

Careers & Workforce Subcommittee

Wednesday, January 28, 2026
1:00 PM
Morris Hall (17 HOB)

Daniel Perez
Speaker

Tiffany Esposito
Chair

Committee Meeting Notice

HOUSE OF REPRESENTATIVES

Careers & Workforce Subcommittee

Start Date and Time: Wednesday, January 28, 2026 01:00 PM

End Date and Time: Wednesday, January 28, 2026 03:00 PM

Location: Morris Hall (17 HOB)

Duration: 2.00 hrs

Consideration of the following bill(s) with proposed committee substitute(s):

PCS for HB 1279 -- Education
PCS for HB 1503 -- Technology Education

NOTICE FINALIZED on 01/26/2026 4:40PM by Kelley.Megan

PCS for HB 1279

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 1279	**COMPANION BILL:** SB 1052 (Grall)
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 PCS requires preeminent state universities to reserve 95 percent of each new fall, first-time-in-college enrolled cohort for Florida resident students based on a 3 year average. It limits international student enrollment at state universities and requires students to be a United States citizen or lawfully present to receive state financial aid. The PCS revises the graduation rate metric for state universities seeking preeminent status or performance-based incentive funding. The PCS broadens the category of accreditors that may be approved by the State Board of Education or Board of Governors and removes an exemption on DEI spending for accreditation purposes. The PCS prohibits state colleges and universities from imposing institution-wide graduation requirements that include courses that distort significant historical events or teach discriminatory content. It removes a requirement for state colleges and universities to develop a gender equity plan for intercollegiate athletics. The PCS reduces the comment timeframe on proposed specialized associate in arts transfer degree programs. The PCS clarifies licensure requirements for the Commission for Independent Education. The PCS requires the State Board of Education to establish a uniform weighted grading system for advanced courses and clarifies eligibility and course weighting requirements for dual enrollment courses. The PCS provides bonuses to school districts and teachers offering a Florida Advanced Course and Test. Finally, the PCS improves transparency for blind services and strengthens the quality assurance system for vocational rehabilitation service providers.

Fiscal or Economic Impact:
Provisions in the PCS have an indeterminate negative impact on the Department of Education, state universities, specified students, and private vocational rehabilitation service providers. The PCS has an indeterminate positive impact on Florida students, consumers, teachers, school districts, state universities, and state government.

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The PCS requires preeminent state universities to limit nonresident enrollment in each fall, full-time first-time-in-college (FTIC)[1] entering cohort to 5 percent, reserving 95 percent of seats for Florida students based on a 3 year average. By July 1, 2030, a preeminent state university that fails to maintain this average is ineligible for preeminent funding. The PCS also specifies that the 4-year graduation rate of 60 percent or higher for full-time FTIC students required for preeminent status excludes those enrolled in a baccalaureate engineering degree program that requires more than 120 semester hours. (Section 3).
The PCS limits the enrollment of degree-seeking students who are not United States citizens and not permanent residents of the United States to no more than 5 percent from any one country at each state university. (Section 7).

[1] BOG Regulation 6.002. First-time-in-college (FTIC) freshman seeking admission to an undergraduate degree program in the State University System (SUS) are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than 12 semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.

The PCS also requires students to be a United States citizen or lawfully present in the United States to receive state financial aid. (Sections 16 and 17).

The PCS specifies that for state universities seeking performance-based incentive funding, the metric for a 4-year graduation rate of 60 percent or higher for full-time FTIC students excludes those enrolled in a baccalaureate engineering degree program that requires more than 120 semester hours. (Sections 3 and 4).

The PCS removes a current exemption to the prohibition on diversity, equity, and inclusion (DEI) spending by Florida College System (FCS) institutions, state universities, or their direct support organizations, if required for accreditation purposes. The PCS clarifies that programmatic accreditors are also not permitted to compel public postsecondary institutions to violate state law and provides flexibility for state universities to seek accreditation from Florida's new accreditor, the Commission for Public Higher Education (CPHE). (Sections 6 and 14).

The PCS also strikes specific references to the American Bar Association (ABA) in statutes relating to the Florida A&M University College of Law and the Florida International University College of Law. (Sections 8 and 9).

The PCS prohibits state colleges and universities from imposing an institution-wide graduation requirement that includes a course that distorts significant historical events or includes a curriculum that teaches identity politics, violates the Florida Educational Equity Act, 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. (Section 12). The PCS removes a requirement for state colleges and universities to develop a gender equity plan for intercollegiate athletics. (Section 11).

The PCS specifies that to qualify for the tuition and fee exemption for homeless students, a student must have previously been determined to be homeless by a Florida public school and remain in the state for the duration of the tuition and fee exemption. (Section 15).

The PCS reduces the comment timeframe on proposed specialized associate in arts transfer (SAAT) degree programs from 60 to 30 days. (Section 12).

The PCS clarifies that a private college or school that is approved by another state agency to offer one or more courses or programs does not qualify for exemption from Commission for Independent Education (CIE) jurisdiction. (Section 10).

The PCS requires the State Board of Education (SBE) to establish a statewide uniform weighted grading system for honors courses and articulated acceleration mechanisms, including dual enrollment, the Advanced Placement Program (AP), the International Baccalaureate Program (IB), and the Advanced International Certificate of Education Program (AICE). (Section 5).

The PCS clarifies that only Florida students are eligible for the dual enrollment program and that the postsecondary institutions eligible to participate include FCS institutions, state universities, and eligible nonprofit independent colleges and universities. School districts and postsecondary institutions must use the uniform weighted grading system for dual enrollment courses when calculating GPAs and high school GPAs must be calculated based on the high school credit earned by the student in each course. (Sections 5 and 13).

The PCS authorizes bonuses for school districts and teachers offering a Florida Advanced Course and Test (FACT) that are in line with bonuses offered for other advanced courses, such as AP, AICE, IB, and Career and Professional Education (CAPE) industry certifications. (Section 20).
The PCS increases transparency by requiring vendors offering fee-based services to people who are blind or visually impaired to disclose if equivalent or substantially similar services are available at no cost through the Division of Blind Services or another public agency. (Section 1).

The PCS strengthens the quality assurance system for vocational rehabilitation (VR) service providers by giving the VR Division of the Department of Education (DOE) more authority to regulate and manage service providers. Beginning January 1, 2027, only service providers that meet the minimum qualifications established by the division and that have been approved by the division to provide employment-related services to individuals with disabilities may participate in the VR program. Providers also must set rates that are allocable, reasonable, and necessary, as determined by the division. (Section 2).

Finally, the PCS authorizes the chair of the board of the Florida Prepaid College Board to choose a designee who possesses knowledge, skill, and experience in the areas of accounting, risk management, or investment management to serve as the director of its direct support organization and to sit on the board of directors for Florida ABLE. (Sections 18 and 19).

The PCS takes effect July 1, 2026. (Section 21).

RULEMAKING:

The PCS authorizes the SBE to adopt rules to implement consumer disclosure for blind services. The PCS also modifies several provisions of law already under the SBE's rulemaking authority, thus allowing the SBE to make rules to implement the PCS. Current law authorizes the SBE to adopt rules and the Board of Governors (BOG) to adopt regulations regarding fee exemptions for homeless students. Current law requires the SBE and the BOG to adopt rules and regulations, respectively, regarding prohibited expenditures. The BOG is required to adopt regulations to administer the SUS Performance-Based Incentive. The SBE is required to adopt rules relating to dual enrollment programs, the associate in arts specialized transfer degree, and the Open Door Grant Program.

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 PCS has an indeterminate negative fiscal impact to the state by adding additional full-time equivalent (FTE) students to the Florida Education Finance Program (FEFP) for each student in a Florida advanced course who achieves a minimum score on the assessment. Provisions regarding blind services and VR providers may have an indeterminate negative fiscal impact to the DOE through a potential increase in use of services and administrative work.

Changes to the graduation metric could have a positive fiscal impact for state universities through the performance-based incentive. Provisions regarding homeless students and financial aid requirements may have an indeterminate positive fiscal impact on the state through savings on fee exemptions and financial aid.

