1004.85, F.S.; revising the requirements for postsecondary educator preparation institutes to include certain instruction and assessments on specified mathematics content; amending s. 1012.56, F.S.; requiring competency-based professional learning certification programs to include specified mathematics content; providing effective dates.

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

**Section 1. Effective July 1, 2026, paragraph (b) of subsection (2) of section 1004.04, Florida Statutes, is amended to read:**

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

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(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 in literacy ~~and mathematics practices~~.

5. Content in mathematics, including numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability at the elementary level, for a minimum of 6 credit hours.

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

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

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

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

10.~~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.

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

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

**Section 2. Effective July 1, 2026, paragraph (a) of subsection (3) of section 1004.85, Florida Statutes, is amended to read:**

1004.85 Postsecondary educator preparation institutes.—

(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 instructs and assesses each candidate in the 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.

d. Content in mathematics, including numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability at the elementary level.

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.

3. Field experiences appropriate to the certification subject area specified in the educational plan under the supervision of 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.

4. 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.

**Section 3. Effective July 1, 2026, paragraph (a) of subsection (8) of section 1012.56, Florida Statutes, is amended to read:**

1012.56 Educator certification requirements.—

(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. Content in mathematics shall include numbers and operations, fractions, algebraic reasoning, measurement, geometric reasoning, and data analysis and probability at the elementary level.

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.

**Section 4.** Except as otherwise expressly provided in this act, this act shall take effect July 1, 2025.

# PCS for 879

# 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.*

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|---|---|
| **BILL #:** PCS for HB 879 | **COMPANION BILL:** SB 584 (Garcia) |
| **TITLE:** Young Adults who are Homeless or were in the Child Welfare System | **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 each state college and university to develop a plan prioritizing placement of students who are or were formerly in foster care or who are homeless or at risk of experiencing homelessness in residence halls owned or operated by the institution which the student attends. The bill also requires that if a state college or university implements a priority system for assigning students to housing or work-study programs, it must give first priority to students who are eligible for a tuition and fee exemption due to their involvement with the child welfare system or classification as a homeless child or youth.

The bill requires the Department of Children and Families (DCF), community-based care lead agencies, their subcontracted providers, and housing authorities to develop programs and supports to help young adults 28 years of age or younger who were in the child welfare system after the age of 14 with accessing available federal programs and vouchers relating to housing and housing stability. DCF, community-based care lead agencies, and their subcontracted service providers that administer housing funds for young adults in the child welfare system must maintain detailed records of all reasonable actions taken to facilitate a young adult's acquisition of a residential lease. Finally, the bill requires the Office of Program Policy Analysis and Government Accountability to conduct a study relating to barriers that young adults involved with the child welfare system or experiencing homelessness who are not enrolled in a state college or university face when trying to obtain housing.

**Fiscal or Economic Impact:**

The bill has no fiscal impact on Florida College System and State University System institutions or the DCF.



JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY


## ANALYSIS

### EFFECT OF THE BILL:

The bill requires each State University System (SUS) and Florida College System (FCS) institution to develop a plan to prioritize the placement of specified students in residence halls owned or operated by the institution which the student attends. Students must be 28 years old or younger and:

- are or were formerly in foster care in the United States;
- are experiencing homelessness or are at risk of experiencing homelessness; or
- are eligible for the tuition and fee exemption currently authorized in state statute[1] due to their involvement with the child welfare system or classification as a homeless child or youth.

The plan must be developed in consultation with the State Office of Homelessness, located within the Florida Department of Children and Families (DCF). The DCF's Office of Continuing Care[2] would be responsible for determining if a student is or was formerly in foster care in the United States. Each SUS or FCS institution is

[1] Section 1009.25(1)(c)1.-4. or (1)(e), F.S.
[2] Section 414.56, F.S.

responsible for determining whether a student meets the definition of a homeless child or youth by using the process for determining whether a student is eligible for a tuition or fee exemption under existing statute.[3]

The bill requires that if a SUS or FCS institution implements a priority system for the assignment of students to housing owned or operated by the institution, year-round housing, or work-study programs, then it must give first priority to students who are eligible for the tuition and fee exemption due to their involvement with the child welfare system or classification as a homeless child or youth.[4] Residence halls or dormitory residences are more often found at state universities than state colleges because the latter typically have more students who commute to campus. (Section 1).