PRIVATE SECTOR:

The PCS has a potential indeterminate negative impact on fee-based providers of blind services and VR services, but a potential positive impact for consumers of those services. The PCS may have a negative fiscal impact on students who would no longer qualify for the tuition and fee exemption for homeless students or for financial aid due to eligibility requirements, but a potential positive impact for Florida students accepted into state universities. The PCS has a positive impact for teachers of a Florida advanced course who receive bonuses based on student assessment scores.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

Preeminent State Universities

The preeminent state research universities program is a collaborative partnership between the Board of Governors (BOG) and the Legislature to raise the academic and research preeminence of the highest performing state research universities in Florida.[2] A state university that meets 12 of the 13 academic and research excellence standards specified in law is designated a "preeminent state research university."[3] Currently, the University of Florida, Florida State University, University of South Florida, and Florida International University are designated as preeminent state research universities.[4] The University of Central Florida is expected to be certified by the BOG as a Preeminent State Research University in 2026.[5]

The following are the academic and research excellence standards established for the preeminent state research universities program that must be reported annually in the BOG Accountability Plan:[6]

- An average weighted grade point average (GPA) of 4.0 or higher and an average SAT score of 1200 or higher; an average ACT score of 25 or higher; or an average CLT score of 83 or higher for fall semester incoming freshmen.
- A top-50 ranking on at least two well-known national public university rankings, such as U.S. News & World Report.
- A 90 percent or higher freshman retention rate for full-time, first-time-in-college students.
- A 60 percent or higher four-year graduation rate for full-time, first-time-in-college students.
- At least six faculty members who are members of a national academy.
- Total annual research expenditures of $200 million or more, including federal research funding.
- Annual research expenditures in diversified nonmedical sciences of $150 million or more.
- A top-100 national ranking for research expenditures in five or more STEM fields.
- At least 100 patents awarded by the U.S. Patent and Trademark Office over the most recent three-year period.
- 400 or more doctoral degrees awarded annually, including professional doctoral degrees in medical and health care disciplines.
- 200 or more postdoctoral appointees annually.
- An endowment of $500 million or more.
- Total annual STEM-related research expenditures of $50 million or more, including federal research funding.

Nonresident Enrollment

Students must be classified as residents or nonresidents for the purpose of assessing tuition in postsecondary educational programs offered by charter technical career centers, career centers operated by school districts, FCS institutions, and state universities. Students pay differing tuition rates based on their status as a resident or nonresident of Florida.[7] A "resident for tuition purposes" means an admitted or currently enrolled student who

[2] Section 1001.7065(1), F.S.
[3] Section 1001.7065(3), F.S.
[4] Board of Governors, State University System of Florida, *Accountability Propels State University System of Florida to New Heights,* https://www.flbog.edu/2024/07/01/accountability-propels-state-university-system-of-florida-to-new-heights/ (last visited Jan. 24, 2026).
[5] *See* Board of Governors, *2025 Accountability Plan: State University System of Florida Summary, BOG Approval June 18, 2025* at 12, *available at* https://www.flbog.edu/wp-content/uploads/2025/09/2025_System_Accountability_Plan_BOG_Approved_08-13-2025.pdf. *See also* University of Central Florida, *Preeminence*, https://analytics.ucf.edu/performance/preeminence/ (last visited Jan. 26, 2026).
[6] *Id.*
[7] Section 1009.21, F.S.

meets the residency requirements in statute and rule or regulation, and is therefore eligible to pay the resident tuition and fee rate.[8]

Specifically, to qualify as a resident for tuition purposes:

- A person, or if that person is a dependent child, his or her parent or parents must have established legal residence in Florida and must have maintained legal residence for at least 12 consecutive months immediately prior to his or her initial enrollment in an institution of higher education.
- Every applicant for admission to an institution of higher education must make a statement as to his or her length of residence and establish that his or her presence or, if the applicant is a dependent child, the presence of his or her parent or parents in Florida currently is, and during the requisite 12-month qualifying period was, for the purpose of maintaining a bona fide domicile.[9]

A person must show certain proof that he or she should be classified as a resident for tuition purposes and may not receive the in-state tuition rate until clear and convincing evidence related to legal residence and its duration has been provided. Each institution of higher education must make a residency determination that is documented by the submission of written or electronic verification that includes two or more specified documents that:

- Must include at least one of the following ("Tier 1"):
    - A Florida voter's registration card.
    - A Florida driver license.
    - A State of Florida identification card.
    - A Florida vehicle registration.
    - Proof of a permanent home in Florida which is occupied as a primary residence by the individual or by the individual's parent if the individual is a dependent child.
    - Proof of a homestead exemption in Florida.[10]
    - Transcripts from a Florida high school for multiple years if the Florida high school diploma or high school equivalency diploma was earned within the last 12 months.
    - Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period.
- May include one or more of the following ("Tier 2"):
    - A declaration of domicile in Florida.
    - A Florida professional or occupational license.
    - Florida incorporation.
    - A document evidencing family ties in Florida.
    - Proof of membership in a Florida-based charitable or professional organization.
    - Any other documentation that supports the student's request for resident status, including, but not limited to, utility bills and proof of 12 consecutive months of payments; a lease agreement and proof of 12 consecutive months of payments; or an official state, federal, or court document evidencing legal ties to Florida.[11]

Current BOG regulation limits nonresident student enrollment in the SUS to no more than 10 percent of the total systemwide, fall term, degree-seeking undergraduate enrollment.[12] The regulation does not limit the enrollment of nonresident undergraduate students at any single university in the SUS to 10 percent of that university's total enrollment as long as the total number in the SUS does not exceed 10 percent of the total systemwide enrollment. Students who receive specified nonresident tuition and fee waivers intended to encourage nonresident enrollment

[8] Rule 6A-10.044, F.A.C.; Board of Governors Regulation 7.005.
[9] Section 1009.21(2)(a), F.S.
[10] Proof of a homestead exemption in Florida is deemed a single, conclusive piece of evidence proving residency. *See* s. 1009.21(3)(c), F.S.
[11] Section 1009.21(3), F.S.
[12] Board of Governors Regulation 7.006(1).

in the SUS[13] and students who are classified as nonresident students[14] and who enroll entirely in distance learning courses are exempt from the nonresident count for the 10 percent calculation.[15]

International Students

Under current law, there are no enrollment caps specific to international students at state universities. However, international students are subject to the BOG regulation limiting nonresident student enrollment in the SUS to no more than 10 percent of the total systemwide, fall term, degree-seeking undergraduate enrollment.[16] Within enrollment, space, and fiscal limitations, eligible international students may be accepted for admission to a state university. Each UBOT is required to develop regulations for admission of international students that are consistent with BOG regulations. At a minimum, such regulations must require that:[17]

- International students are obligated to follow the laws and regulations set by the United States Citizenship and Immigration Services of the United States Department of Homeland Security and the United States Department of State.
- An international applicant must be academically eligible for admission to the program at the level of entrance requested by the applicant. An international student must demonstrate the required level of academic preparation as evidenced by official copies of any academic records needed to ascertain the comparability of the level and quality of the student's previous education and achievement to that required for other students.
- An international applicant's proficiency in English must be adequate. International students whose first language is not English must demonstrate English language proficiency, as determined by the university. Universities may utilize various methods to determine English language proficiency, such that the method utilized to evaluate an individual student is sufficient to ensure a reasonable chance of academic success.
- In order for an appropriate official at the university to issue a Certificate of Eligibility (Form I-20 or a DS 2019) to an international applicant, the student must provide documentation showing sufficient resources to cover tuition, fees, books, room and board, health insurance, and other living expenses while enrolled at the university.
- Each international applicant determined to be academically and financially eligible for admission must submit a health history form including proof of immunizations as required by the university prior to enrollment at the university.

The Student and Exchange Visitor Program (SEVP) is a U.S. government program that is part of Homeland Security Investigations (HSI) within U.S. Immigration and Customs Enforcement (ICE) and the U.S. Department of Homeland Security (DHS).[18] SEVP certifies U.S. schools to enroll F-1 and M-1 foreign students and ensures their compliance with administrative regulations. The Department of State (DOS) manages the J-1 Visa Exchange Visitor Program, under which there are a variety of exchange visitor categories. Both SEVP and the DOS use the Student and Exchange Visitor Information System (SEVIS) to maintain critical information that allows DHS to protect national security, while supporting the legal entry of foreign students and exchange visitors.[19]

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[13] Sections 1009.26(8), (13), (14), and (20) and 1009.893(2), F.S. Mandatory nonresident waivers exist for decorated combat (s. 1009.26(8), F.S.); C.W. Bill Young Veteran Tuition Waiver Program (s. 1009.26(13), F.S.); nonresident active duty (s. 1009.26(14), F.S.); grandparent waiver (s. 1009.26(20), F.S.); and Benequisto Scholars (s. 1009.893(2), F.S.).

[14] Board of Governors Regulation 7.005; s. 1009.21, F.S.

[15] Board of Governors Regulation 7.006(2).

[16] Board of Governors Regulation 7.006.

[17] Board of Governors Regulation 6.009(1).

[18] U.S. Immigration and Customs Enforcement, Student and Exchange Visitor Program, *SEVP Overview*, https://www.ice.gov/sevis (last visited Jan. 26, 2026).

[19] U.S. Immigration and Customs Enforcement, Student and Exchange Visitor Program, *Student and Exchange Visitor Information System,* https://www.ice.gov/sevis/overview (last visited Jan. 26, 2026).