The bill also requires DCF, community-based care lead agencies (CBCs), their subcontracted providers, and designated housing authorities[5] to develop programs and supports to help young adults access all available federal programs and vouchers offered by the United States Department of Housing and Urban Development (HUD) relating to housing and housing stability. A young adult is defined in the bill as a person who is 28 years of age or younger who was in the child welfare system after attaining the age of 14. At a minimum, programs and supports must include all of the following:

- The creation of a list identifying each young adult eligible for federal housing programs and vouchers within each community-based care lead agency's geographic service area.
- A recruitment and communication plan to help community-based care lead agencies contact and engage with such young adults.
- A memorandum of understanding or letter of intent between each community-based care lead agency and each housing authority located within the geographic service area of the community-based care lead agency.
- Written certification from each community-based care lead agency to each housing authority located within the lead agency's geographic service area which verifies that the young adult was involved in the child welfare system after turning 14 years of age.
- A detailed list of processes and support services that are available to a young adult who is participating in a federal program or voucher.

The bill requires the DCF, CBCs, and their subcontracted service providers that administer housing funds for young adults in the child welfare system must maintain detailed records of all reasonable actions taken to facilitate a young adult's acquisition of a residential lease. Reasonable actions include providing assurances to a landlord that funding will be provided on a monthly basis in order for the young adult to execute a contract for the lease of residential property. Such assurances may include cosigning the contract to lease the residential property, providing a guarantee, or any other form of assurance acceptable to the landlord. This requirement applies to entities that serve young adults receiving postsecondary educational services and support or aftercare services under the Road-to-Independence Program[6] or young adults receiving continuing care as described in statute.[7] (Section 2).

The bill requires the Office of Program Policy Analysis and Government Accountability (OPPAGA) to conduct a study relating to the barriers that young adults who are or were in the child welfare system or who are or are at risk of experiencing homelessness, and who are not enrolled in a state college or state university, face when trying to obtain housing. The study must include recommendations for overcoming such barriers and its findings and recommendations reported to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2026. The study must be conducted in consultation with the DCF, the Department of Commerce, public housing authorities, young adults affected by this proposed legislation, and other stakeholders as appropriate. (Section 3).

The effective date for the bill is July 1, 2025. (Section 4).

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[3] Section 1009.25(1)(c)1.-4. or (1)(e), F.S.; r. 6A-10.087, F.A.C.; BOG 7.008
[4] *Id.*
[5] Section 421.04, F.S.
[6] Section 409.1451, F.S.
[7] Section 39.6251, F.S.

**FISCAL OR ECONOMIC IMPACT:**

STATE GOVERNMENT:

The bill has no fiscal impact on FCS and SUS institutions or the DCF. The bill requires FCS and SUS institutions to create plans for prioritizing eligible students under the bill in housing owned and operated by the institutions, year-round housing, and work-study programs. This function can be absorbed using each institution's existing resources. Duties required of the DCF, CBCs, their subcontracted providers, and housing authorities can also be absorbed using existing resources.

## RELEVANT INFORMATION

**SUBJECT OVERVIEW:**

Tuition and Fee Exemption

In Florida, young adults who meet certain criteria can have their tuition and fees waived at school districts that provide workforce education programs, state colleges, and state universities.[8]

Among those criteria, a student is eligible if he or she was the subject of a shelter proceeding, a dependency proceeding, or a termination of parental rights proceeding, and:[9]

- Is, or was at the time he or she reached 18 years of age, in out-of-home care.
- Is, or was at the time he or she reached 18 years of age, in the custody of a relative or nonrelative.[10]
- After spending at least six months in the custody of the Department after reaching 16 years of age, was placed in a guardianship by the court.
- After reaching 14 years of age and thereafter spending at least 18 months in out-of-home care, was reunited with his or her parent or parents who were the subject of the dependency proceeding before he or she reaches 18 years of age. [11] Such a student must be Pell Grant-eligible and the entity imposing the tuition and fees must verify such eligibility.
- Was adopted from the Department after May 5, 1997.
- Was placed in a permanent guardianship, regardless of whether the caregiver participates or participated in the Relative Caregiver Program,[12] and remains in such guardianship until the student either reaches 18 years of age or, if before reaching 18 years of age, he or she enrolls in an eligible institution.