There are three nonimmigrant visa categories for foreign students and exchange visitors who enter the United States temporarily and solely for the purpose of pursuing a full course of study or to participate in a U.S. DOS-designated exchange program. These visas are commonly known as the F, M, and J visas.[20]

F-1 students are foreign students whose primary purpose is to complete an academic course of study at a SEVP-certified school or program. M-1 students are foreign students whose primary purpose is to complete a vocational course of study at a SEVP-certified school or program. J-1 exchange visitors are foreign students selected to participate in a DOS-designated exchange visitor program.[21]

You may enter in the F-1 or M-1 visa category provided you meet the following criteria:[22]

- You must be enrolled in an "academic" educational program, a language-training program, or a vocational program
- Your school must be approved by the Student and Exchange Visitors Program, Immigration & Customs Enforcement
- You must be enrolled as a full-time student at the institution
- You must be proficient in English or be enrolled in courses leading to English proficiency
- You must have sufficient funds available for self-support during the entire proposed course of study
- You must maintain a residence abroad which you have no intention of giving up.

Baccalaureate Degree Program

Under state law, a baccalaureate degree program must require no more than 120 semester hours of college credit and include 36 semester hours of general education coursework, unless prior approval has been granted by the BOG for programs offered by state universities and by the SBE for programs offered by FCS institutions.[23]

The BOG may approve a university board of trustees (UBOT) request for a baccalaureate degree program to exceed 120 credit hours for one or more of the following reasons:[24]

- Additional courses are required to meet specialized accreditation standards for program content, and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared.
- Additional courses are required to meet state or federal-mandated criteria for professional licensing.
- The degree program offers a unique and innovative learning experience, such as honors programs, individualized study, and other non-traditional educational approaches.

Many engineering programs are approved to require more than 120 credit hours.[25]

Eligibility for State Financial Aid

In order to be eligible for state financial aid awards and tuition assistance grants, a student must:[26]

- Achieve the academic requirements of and be accepted at a state university or FCS institution; a nursing diploma school approved by the Florida Board of Nursing; a Florida college or university which is accredited by an accrediting agency recognized by the SBE; a Florida institution the credits of which are acceptable for transfer to state universities; a career center; or a private career institution accredited by an accrediting agency recognized by the SBE.

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[20] U.S. Immigration and Customs Enforcement, Student and Exchange Visitor Program, *2024 SEVIS by the Numbers Report* (2024), *available at* https://www.ice.gov/doclib/sevis/btn/25_0605_2024-sevis-btn.pdf.
[21] *Id.*
[22] Department of Homeland Security, Study in the States, *Students and the Form I-20*, https://studyinthestates.dhs.gov/students/prepare/students-and-the-form-i-20 (last visited Jan. 26, 2026).
[23] Section 1007.25(10), F.S.
[24] Board of Governors Regulation 8.014.
[25] SUS Council of Provosts, Board of Governors' Update, *Excellence in Engineering Education: Enhancing Undergraduate Student Access, Retention, Graduation and Student Learning Outcomes to Meet Workforce Needs, available at* https://www.flbog.edu/wp-content/uploads/ASA_09b_-Engineering_Programs_Credit_Hour_Review_Report.pdf.
[26] Section 1009.40(1)(a), F.S.

- Establish Florida residency no less than 1 year preceding the award of aid or a tuition assistance grant for a purpose other than to obtain an education. Resident status for purposes of receiving state financial aid awards is determined in the same manner as resident status for tuition purposes.[27]
- Submit certification attesting to the accuracy, completeness, and correctness of information provided to demonstrate a student's eligibility to receive state financial aid awards or tuition assistance grants.

Performance-Based Incentive Funding

Performance funding for the SUS is intended to provide funding based on indicators of system and institutional attainment of performance expectations.[28] The BOG Performance Funding Model contains ten performance metrics that evaluate each state university on the following:[29]

1. Percent of bachelor's degree graduates employed ($40,000+) and/or continuing their education (1 year after graduation)
2. Median wages of bachelor's graduates employed full-time
3. Average cost to the student (Net tuition & fees per 120 credit hours)
4. 4-year graduation rate (full-time, FTIC)
5. Academic progress rate (2nd year retention with GPA above 2.0)
6. Bachelor's degrees awarded in areas of strategic emphasis
7. University access rate (percent of undergraduates with a Pell Grant)
8. a. Graduate degrees awarded in areas of strategic emphasis
   b. Percent of Newly Admitted FTICs with HS GPA 4.0+- for New College of Florida only
9. a. 3-year graduation rate for FCS associate in arts transfer students
   b. 6-year graduation rate for students who are awarded a Pell Grant in their first year
10. Institution Board of Trustees Choice[30]

Metrics one through seven apply to all institutions. The eighth metric includes an alternative metric, 8b, for New College of Florida. The ninth metric includes an alternative metric, 9b1, for Florida Polytechnic University. Metric 10 is a choice metric picked by the applicable UBOT.

Institutions receive scores on each metric based on the achievement of both excellence and improvement. The higher of the two scores for each metric is applied to the overall score for each institution. Any institution that fails to meet the BOG's minimum performance funding threshold (a total score of less than 60 points) will not be eligible for the state's investment, will have a portion of its institutional investment withheld, and is required to submit an improvement plan that specifies the activities and strategies for improving its performance.[31] A state university may submit an improvement plan for only one fiscal year.[32]

Prohibited Expenditures

State statute prohibits FCS institutions, state universities, and FCS and SUS direct-support organizations from spending any state or federal funds to promote, support, or maintain any programs or campus activities that violate the Florida Educational Equity Act, advocate for DEI, or promote or engage in political or social activism, as defined by rules of the SBE and regulations of the BOG.[33] However, there is an exemption for expenditures on

[27] *See* s. 1009.21, F.S.
[28] Section 1011.905, F.S.
[29] Section 1001.92, F.S.; Board of Governors Regulation 5.001.
[30] Each Board of Trustees selects a metric from the University Work Plan that is applicable to the mission of the university and has not been previously chosen for the model. *See* Florida Board of Governors, *Performance Funding Model Overview*, *available at* https://www.flbog.edu/wp-content/uploads/2025/08/Overview-Doc-Performance-Funding-10-Metric-Model-Condensed-Version-2025.pdf.
[31] Section 1001.92(3)(a), F.S.; *see also* Florida Board of Governors, *Performance Funding Model Overview*, *available at* https://www.flbog.edu/wp-content/uploads/2025/08/Overview-Doc-Performance-Funding-10-Metric-Model-Condensed-Version-2025.pdf.
[32] Section 1001.92(3)(a), F.S.
[33] Section 1004.06(2), F.S.

programs, campus activities, or functions required for obtaining or retaining institutional or discipline-specific accreditation with the approval of either the SBE or the BOG.[34]

Accreditation

FCS institutions and state universities are required to be accredited by an accrediting agency or association recognized by the United States Department of Education and the SBE or BOG, respectively. In the year following reaffirmation or fifth-year review by its accreditor, each state college or university must seek and obtain accreditation before its next reaffirmation or fifth-year review date and is limited to a one-time change in accreditors. These requirements do not apply to professional, graduate, departmental, or certificate programs that have specific accreditation requirements or best practices, including, but not limited to, law, pharmacy, engineering, or other similarly situated educational programs.[35] The state college or university is required to seek accreditation from a regional accreditor, approved by the SBE or BOG, as applicable, and provide quarterly reports of its progress toward accreditation to the SBE or BOG, as applicable.[36] Accrediting agencies and associations are prohibited from compelling state colleges and universities to violate state law.[37]

Commission for Public Higher Education

The BOG approved the creation of the CPHE, a non-profit corporation that will serve as a higher education accreditor, in 2025. A non-paid Board of Directors (BOD) is responsible for the administration and oversight of CPHE's affairs. The higher education systems from Florida, Georgia, North Carolina, South Carolina, Texas A&M, and Tennessee (Founding University Systems) have representation on the BOD through a designated director selected by each respective state, who together comprise the initial six members of the BOD.[38]

The BOD establishes accreditation standards, policies, and procedures and takes accreditation actions (e.g., approval of institutional accreditation applications). CPHE's mission is to advance the quality and improvement of higher education by accrediting state public colleges and universities that are incorporated, chartered, licensed or authorized in the United States. CPHE serves as an institutional accrediting agency for state public colleges and universities that award associate, bachelor's, or higher degrees. By establishing rigorous, transparent, and adaptable outcomes-based accreditation standards and practices, CPHE ensures that colleges and universities meet and maintain academic quality and excellence on behalf of their students. CPHE's competitive advantage lies in modern accreditation frameworks that emphasize data-driven assessment, institutional innovation, and regulatory compliance.[39]

American Bar Association

The ABA is the sole programmatic accreditor recognized by the United States Department of Education to accredit programs in legal education that lead to the first professional degree in law.[40] Pursuant to Article 5 of the Florida Constitution, the Florida Supreme Court has exclusive jurisdiction over admission to the Florida Bar.[41] Prior to January of 2026, graduation from an ABA-accredited law school was required for admission to the Florida Bar.