The exemption includes fees associated with enrollment in applied academics for adult education instruction and remains valid until a student reaches 28 years of age.[13]

A student who meets the definition of a homeless child or youth under federal law[14] is also eligible to have tuition and fees waived. Florida uses the same criteria as in federal law to identify students experiencing homelessness, and also includes individuals who would otherwise meet the definition but for their residence in college or university dormitory housing.[15]

Florida's Child Welfare System

Administered by the DCF, Florida's child welfare system seeks to:

- Provide for the care, safety, and protection of children in an environment that fosters healthy social, emotional, intellectual, and physical development;
- Ensure secure and safe custody;
- Promote the health and well-being of all children under the state's care; and

[8] Section 1009.25(1), F.S.
[9] Section 1009.25(1)(c)1.-6., F.S.
[10] *See* ss. 39.5085 and 39.6225, F.S.
[11] *See* s. 39.8155, F.S.
[12] Section s. 39.5085, F.S.
[13] Section 1009.25(1)(c), F.S.
[14] McKinney-Vento Homeless Assistance Act, s. 725 (42 U.S.C. s. 11434a(2).
[15] Section 1009.25(1)(e), F.S.; r. 6A-10.087, F.A.C.; BOG 7.008

- Prevent the occurrence of child abuse, neglect, and abandonment.[16]

Community-Based Care Lead Agencies (CBCs)

DCF outsources some child protection and child welfare services to 16 CBCs.[17] CBCs organize services such as family preservation, mental health services, case management, emergency shelter, foster care, residential group care, postplacement supervision, independent living, and permanency.[18]

CBCs may subcontract case management and direct care services to other provider groups under certain conditions.[19] Meanwhile, DCF retains direct control over a number of child welfare functions, including operating the central abuse hotline, performing child protective investigations, and providing children's legal services.[20] Ultimately, DCF must ensure children receive appropriate, quality care. [21] For Fiscal Year (FY) 2023-24, DCF served 55,092 children with family support services, in-home child protective services, or out-of-home care.[22]

Transition Planning and the Office of Continuing Care (OCC)

Some children in out-of-home care do not receive a permanent placement and age out of the child welfare system. Current law requires DCF and the CBCs to assist an older foster youth to develop a transition plan during the year after his or her 16th birthday. A transition plan targets the state's independent living programs to help older foster youth access housing, health insurance, financial literacy, a driver's license, workforce support, and employment services.[23] DCF must regularly review the transition plan, and the court must approve it before the older youth's 18th birthday.[24]

The DCF OCC helps individuals who have aged out of the child welfare system until age 26. OCC provides ongoing support and care coordination needed for young adults to achieve self-sufficiency through food assistance, behavioral health services, housing, Medicaid, educational services, and workforce development.[25]

OCC uses state and federal funding for independent living programs and services for youth aging out of foster care. These programs include:

- John H. Chafee Foster Care Program for Successful Transition to Adulthood (Chafee).
- Road-to-Independence Program.
- Extended Foster Care (EFC).

Federal Programs

*Chafee Grants*

The U.S. Congress annually appropriates $143 million into Chafee, which provides states with flexible, supplemental funding to support young adults aging out of foster care in their transition to adulthood. A state may apply to the U.S. Department of Health and Human Services (HHS) with a responsive state plan and required Governor certifications, including a 30 percent cap on room and board expenditures from the state's allotment for the fiscal year. If HHS accepts, HHS awards a formula grant, based on the state's foster care ratio, to the state's child

[16] Section 39.001(1)(a), F.S.
[17] *See* s. 20.19(1), F.S.
[18] Section 409.986(3), F.S.
[19] Section 409.988(1)(j), F.S. Current law requires a CBC to recruit other provider groups when the CBC seeks DCF's approval for an exemption to exceed the 35% cap on the direct provision of child welfare services. Current law conditions the exemption upon a showing that the CBC's geographic service area still lacks a qualified provider after the CBC's good faith recruitment efforts.
[20] Section 409.996, F.S.
[21] Sections 409.986(1)(b), 409.996, and 409.997, F.S.
[22] Department of Children and Families, *A Comprehensive, Multi-Year Review of the Revenues, Expenditures, and Financial Position of All Community-Based Care Lead Agencies with System of Care Analysis: State Fiscal Years 2022-2023 and 2023-2024*, p. 12 (Dec. 1, 2024), *available at* 2024 Multi-Year Review of Financial Position for Lead Agencies Report.pdf.
[23] Sections 39.6035 and 409.14515, F.S.
[24] Section 39.6035(3)-(4), F.S.
[25] Section 414.56, F.S.

welfare agency.[26] In turn, the state must provide a 20 percent non-federal cash or in-kind match to receive their full allotment.[27]

For FY 2024-25, the Florida Legislature appropriated $58.9 million in pass-through funding to the CBCs specifically for independent living programs.[28]