However, pursuant to the Florida Supreme Court's recent decision[42] to no longer recognize the ABA as the sole accrediting agency for law schools whose graduates are eligible to sit for the state's Bar Exam, that requirement

[34] Section 1004.06(3), F.S.
[35] Section 1008.47(2)(a), F.S.
[36] Section 1008.47(2)(b), F.S.
[37] Section 1008.47(3), F.S.
[38] Florida Board of Governors, *Agenda Item for Board Action* (July 11, 2025), *available at* https://www.flbog.edu/wp-content/uploads/2025/07/Agenda-Item-for-Board-Action-7.pdf.
[39] *Id.*
[40] Supreme Court of Florida, Opinion No.SC2025-2064 (January 15, 2026), *available at* https://flcourts-media.flcourts.gov/content/download/2483731/opinion/Opinion_SC2025-2064.pdf.
[41] Art. V, s. 15, Fla. Const.
[42] Supreme Court of Florida, Opinion No.SC2025-2064 (January 15, 2026), *available at* https://flcourts-media.flcourts.gov/content/download/2483731/opinion/Opinion_SC2025-2064.pdf.

has changed. The decision expands the accrediting agencies by which a law school may be approved or provisionally approved for purposes of graduate eligibility to sit for the Florida Bar Exam.[43]

Postsecondary Graduation Requirements

The SBE and BOG approve statewide general education core course options for inclusion in the statewide course numbering system. General education core course options consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. Each general education core course option must contain high-level academic and critical thinking skills and common competencies that students must demonstrate to successfully complete the course. General education core courses may not distort significant historical events or include a curriculum that teaches identity politics, violates the Florida Educational Equity Act,[44] 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.[45]

General education core courses must meet the following standards:[46]

- Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.
- Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.
- Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.
- Natural science courses must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.
- Mathematics courses must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving.

Students must complete at least one identified core course in each subject area as part of the general education course requirements. All public postsecondary educational institutions must offer at least one general education core course in each of the identified subject areas and accept courses as meeting general education core course requirements upon transfer, regardless of whether the receiving institution offers the identical general education core courses.[47]

Florida Educational Equity Act

The Florida Educational Equity Act prohibits subjecting students or employees in the Florida K-20 public education system to training or instruction that promotes or compels belief in any of the following concepts, on the grounds that it constitutes discrimination:[48]

- Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.

[43] *Id.*
[44] Section 1000.05, F.S.
[45] Section 1007.25(3), F.S.
[46] *Id.*
[47] *Id.*
[48] Section 1000.05(4)(a), F.S.

- Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
- A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.
- Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.

However, this prohibition does not prohibit discussion of these concepts as part of a larger course of training or instruction, as long as it is conducted in an objective manner, without endorsement of the concepts.[49]

Gender Equity Plan

Under current law,[50] state colleges and universities are required to develop a gender equity plan for intercollegiate athletics. The plan must consider equity in sports offerings, participation, availability of facilities, scholarship offerings, and funds allocated for administration, recruitment, comparable coaching, publicity and promotion, and other support costs. The Commissioner of Education must annually assess the progress of each state college's plan and advise the SBE and the Legislature regarding compliance and the Chancellor of the SUS must annually assess the progress of each state university's plan and advise the BOG and the Legislature regarding compliance. Each board of trustees of a state college or university must annually evaluate the president on the extent to which the gender equity goals have been achieved. To determine the proper level of support for women's athletic scholarships, an equity plan may determine, where appropriate, that support for women's scholarships may be disproportionate to the support of scholarships for men.

State colleges and universities are also required to be in compliance with Title IX of the Education Amendments of 1972[51] and the Florida Educational Equity Act[52] or they will become ineligible for competitive state grants and have funding withheld until they are back in compliance or have an approved plan to come into compliance.[53]

Tuition and Fee Exemption for Homeless Students

In Florida, young adults who meet certain criteria are exempt from paying tuition and fees at school districts that provide workforce education programs, state colleges, and state universities.[54]

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:[55]

- 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.[56]
- 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.

[49] Section 1000.05(4)(b), F.S.
[50] Section 1006.71(1)(a)-(f), F.S.
[51] Section 1000.05, F.S.
[52] Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681–1688 (1972).
[53] Section 1006.71(g), F.S.
[54] Section 1009.25(1), F.S.
[55] Section 1009.25(1)(c)1.-6., F.S.
[56] *See* ss. 39.5085 and 39.6225, F.S.

- 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. [57] 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,[58] 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.[59]

A student who meets the definition of a homeless child or youth under federal law[60] is also eligible for the exemption. 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. Any student who is determined to be a homeless child or youth for a preceding award year is presumed to be a homeless child or youth for each subsequent year unless the student informs the institution that his or her circumstances have changed or the institution has specific conflicting information about the student's independence, and has informed the student of this information.[61]

SAAT Degree Programs

In 2024, the Legislature authorized state colleges to offer SAAT degrees for students who need supplemental lower-division coursework beyond the 60 credits required for an associate in arts degree in preparation for transfer to another institution.[62] An SAAT degree must include 36 semester hours of general education coursework and require 60 semester hours or more of college credit. The SBE is required to establish criteria for the review and approval of new SAAT degrees, including a requirement for a college to submit a notice of its intent to propose a new SAAT degree program to the Division of Florida Colleges. The notice must include the recommended credit hours, the rationale for the specialization, the demand for students entering the field, and the coursework being proposed to be included beyond the 60 semester hours required for the general transfer degree, if applicable. The Division of Florida Colleges must forward the notice of intent within 10 business days to all FCS institutions and to the Chancellor of the SUS, who must forward the notice to all state universities. State universities and colleges have 60 days after receiving the notice to submit comments to the proposed SAAT degree. After receiving the comments, the requesting college submits a proposal to the Division of Florida Colleges, which includes responses to the comments received.[63]

Commission for Independent Education

The CIE was established in 2001 and is responsible for matters relating to nonpublic postsecondary educational institutions. The commission's functions include consumer protection, program improvements, institutional policies and administration, data management, and the licensure of independent schools, colleges, and universities.[64] Under current law, any college, school, or course that is licensed or approved for establishment and

[57] *See* s. 39.8155, F.S.
[58] Section 39.5085, F.S.
[59] Section 1009.25(1)(c), F.S.
[60] McKinney-Vento Homeless Assistance Act, s. 725 (42 U.S.C. s. 11434a(2)).
[61] Section 1009.25(1)(e), F.S.; r. 6A-10.087, F.A.C.; Board of Governors Regulation 7.008.
[62] Section 1007.25(9), F.S.; r. 6A-14.094, F.A.C.
[63] *Id. See also* Florida Department of Education, Florida College System, *SAAT Proposal Approval Process Timeline*, https://www.fldoe.org/schools/higher-ed/fl-college-system/administrators/saat.stml (last visited Jan. 24, 2026).
[64] Section 1005.21, F.S.; Florida Department of Education, *Commission for Independent Education*, https://www.fldoe.org/policy/cie/ (last visited Jan. 24, 2026).

operation by another state agency is not under the jurisdiction of the CIE and not required to obtain licensure by the CIE.[65]

Middle and High School Grading System

The grading system and interpretation of letter grades used to measure student success in grade 6 through grade 12 courses for students in public schools is as follows:[66]

- Grade "A" equals 90 percent through 100 percent, has a grade point average value of 4, and is defined as "outstanding progress."
- Grade "B" equals 80 percent through 89 percent, has a grade point average value of 3, and is defined as "above average progress."
- Grade "C" equals 70 percent through 79 percent, has a grade point average value of 2, and is defined as "average progress."
- Grade "D" equals 60 percent through 69 percent, has a grade point average value of 1, and is defined as "lowest acceptable progress."
- Grade "F" equals zero percent through 59 percent, has a grade point average value of zero, and is defined as "failure."
- Grade "I" equals zero percent, has a grade point average value of zero, and is defined as "incomplete."

For the purposes of class ranking, district school boards are authorized to exercise a weighted grading system.[67] School districts and FCS institutions must weigh dual enrollment courses the same as AP, IB, and AICE courses when GPAs are calculated. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.[68]

Dual Enrollment

The dual enrollment program is an acceleration mechanism that allows an eligible secondary[69] or home education student to enroll and earn credit in a postsecondary course creditable toward high school completion and career certificate or an associate or baccalaureate degree.[70] Upon successful completion of a dual enrollment course, the student simultaneously receives credit towards their high school diploma and, a career certificate, an industry certification, or an associate or baccalaureate degree.[71] College credit earned prior to high school graduation may reduce the average time-to-degree and increase the likelihood of completion of a postsecondary degree.[72] Eligible students are permitted to enroll in dual enrollment courses conducted during and after school hours and during the summer term.[73] The DOE maintains an active list of dual enrollment articulation agreements between Florida's state universities, FCS institutions, and career and technical centers.[74]

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[65] Section 1005.06(1)(b), F.S. This includes colleges, schools, or courses licensed under part I of chapter 464 (Nurse Practice Act), chapter 466 (Dentistry, Dental Hygiene, and Dental Laboratories), chapter 475 (Real Estate Brokers, Sales Associates, Schools, and Appraisers), or any other chapter of the Florida Statutes.

[66] Section 1003.437, F.S.

[67] Sections 1003.437 and 1007.271(18), F.S.

[68] Section 1007.271(18), F.S.

[69] For purposes of dual enrollment, "secondary" is defined as a student who is enrolled in grades 6-12 in a Florida public school or Florida private school. Section 1007.271(2), F.S.

[70] Section 1007.271(1), F.S. *See also* r. 6A-14.064, F.A.C.

[71] Florida Department of Education, Office of Articulation, *Dual Enrollment Frequently Asked Questions*, at 1, *available at* http://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf.

[72] *Id*. *See also* Florida Department of Education, *Dual Enrollment*, https://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stml (last visited Jan. 24, 2026).

[73] Section 1007.271(2), F.S. If an eligible student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment.

[74] Florida Department of Education, Dual Enrollment, *Active List of Dual Enrollment Articulation Agreements*, https://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stml (last visited Jan. 24, 2026).

A student must meet the following eligibility criteria for initial enrollment in college credit dual enrollment courses:[75]

- Be enrolled as a student in any of grades 6 through 12 in a Florida public school, Florida private school, or home education program.
- Not be scheduled to graduate from high school prior to the completion of the dual enrollment course.
- Have a 3.0 unweighted high school GPA to enroll in college credits or a 2.0 unweighted high school GPA to enroll in career certificate dual enrollment courses.[76]
- Achieve a minimum score on a common placement test adopted by the SBE or meet alternative methods for assessing postsecondary readiness adopted by the SBE.[77]
- Meet any additional eligibility criteria specified by the postsecondary institution in the dual enrollment articulation agreement.

FACT

In 2023, the Legislature established advanced courses developed by the DOE in collaboration with public postsecondary institutions as an additional acceleration option for students.[78] The DOE collaborated with secondary and postsecondary faculty to develop a high school advanced mathematics course and associated assessment that will offer students an opportunity to earn college credit in college algebra. The DOE launched a pilot of the FACT College Algebra in the 2025-26 academic year, coordinated by the Division of Florida Colleges Florida Student Success Center. Participating secondary instructors received professional learning and will provide feedback to the DOE on the course. Full statewide implementation is scheduled for the 2026-27 school year.

The FACT College Algebra assessment will be based on the B.E.S.T. Standards within the 9-12 Florida Advanced College Algebra course and aligned to competencies and outcomes identified in the course curriculum for College Algebra (MAC X105). The assessment will be offered during the normal spring (March – May) K-12 testing window. Upon passing the FACT College Algebra assessment, students will receive college credit for MAC X105 good at any public college or university in the state of Florida. Additionally, students who pass the assessment will be prepared for courses in the "Algebra through Calculus" postsecondary mathematics pathway, including pre-calculus, statistics, and/or business calculus.[79]

Bonuses for Advanced Courses

The Academic Acceleration Options Supplement was created in 2025 to assist school districts in providing academic acceleration options, career-themed courses, and courses that lead to digital tool certificates and industry certifications for prekindergarten through grade 12 students. The supplement is allocated based on each school district's proportionate share of the state's total academic acceleration values. The total academic acceleration options supplement for FY 2025-26 is $596.8 million.[80] Acceleration values by program:

[75] Section 1007.271(2)-(3) and (13), F.S. Such requirements may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses and may not limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent postsecondary institution.
[76] A home education student participating in dual enrollment may not be required to meet the GPA requirement for initial eligibility if the student demonstrates achievement of college-level communication and computation skills and such eligibility is included in the articulation agreement. *See* s. 1007.271(13)(b)2., F.S.
[77] *See* s. 1008.30(1)-(2), F.S. An FCS institution may use alternative methods adopted by the SBE to assess student readiness for college-level work in communication and computation. *See also* rr. 6A-14.064 and 6A-10.0315, F.A.C.
[78] Section 1007.35(l), F.S.
[79] Florida Department of Education, *Memorandum, Subject: Florida Advanced Course and Test (FACT) College Algebra* (June 13, 2025), *available at* https://info.fldoe.org/docushare/dsweb/Get/Version-11717/20225-69.pdf.
[80] Section 1011.62(17), F.S. Specific Appropriations 5 and 88, s. 2, ch. 2025-198, L.O.F.

Program	Acceleration Value	Qualifying Student Attainment
Advanced Placement (AP)	0.16 FTE	Score of three or higher on each College Board AP Subject examination.[81]
College Board AP Capstone Diploma	0.3 FTE	Receives a Capstone Diploma and meets the requirements for a standard high school diploma.[82]
International Baccalaureate (IB)	0.16 FTE	Score of four or higher on the subject examination or a score of "C" or higher on the Theory of Knowledge Course.[83]
IB Diploma	0.3 FTE	Receives an IB Diploma.[84]
Advanced International Certificate of Education (AICE)	0.16 FTE	Receives a score of "E" or higher on a full-credit subject exam.[85]
	0.08 FTE	Enrolled in a half-credit class and earns a score of "E" or higher on the subject exam.[86]
AICE Diploma	0.3 FTE	Receives an AICE Diploma.[87]
Dual Enrollment	0.16 FTE	Enrolled in an early college program and completes a general education core course with a grade of "A" or better.[88]
	0.08 FTE	Completes a general education core course with a grade of "A" or completes a career course with a grade of "A" in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List.[89]
	0.3 FTE	Receives an associate degree through the dual enrollment program and earns a 3.0 grade point average or better.[90]
Career and Professional Education Act (CAPE)	0.025 FTE	CAPE Digital Tool certificates earned by students in elementary and middle school grades. Beginning with the 2025-26 school year, this value only applies to students in elementary school grades.[91]
	0.1 FTE	Completes a career-themed course or a course with an embedded CAPE Industry Certification and earns an industry certification that does not articulate for college credit.[92]
	0.2 FTE	Completes a career-themed course or a course with an embedded CAPE Industry Certification and earns an industry certification that has a

[81] Section 1011.62(17)(c)1., F.S.
[82] *Id.*
[83] Section 1011.62(17)(e)1., F.S.
[84] *Id.*
[85] Section 1011.62(17)(d)1., F.S.
[86] *Id.*
[87] *Id.*
[88] Sections 1007.273 and 1011.62(17)(b)1., F.S.
[89] Section 1011.62(17)(b)1., F.S.
[90] *Id.*
[91] Section 1011.62(17)(f)1., F.S.
[92] *Id.*

		statewide articulation agreement for college credit.[93]
	0.3 FTE	Completes at least three courses and an industry certification in a single career and technical education program or program of study.[94]
	0.5 FTE	Completes CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours.[95]
	1.0 FTE	Completes CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours.[96]
Early High School Graduation	0.25 FTE	Student earns 24 credits and graduates one semester in advance of the student's cohort.[97]
	0.50 FTE	Student earns 24 credits and graduates one year or more in advance of the student's cohort.[98]

Bonuses for teachers of advanced courses, such as IB courses, AICE courses, and AP courses, are based on students' achievements of specified scores on course examinations.[99]

- IB- Bonus provides an IB teacher a $50 bonus for each student who scores 4 or higher on the IB examination or earns a "C" or higher in the Theory of Knowledge course. An IB teacher in a school designated with a grade of "D" or "F" who has at least one student who scores 4 or higher on the IB or earns a "C" or higher in the Theory of Knowledge course examination receives an additional $500 bonus.[100]
- AICE- Bonus provides an AICE teacher a $50 bonus for each student in an AICE course, or $25 bonus for each student in a pre-AICE (half-credit) course, who scores "E" or higher on the corresponding AICE examination. An AICE teacher in a school designated with a grade of a "D" or "F" receives an additional $500 bonus if at least one of the teacher's students' scores "E" or higher on the AICE examination, or a $250 bonus for each pre-AICE (half-credit) course taught which has at least one student scoring "E" or higher on the half-credit AICE examination.[101]
- AP- Bonus provides an AP teacher a $50 bonus for each student who scores 3 or higher on the College Board AP examination. An AP teacher in a school designated with a grade of "D" or "F" who has at least one student scoring 3 or higher on the College Board AP examination receives an additional $500 bonus.[102]

[93] *Id.*
[94] *Id.*
[95] *Id.*
[96] *Id.*
[97] Section 1011.62(17)(h)1., F.S.
[98] *Id.*
[99] Section 1011.62(1)(l)-(n), F.S.; *International Baccalaureate,* https://www.ibo.org/ (last visited Jan. 26, 2026).; University of Cambridge, International Examinations, *Cambridge Advanced International Certificate of Education Diploma,* http://www.cie.org.uk/qualifications/academic/uppersec/aice (last visited Jan. 26, 2026).; College Board, *Advanced Placement Program,* http://www.collegeboard.com/student/testing/ap/about.html (last visited Jan. 26, 2026).
[100] Section 1011.62(17)(e)2., F.S.
[101] Section 1011.62(17)(d)2. a., F.S. Teachers who receive a $500 award for a student earning an E or higher on the AICE examination are ineligible for the pre-AICE bonus of $250, which applies to students earning an E or higher on the AICE exam at schools designated as D or F.
[102] Section 1011.62(17)(c)2., F.S.