In 2023, Florida received a $8.4 million Chafee allocation for "Successful Transition to Adulthood Programs." Florida's 20 percent contribution match was $1.7 million, and the state allocated an additional $8.0 million, for a total of $18.1 million.[29]

A state child welfare agency may customize its service array offerings in connection with education, employment, financial management, housing, emotional support and assured connections to caring adults.[30] The minimum eligibility requirements for Chafee, as outlined in federal law, includes:

- Youth in foster care, ages 14 and older.
- Young people in or formerly in foster care, ages 18 to 21, or 23 in some jurisdictions.
- Youth who left foster care through adoption or guardianship at age 16 or older.
- Youth "likely to age out of foster care" to receive assistance to participate in age appropriate and normative activities.

States and tribes may have additional requirements for eligibility.[31]

*Pell Grants*

Federal Pell Grants are awarded to undergraduate students who display exceptional financial need and have not yet earned a bachelor's, graduate, or professional degree. A Pell Grant does not have to be repaid, except under certain circumstances, and award amounts change yearly. The maximum amount for the 2025-26 award year is $7,395. The amount of aid a student receives is based upon a student aid index, cost of attendance for a student's specific program, part-time or full-time status, and plans to attend for a full-academic year or less. A student can receive a Pell Grant for no more than 12 full-time terms or the equivalent. To maintain a Pell Grant, a student must maintain enrollment in an undergraduate program and fill out the Free Application for Federal Student Aid (FAFSA) form every year.[32]

Road to Independence Program

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[26] 42 U.S.C. § 677. The state foster care ratio means the ratio of the number of children in foster care under a program of the state in the most recent fiscal year (FY) for which the information is available to the total number of children in foster care in all states for the most recent FY.

[27] Patrick Landers, *John H. Chafee Foster Care Program for Successful Transition to Adulthood*, Congressional Research Service John H. Chafee Foster Care Program for Successful Transition to Adulthood | Congress.gov | Library of Congress (last visited Mar. 26, 2025); *see* 42 U.S.C. § 674(a)(4).

[28] Department of Children and Families, *A Comprehensive, Multi-Year Review of the Revenues, Expenditures, and Financial Position of All Community-Based Care Lead Agencies with System of Care Analysis: State Fiscal Years 2022-2023 and 2023-2024*, p. 7 (Dec. 1, 2024), *available at* 2024 Multi-Year Review of Financial Position for Lead Agencies Report.pdf.

[29] Administration for Children and Families, *Program Instruction 24-02: Attachment A: FY 2023 Allotment for Chafee Foster Care Program for Successful Transition to Adulthood Grants, U.S. Department of Health and Human Services*, p. 10, https://www.acf.hhs.gov/cb/policy-guidance/pi-24-02 (last visited Mar. 26, 2025); United States Government Accountability Office, *Report to the Chairman, Committee on the Judiciary, U.S. Senate: Foster Care – HHS Should Help States Address Barriers to Using Federal Funds for Programs Serving Youth Transitioning to Adulthood, GAO-25-107154*, p. 19, https://www.gao.gov/products/gao-25-107154 (last visited Mar. 26, 2025).

[30] United States Government Accountability Office, *Report to the Chairman, Committee on the Judiciary, U.S. Senate: Foster Care – HHS Should Help States Address Barriers to Using Federal Funds for Programs Serving Youth Transitioning to Adulthood, GAO-25-107154*, p. 1, https://www.gao.gov/products/gao-25-107154 (last visited Mar. 26, 2025).

[31] United States Government Accountability Office, *Report to the Chairman, Committee on the Judiciary, U.S. Senate: Foster Care – HHS Should Help States Address Barriers to Using Federal Funds for Programs Serving Youth Transitioning to Adulthood, GAO-25-107154*, p. 1, https://www.gao.gov/products/gao-25-107154 (last visited Mar. 26, 2025); s. 409.986(3), F.S.

[32] U.S. Department of Education, Federal Student Aid Office, *Federal Pell Grants*, Federal Pell Grants | Federal Student Aid (last visited Mar. 27, 2025).