The table below summarizes the bonuses awarded to teachers based on their students' achievement criteria on the respective advanced course examinations.

Annual Teacher Bonuses by Advanced Course				
	IB	**AP**	**AICE**	**pre-AICE**
Achieved Required Score (bonus per student)	$50	$50	$50	$25
Achieved Required Score at D or F School (bonus per teacher)	$500	$500	$500	$250

There are also bonuses for teachers of career courses that lead to the attainment of a CAPE industry certification. Depending on the certification earned, a school district receives supplemental funding for acceleration courses with assigned values of 0.1, 0.2, 0.3, 0.5, or 1.0 FTE.[103] Teacher bonus funding is awarded for each student taught by a teacher who provided instruction in a course that led to the student's attainment of a CAPE industry certification on the CAPE Industry Certification Funding List[104], as follows:[105]

Annual Teacher per-Student CAPE Bonuses		
Acceleration Values	**Type of Certificate Earned by Student**	**Amount**
0.1 FTE	CAPE industry certification that does not articulate to college credit[106]	$25
0.2 FTE	CAPE industry certification that articulates to college credit[107]	$50
0.3 FTE	CAPE industry certification in a single career technical education program[108]	$75
0.5 FTE	CAPE acceleration industry certification articulating to 15-29 college credit hours[109]	$100
1.0 FTE	CAPE acceleration industry certification articulating to 30+ college credit hours	$100

Blind Services

The Florida Division of Blind Services, within the DOE, helps blind and visually impaired individuals achieve their goals and live their lives with as much independence and self-direction as possible.[110] As set forth by the Legislature in statute, all programs, projects, and activities of the division are to be carried out in a manner consistent with the following principles:[111]

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[103] Section 1011.62 (17)(f), F.S.

[104] Sections 1008.44(1) and 445.004(4), F.S. The CAPE Industry Certification Funding List assigns additional funding to certifications identified in the Master Credentials List under s. 445.004(4), F.S. which meet a statewide, regional, or local demand, and courses that lead to such certifications. A school district can only receive supplemental funding for regional or local demand courses and certifications identified as needs for the region or locality in which the school district is located. *See also*, Florida Department of Educate, *CAPE Industry Certification Funding List* (2024-2025), *available at* https://www.fldoe.org/core/fileparse.php/8904/urlt/2425CAPEFundList.pdf.

[105] Section 1011.62 (17)(f)2., F.S.

[106] Identified in the CAPE Certification Funding List as a CAPE Basic Non-articulated industry certification embedded in a career-themed course. *See* s. 1011.62(17)(f)1., F.S.

[107] Identified in the CAPE Certification Funding List as a CAPE Basic Articulated industry certification embedded in a career-themed course and has a statewide articulation agreement for college credit. *See* s. 1011.62(17)(f)1., F.S.

[108] Student must also complete at least three courses in addition to achieving an industry certification in a single career and technical education program or program of study. *See* s. 1011.62(17)(f)1., F.S.

[109] A CAPE Acceleration industry certification is one identified in the CAPE Industry Certification Funding List that articulates to 15 or more college credits. *See* s. 1003.4203(4), F.S.

[110] Florida Department of Education, Division of Blind Services, *Welcome Message*, https://dbs.fldoe.org/ (last visited Jan. 24, 2026).

[111] Section 413.011(1), F.S.

- respect for individual dignity, personal responsibility, self-determination to live independently, and pursuit of meaningful careers, based on informed choice;
- support for the involvement of an individual's representative if an individual requests, desires, or needs such support;
- respect for the individual's privacy and equal access, including the use of information in accessible formats; and
- integration and full participation of individuals who are blind in society on equal terms with others.

VR Service Providers

The State VR Services Program is authorized by the Rehabilitation Act of 1973[112] (Rehabilitation Act), as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA).[113] This program provides grants to assist States in operating statewide VR programs, each of which is an integral part of a statewide workforce development system.[114]

State VR programs provide VR services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they may prepare for and engage in competitive integrated employment or supported employment and achieve economic self-sufficiency. To be eligible for the VR program, individuals must have a physical or mental impairment that results in a substantial impediment to employment and who require and can benefit from VR services to achieve employment and maximize career goals, with priority given to individuals with the most significant disabilities.[115]

As authorized by the Rehabilitation Act, as amended, Florida has two VR agencies both of which are housed within the DOE. The Division of Blind Services serves individuals who are blind and the Division of Vocational Rehabilitation serves all other individuals with disabilities.[116]

VR service providers must register with the Division of Vocational Rehabilitation. To qualify for registration, the division must ensure that the service provider maintains an internal system of quality assurance, has proven functional systems, and is subject to a due-diligence inquiry as to its fitness to undertake service responsibilities.[117]

Florida Prepaid College Board

The Florida Prepaid College Board (Board) administers the Stanley G. Tate Florida Prepaid College Program (prepaid program) and the Florida College Savings Program (savings program), and performs other specified essential governmental functions.[118]

[112] Rehabilitation Act of 1973, Pub. L. 93-112, 87 Stat. 355.
[113] Workforce Innovation and Opportunity Act, Pub. L. 113-128.
[114] United States Department of Education, *State Vocational Rehabilitation Services Program*, https://rsa.ed.gov/about/programs/vocational-rehabilitation-state-grants (last visited Jan. 24, 2026).
[115] *Id.*
[116] *See* Part I and Part II, ch. 413, F.S. *See also* CareerSource Florida, *2024-2028 WIOA Combined Plan*, *available at* https://careersourceflorida.com/wp-content/uploads/2024/02/2024-2028-WIOA-Combined-Plan.pdf.
[117] Section 413.208(1), F.S.
[118] Section 1009.971(1), F.S. *See* also ss. 1009.97-1009.988, F.S. The Board is assigned to and administratively housed within the State Board of Administration, but it independently exercises specified powers and duties. The Board consists of seven members, composed of the Attorney General, the Chief Financial Officer, the Chancellor of the State University System, the Chancellor of the Division of Florida Colleges, and three members appointed by the Governor and subject to confirmation by the Senate. Section 1009.971(1)-(2), F.S.

In 1989, the Legislature authorized the Board to establish a DSO.[119] The Board established the Florida Prepaid College Foundation, Inc.,[120] (Foundation) in 1990 as a public/private partnership to provide scholarships to students who may not have otherwise had the opportunity to go to college.[121]
The Foundation administers the Florida Prepaid Tuition Scholarship Program (Scholarship Tuition for At-Risk Students, or STARS Program).[122] This program provides economically disadvantaged youth with prepaid postsecondary tuition scholarships.[123] The Foundation has established additional scholarship programs, which include the Black History Month Scholarship and the Hispanic Heritage Month Scholarship.[124]

The Board is required to certify that the Foundation operates in a manner consistent with the goals of the Board and in the best interest of the state.[125] The Foundation is required to be:[126]

- A Florida not-for-profit corporation registered, incorporated, organized, and operated in compliance with chapter 617.
- Organized exclusively to receive, hold, invest, and administer property and to make expenditures on behalf of the board.