The Postsecondary Education Supports and Services (PESS) and Aftercare Services programs help eligible young adults who were in the child welfare system. PESS is a room-and-board stipend (typically $1,720/month) available to former foster youth who are enrolled in postsecondary education. Aftercare services include mentoring and tutoring, mental health services, substance abuse counseling, life skills classes, parenting classes, job and career skills training, counselor consultations, financial literacy skills training, emergency financial assistance for auto repairs or large medical expenses, and temporary financial assistance for basic living necessities (e.g., education supplies, transportation expenses, security deposits, furnishings, household goods).[33]

During FY 2022-23, 837 young adults received PESS stipends and 468 young adults received aftercare services. During FY 2023-24, 879 young adults received PESS stipends and 609 young adults received aftercare services.[34]

Extended Foster Care

The permanency goal for a young adult who chooses to remain in care past his or her 18th birthday is to transition to independence. To this end, current law gives these young adults the option to remain in DCF care under judicial supervision as long as they participate in a qualifying self-sufficiency activity (e.g., pursuing a high school diploma, GED, postsecondary education, vocational education, workforce development programs, or maintaining employment for at least 80 hours a month).[35] Extended foster care (EFC) ends on the young adult's 21st birthday (or 22nd for those with disabilities), when the young adult achieves a statutorily preferred permanency outcome, or when the young adult knowingly and voluntarily withdraws consent to participate in extended foster care, whichever is earliest.[36]

During FY 2022-23, 1,733 young adults participated in EFC. During FY 2023-24, 1,540 young adults participated in EFC.[37]

**RECENT LEGISLATION:**

| YEAR | BILL # | HOUSE SPONSOR(S) | SENATE SPONSOR | OTHER INFORMATION |
|---|---|---|---|---|
| 2022 | CS/CS/HB 1577 | Woodson | Garcia | Took effect on July 1, 2022. |
| 2022 | CS/SB 7034 | | Garcia | The bill did not have a House companion. Took effect July 1, 2022. |

## BILL HISTORY

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

[33] Section 409.1451, F.S.
[34] Department of Children and Families, *Independent Living Services Annual Report 2023-2024*, p. 8 (Jan. 31, 2025), *available at* Independent_Living_Services_Report_2024.pdf.
[35] However, the young adult may be excused from the self-sufficiency activities if the young adult documents a physical, intellectual, emotional, or a psychiatric condition that limits the young adult's full-time participation. S. 39.6251(2)(e), F.S.
[36] Section 39.6251(5), F.S.
[37] Department of Children and Families, *Independent Living Services Annual Report 2023-2024*, p. 8 (Jan. 31, 2025), *available at* Independent_Living_Services_Report_2024.pdf.

A bill to be entitled

An act relating to young adults who are homeless or were in the child welfare system; amending s. 409.1452, F.S.; requiring each Florida College System institution and state university, in consultation with the State Office on Homelessness, to develop a plan to prioritize the placement of certain students in residence halls or dormitory residences; providing responsibilities for the Office of Continuing Care, Florida College System institutions, and state universities; requiring that certain institutions and universities give priority to certain students for housing and work-study programs; creating s. 409.14521, F.S.; defining the term "young adult"; requiring certain entities to develop programs and supports to help young adults access certain federal programs and vouchers; providing requirements for such programs and supports; requiring specified entities to maintain certain records and provide certain assurances to landlords; providing applicability; requiring the Office of Program Policy Analysis and Government Accountability, in consultation with other entities, to conduct a specified study and report its findings to the Governor and Legislature by a date certain; providing requirements for such study;

effective date.

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

**Section 1. Subsection (3) of section 409.1452, Florida Statutes, is renumbered as subsection (5), and a new subsection (3) and subsection (4) are added to that section, to read:**

409.1452 Collaboration with State University System, Florida College System, and Department of Education to assist children and young adults who have been or are in foster care or are experiencing homelessness; documentation regarding eligibility for tuition and fee exemptions; housing assistance.—The department shall collaborate with the State University System, the Florida College System, and the Department of Education to address the need for a comprehensive support structure in the academic arena to assist children and young adults who have been or remain in the foster care system in making the transition from a structured care system into an independent living setting.

(3) Each Florida College System institution and state university shall, in consultation with the State Office on Homelessness, develop a plan to prioritize the placement of students who are 28 years of age or younger and who:

(a) Are or were formerly in foster care in the United States;

(b) Are experiencing homelessness or are at risk of experiencing homelessness; or

(c) Are eligible for the tuition and fee exemption under s. 1009.25(1)(c)1.-4. or (1)(e),

in residence halls or dormitory residences owned or operated by the institution or university at which the student attends. The Office of Continuing Care established under s. 414.56 is responsible for determining if a student is or was formerly in foster care in the United States. Each Florida College System institution and state university is responsible for determining whether a student meets the definition of a homeless child or youth by using the process for determining whether a student is eligible for a tuition or fee exemption under s. 1009.25(1)(c)1.-4. or (1)(e).

(4) If a Florida College System institution or state university implements a priority system for the assignment of students to any of the following, the institution or university must give first priority to students who are eligible for the tuition and fee exemption under s. 1009.25(1)(c)1.-4. or (1)(e):

(a) Housing owned or operated by the institution or university.

(b) Year-round housing.

(c) Work-study programs.

**Section 2. Section 409.14521, Florida Statutes, is created**

**to read:**

409.14521 Housing assistance for young adults.—

(1) As used in this section, the term "young adult" means a person who is 28 years of age or younger who was in the child welfare system in the United States after he or she attained the age of 14.

(2) The department, community-based care lead agencies, their subcontracted providers, and housing authorities created under s. 421.04 shall develop programs and supports to help young adults access all available federal programs and vouchers offered by the United States Department of Housing and Urban Development relating to housing and housing stability. At a minimum, the programs and supports must include all of the following:

(a) The creation of a list identifying each young adult eligible for federal housing programs and vouchers within each community-based care lead agency's geographic service area.

(b) A recruitment and communication plan to help community-based care lead agencies contact and engage with such young adults.

(c) A memorandum of understanding or letter of intent between each community-based care lead agency and each housing authority located within the geographic service area of the community-based care lead agency.

(d) Written certification from each community-based care

lead agency to each housing authority located within the lead agency's geographic service area which verifies that the young adult was involved in the child welfare system after turning 14 years of age.

(e) A detailed list of processes and support services that are available to a young adult who is participating in a federal program or voucher.

(3) The department, community-based care lead agencies, and their subcontracted service providers that administer housing funds for young adults in the child welfare system must maintain detailed records of all reasonable actions taken to facilitate a young adult's acquisition of a residential lease. Reasonable actions include providing assurances to a landlord that funding will be provided on a monthly basis in order for the young adult to execute a contract for the lease of residential property. Such assurances may include cosigning the contract to lease the residential property, providing a guarantee, or any other form of assurance acceptable to the landlord. This subsection applies to entities that serve young adults receiving postsecondary educational services and support or aftercare services under s. 409.1451 or young adults receiving continuing care under 39.6251.

**Section 3.** (1) The Office of Program Policy Analysis and Government Accountability (OPPAGA) shall conduct a study relating to the barriers that young adults who are or were in

the child welfare system or who are or are at risk of experiencing homelessness, and who are not enrolled in a Florida College System institution or state university, face when trying to obtain housing. The study must include recommendations for overcoming such barriers.

(2) OPPAGA shall conduct such study in consultation with the Department of Children and Families, the Department of Commerce, public housing authorities, young adults affected by this act, and other stakeholders as appropriate.

(3) OPPAGA shall report its findings and recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2026.

**Section 4.** 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)**

Between lines 29 and 30, insert:

**Section 1. Subsection (6) is added to section 39.4085, Florida Statutes, to read:**

39.4085 Goals for dependent children; responsibilities; education; Office of the Children's Ombudsman.—

(6)(a) The department shall coordinate with youth organizations that are focused on empowering youth with lived experience. The department shall meet at least quarterly with youth organizations to solicit input on ways to address challenges and opportunities for youth in the child welfare system. Each meeting must have a formal agenda that, along with

the meeting minutes, must be made available on the department's website.

(b) Each community-based care lead agency shall coordinate with youth organizations that are focused on empowering youth with lived experience. Each community-based care lead agency shall meet at least quarterly with youth organizations to solicit input on ways to address challenges and opportunities for youth in the child welfare system. Each meeting must have a formal agenda that, along with the meeting minutes, must be made available on the community-based care lead agency's website.

(c) By August 1 and February 1 of each year, the department and each community-based care lead agency shall publish and make accessible on its website a report that outlines how the department and each community-based care lead agency has implemented the suggestions offered from stakeholders at the quarterly meetings under paragraphs (a) and (b).

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

Remove line 4 and insert:
39.4085, F.S.; requiring the Department of Children and Families and community-based care lead agencies to coordinate and host quarterly meetings with certain organizations for a specified purpose; requiring each

meeting's formal agenda and minutes to be posted on the department's and each community-based care lead agency's website; requiring the department and each community-based care lead agency to publish and make assessible a certain report on its website by specified dates; amending s. 409.1452, F.S.; requiring each Florida College System