The Foundation has awarded more than 60,900 Florida Prepaid College Plan scholarships, and more than 37,500 Foundation scholarship recipients have gone to college using their benefits.[127] The STARS Program remains the Foundation's largest initiative, representing 83 percent of the scholarships purchased by the Foundation.[128]

Florida ABLE

Congress enacted the ABLE Act (Achieving a Better Life Experience Act) in 2014.[129] The ABLE Act permits a state to implement an ABLE Program and establish ABLE accounts for eligible individuals with disabilities[130] to spend distributions on "qualified disability expenses."[131] The purposes of the ABLE Act are to encourage individuals and

[119] Section 1, ch. 89-316, L.O.F.
[120] The Foundation was renamed the Stanley G. Tate Florida Prepaid College Foundation, Inc., in 2012. *See* Florida Prepaid College Foundation, *Amendment and Name Change* (2012), *available at* http://search.sunbiz.org/Inquiry/CorporationSearch/ByName (search for "Florida Prepaid College Foundation", then follow "Florida Prepaid College Foundation, Inc." hyperlink).
[121] Stanley G. Tate Florida Prepaid College Foundation, *2024 Annual Report*, *available at* https://www.floridaprepaidcollegefoundation.com/wp-content/uploads/2025/03/2024-Florida-Prepaid-College-Foundation-Annual-Report.pdf, at 5.
[122] Sections 1009.983(8), 1009.984, F.S.; Stanley G. Tate Florida Prepaid College Foundation, *2024 Annual Report*, *available at* https://www.floridaprepaidcollegefoundation.com/wp-content/uploads/2025/03/2024-Florida-Prepaid-College-Foundation-Annual-Report.pdf, at 11.
[123] Section 1009.984, F.S.
[124] Stanley G. Tate Florida Prepaid College Foundation, *2024 Annual Report*, *available at* https://www.floridaprepaidcollegefoundation.com/wp-content/uploads/2025/03/2024-Florida-Prepaid-College-Foundation-Annual-Report.pdf, at 18.
[125] Section 1009.983(1)(c), F.S.
[126] Section 1009.983(1), F.S.
[127] Stanley G. Tate Florida Prepaid College Foundation, *2024 Annual Report*, *available at* https://www.floridaprepaidcollegefoundation.com/wp-content/uploads/2025/03/2024-Florida-Prepaid-College-Foundation-Annual-Report.pdf, at 4.
[128] *Id*.
[129] Pub. L. No. 113-295, 128 Stat. 4056 (Dec. 19, 2014).
[130] 26 U.S.C. § 529(e). An individual is an eligible individual for a taxable year if during such taxable year: (1) the individual is entitled to benefits based on blindness or disability under title II or XVI of the Social Security Act, and such blindness or disability occurred before the date on which the individual attained age 26; or (2) a disability certification with respect to such individual is filed with the Secretary of Education for such taxable year.
[131] 26 U.S.C. § 529(e)(5). "Qualified disability expense" is defines as "any expense related to the eligible individual's blindness or disability which are made for the benefit of an eligible individual who is the designated beneficiary, including the following expenses: education, housing, transportation, employment training and support, assistive technology and personal support services, health, prevention and wellness, financial management and administrative services, legal fees, expenses for oversight and monitoring, funeral and burial expenses, and other expenses, which are approved by the Secretary under regulations and consistent with the purposes of this section."

families to save money to support individuals with disabilities to maintain health, independence, and quality of life and to provide secure funding for disability-related expenses on behalf of designated beneficiaries with disabilities to supplement benefits provided through other sources.[132]

The Florida ABLE Program was created in 2015 to encourage and assist the saving of private funds in tax-exempt accounts in order to pay for the qualified expenses of eligible individuals with disabilities.[133] The Florida Prepaid College Board was required to establish a direct-support organization to be known as "Florida ABLE, Inc." to establish and administer the Florida ABLE Program.[134]

Current law requires the board of directors of the Florida ABLE program to consist of:

- The chair of Florida Prepaid, or his or her designee.
- One individual who possesses knowledge, skill, and experience in the areas of accounting, risk management, or investment management, who must be appointed by Florida Prepaid. A current member of Florida Prepaid, other than the chair, may be appointed.
- One individual who possesses knowledge, skill, and experience in the areas of accounting, risk management, or investment management, who must be appointed by the Governor.
- Two individuals who are advocates of persons with disabilities, one of whom must be appointed by the President of the Senate and one of whom must be appointed by the Speaker of the House of Representatives. At least one of the individuals appointed must be an advocate of persons with developmental disabilities, as that term is defined in statute.[135]

Currently, the Governor-appointee and the individuals appointed by the President of the Senate and Speaker of the House all serve 3-year terms and each may be reappointed for up to one consecutive term. The board of directors annually elects a board member to serve as chair.[136]

RECENT LEGISLATION:

YEAR	BILL #/SUBJECT	HOUSE/*SENATE* SPONSOR(S)	OTHER INFORMATION
2025	CS/CS/SB 584 - Young Adult Housing Support	Rizo/ *Garcia*	Became law on June 27, 2025.
2025	SB 2510 - Prekindergarten Through Grade 12 Education	Persons-Mulicka/ *Hooper*	Became law on June 30, 2025.
2023	CS/CS/CS/HB 1537 - Education	Rizo, Daniels/ *Avila*	Became law on May 9, 2023.
2023	CS/CS/CS/SB 266 - Higher Education	Andrade/ *Grall*	Became law on May 15, 2023.
2022	CS/CS/HB 1577 - Homeless Youth	Woodson/ *Garcia*	Became law on April 6, 2022.
2022	SB 2524 - Education	Plasencia/ *Stargel*	Became law on June 2, 2022.
2022	CS/HB 7 - Individual Freedom	Avila/ *Stargel*	Became law on April 22, 2022.

[132] 26 U.S.C. § 529(b).
[133] Section 2, ch. 2015-56, L.O.F.
[134] Section 1009.986(3), F.S.
[135] Sections 393.063 and 1009.986(3)(d)1., F.S.
[136] Section 1009.986(3)(d)2.b.-c., F.S.

BILL HISTORY

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

A bill to be entitled

An act relating to education; creating s. 413.0114, F.S.; requiring certain persons and entities to complete a written consumer disclosure for blind-related services; authorizing the State Board of Education to adopt rules; amending s. 413.208, F.S.; requiring certain service providers to apply to the Division of Vocational Rehabilitation; requiring the division to establish qualifications for certain service providers and an application process and period for such service providers; providing division and service provider requirements relating to such process; providing reporting and evaluation system requirements for the division relating to service provider effectiveness; providing requirements for rates for vocational rehabilitation services; amending s. 1001.7065, F.S.; revising certain academic and research excellence standards for preeminent state research universities; providing that such universities are ineligible for specified funding under certain circumstances; amending s. 1001.92, F.S.; revising state university performance-based metrics for the award of a State University System Performance-Based Incentive; amending s. 1003.437, F.S.; requiring the State Board of Education to

establish a uniform weighted grading system for specified courses and articulated acceleration mechanisms; requiring district school boards to use such system for specified purposes; amending s. 1004.06, F.S.; revising construction for the prohibition of certain expenditures; creating s. 1004.072, F.S.; providing limitations for student enrollment in a state university; amending s. 1004.39, F.S.; revising provisions relating to the College of Law at Florida International University; amending s. 1004.40, F.S.; revising provisions relating to the College of Law at Florida Agricultural and Mechanical University; amending s. 1005.06, F.S.; prohibiting certain postsecondary institutions from being exempt from the purview of the Commission for Independent Education; amending s. 1006.71, F.S.; deleting a requirement that public postsecondary educational institutions develop a gender equity plan; amending s. 1007.25, F.S.; revising the number of days public postsecondary educational institutions have to submit comments for certain proposed degrees; prohibiting such institutions from imposing certain institution-wide graduation requirements; amending s. 1007.271, F.S.; revising postsecondary institution eligibility for participation in dual enrollment programs;

revising provisions relating to the calculation of student grade point averages; amending s. 1008.47, F.S.; revising the period of time in which a public postsecondary institution must seek and obtain specified accreditation; revising the accrediting agencies such institutions may seek accreditation from; providing that certain provisions apply to programmatic accreditors for postsecondary education institutions; amending s. 1009.25, F.S.; revising the requirements for a student to meet the definition of "homeless children and youths"; amending s. 1009.40, F.S.; requiring a person to be a United States citizen or lawfully present in the United States to receive state financial aid awards and tuition assistance grants; amending s. 1009.895, F.S.; conforming a cross-reference to changes made by the act; amending s. 1009.983, F.S.; revising provisions relating to the board of directors of the Florida Prepaid College Foundation, Inc.; amending s. 1009.986, F.S.; revising provisions relating to the board of directors of the Florida ABLE program; amending s. 1011.62, F.S.; revising the procedure to determine Florida Education Finance Program funds; providing a method for calculating additional full-time equivalent membership based on advanced courses and test scores; providing

specified bonuses; providing an effective date.

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

Section 1. Section 413.0114, Florida Statutes, is created to read:

413.0114 Consumer disclosure for blind-related services.—

(1) Any person, business, nonprofit, or other entity offering fee-based services to persons who are blind or visually impaired must, before entering into a contract or accepting payment, disclose in writing if equivalent or substantially similar services may be available at no cost through the Division of Blind Services or another public agency.

(2) The written disclosure must:

(a) Be provided in plain language and an accessible format, including, but not limited to, braille, large print, or audio upon request.

(b) Include contact information for the Division of Blind Services.

(c) Be signed or electronically acknowledged by the consumer or his or her representative.

(3) A violation of this section constitutes an unfair or deceptive trade practice under part II of chapter 501, and is subject to penalties and enforcement as provided therein.

(4) The State Board of Education may adopt rules to

implement this section.

Section 2. Subsection (1) of section 413.208, Florida Statutes, is amended to read:

413.208 Service providers; quality assurance; fitness for responsibilities; background screening.—

(1) Service providers must apply to ~~register with~~ the division. To qualify for approval, a ~~registration, The division must ensure that the~~ service provider must maintain ~~maintains~~ an internal system of quality assurance, have ~~has~~ proven functional systems, meet the minimum qualifications, and be ~~is~~ subject to a due-diligence inquiry as to its fitness to undertake service responsibilities.

(a) The division shall establish minimum qualifications for service providers. The division may approve or deny any service provider application. The division shall establish an annual application period for service providers to submit applications. Beginning January 1, 2027, only service providers that meet the minimum qualifications established by the division, and that have been approved to provide employment-related services to individuals with disabilities, may participate in the vocational rehabilitation program.

(b) The division shall develop and make publicly available an annual report of service provider effectiveness which includes an evaluation system measuring the effectiveness of all service providers that are approved by the division to provide

employment-related services to individuals with disabilities.

(c) In order to maintain approved status with the division, service providers must meet minimum standards of effectiveness in the provision of vocational rehabilitation services, including placement of individuals in competitive and integrated employment.

(d) Rates for vocational rehabilitation services must be allocable, reasonable, and necessary, as determined by the division.

Section 3. Paragraph (d) of subsection (2) and paragraph (c) of subsection (5) of section 1001.7065, Florida Statutes, are amended to read:

1001.7065 Preeminent state research universities program.—

(2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—The following academic and research excellence standards are established for the preeminent state research universities program and shall be reported annually in the Board of Governors Accountability Plan:

(d) A 4-year graduation rate of 60 percent or higher for full-time, first-time-in-college students, excluding those enrolled in baccalaureate degree programs in engineering that require more than 120 semester hours.

(5) PREEMINENT STATE RESEARCH UNIVERSITIES PROGRAM SUPPORT.—

(c) The award of funds under this subsection is contingent

upon funding provided by the Legislature to support the preeminent state research universities program created under this section. Funding increases appropriated beyond the amounts funded in the previous fiscal year shall be distributed to each designated preeminent state research university that meets the criteria in paragraph (a). Each designated preeminent state research university shall receive an equal amount of funding. Each preeminent state research university must maintain a fall full-time, first-time-in-college enrollment ratio comprised of at least 95 percent Florida residents based on a three year average. Beginning July 1, 2030, a preeminent state research university that fails to meet this requirement is ineligible for funding under this section.

Section 4. Paragraph (a) of subsection (1) of section 1001.92, Florida Statutes, is amended to read:

1001.92 State University System Performance-Based Incentive.—

(1) A State University System Performance-Based Incentive shall be awarded to state universities using performance-based metrics adopted by the Board of Governors of the State University System. Beginning with the Board of Governors' determination of each university's performance improvement and achievement ratings, and the related distribution of annual fiscal year appropriation, the performance-based metrics must include:

(a) The 4-year graduation rate for first-time-in-college students, excluding those enrolled in baccalaureate degree programs in engineering that require more than 120 semester hours;

The Board of Governors may approve other metrics in a publicly noticed meeting. The board shall adopt benchmarks to evaluate each state university's performance on the metrics to measure the state university's achievement of institutional excellence or need for improvement and minimum requirements for eligibility to receive performance funding. Benchmarks and metrics may not be adjusted after university performance data has been received by the Board of Governors.

Section 5. Section 1003.437, Florida Statutes, is amended to read:

1003.437 Middle and high school grading system.—The grading system and interpretation of letter grades used to measure student success in grade 6 through grade 12 courses for students in public schools shall be as follows:

(1) Grade "A" equals 90 percent through 100 percent, has a grade point average value of 4, and is defined as "outstanding progress."

(2) Grade "B" equals 80 percent through 89 percent, has a grade point average value of 3, and is defined as "above average progress."

(3) Grade "C" equals 70 percent through 79 percent, has a grade point average value of 2, and is defined as "average progress."

(4) Grade "D" equals 60 percent through 69 percent, has a grade point average value of 1, and is defined as "lowest acceptable progress."

(5) Grade "F" equals zero percent through 59 percent, has a grade point average value of zero, and is defined as "failure."

(6) Grade "I" equals zero percent, has a grade point average value of zero, and is defined as "incomplete."

The State Board of Education must establish a statewide uniform weighted grading system for honors courses and articulated acceleration mechanisms identified in s. 1007.27. ~~For the purposes of class ranking,~~ District school boards shall use the ~~may exercise a~~ weighted grading system to calculate weighted high school grade point averages ~~pursuant to s. 1007.271~~.

Section 6. Subsection (3) of section 1004.06, Florida Statutes, is amended to read:

1004.06 Prohibited expenditures.—

(3) Subsection (2) does not prohibit programs, campus activities, or functions required for compliance with general or federal laws or regulations~~; for obtaining or retaining institutional or discipline-specific accreditation with the~~

~~approval of either the State Board of Education or the Board of Governors;~~ or for access programs for military veterans, Pell Grant recipients, first generation college students, nontraditional students, "2+2" transfer students from the Florida College System, students from low-income families, or students with unique abilities.

Section 7. Section 1004.072, Florida Statutes, is created to read:

1004.072 Enrollment of noncitizen and nonresident students at state universities.—Based on the limitation on systemwide enrollment of nonresident degree-seeking students established by regulation of the Board of Governors, a state university must limit, within its enrollment of nonresident students, the number of enrolled nonresident degree-seeking students who are noncitizens and who are not permanent residents of the United States to no more than 5 percent from any specific country.

Section 8. **Subsections (3), (4), and (5) of section 1004.39, Florida Statutes, are amended to read:**

1004.39 College of law at Florida International University.—

(3) The college of law at Florida International University, to the extent consistent with the standards required by ~~the American Bar Association or any other~~ a nationally recognized association for the accreditation of colleges of law, shall develop a law library collection utilizing electronic

formats and mediums.

(4) The college of law at Florida International University shall develop and institute a program that is consistent with sound legal education principles as determined by ~~the American Bar Association or any other~~ a nationally recognized association for the accreditation of colleges of law and that, to the extent consistent with such sound legal education principles, is structured to serve the legal needs of traditionally underserved portions of the population by providing an opportunity for participation in a legal clinic program or pro bono legal service.

(5) The Florida International University Board of Trustees and the Board of Governors may accept grants, donations, gifts, and moneys available for this purpose, including moneys for planning and constructing the college. The Florida International University Board of Trustees may procure and accept any federal funds that are available for the planning, creation, and establishment of the college of law. If ~~the American Bar Association or any other~~ a nationally recognized association for the accreditation of colleges of law issues a third disapproval of an application for provisional approval or for full approval or fails to grant, within 5 years following the graduation of the first class, a provisional approval, to the college of law at Florida International University, the Board of Governors shall make recommendations to the Governor and the Legislature

as to whether the college of law will cease operations at the end of the full academic year subsequent to the receipt by the college of law of any such third disapproval, or whether the college of law will continue operations and any conditions for continued operations. If the college of law ceases operations pursuant to this section, the following conditions apply:

(a) The authority for the college of law at Florida International University and the authority of the Florida International University Board of Trustees and the Board of Governors provided in this section shall terminate upon the cessation of operations of the college of law at Florida International University. The college of law at Florida International University shall receive no moneys allocated for the planning, construction, or operation of the college of law after its cessation of operations other than moneys to be expended for the cessation of operations of the college of law. Any moneys allocated to the college of law at Florida International University not expended prior to or scheduled to be expended after the date of the cessation of the college of law shall be appropriated for other use by the Legislature of the State of Florida.

(b) Any buildings of the college of law at Florida International University constructed from the expenditure of capital outlay funds appropriated by the Legislature shall be owned by the Board of Trustees of the Internal Improvement Trust

Fund and managed by the Florida International University Board of Trustees upon the cessation of the college of law.

Section 9. **Subsections (3), (4), and (5) of section 1004.40, Florida Statutes, are amended to read:**

1004.40 College of law at Florida Agricultural and Mechanical University.—

(3) The college of law at Florida Agricultural and Mechanical University, to the extent consistent with the standards required by ~~the American Bar Association or any other~~ a nationally recognized association for the accreditation of colleges of law, shall develop a law library collection utilizing electronic formats and mediums.

(4) The college of law at Florida Agricultural and Mechanical University shall develop and institute a program that is consistent with sound legal education principles as determined by ~~the American Bar Association or any other~~ a nationally recognized association for the accreditation of colleges of law and that, to the extent consistent with such sound legal education principles, is structured to serve the legal needs of traditionally underserved portions of the population by providing an opportunity for participation in a legal clinic program or pro bono legal service.

(5) The Florida Agricultural and Mechanical University Board of Trustees and the Board of Governors may accept grants, donations, gifts, and moneys available for this purpose,

including moneys for planning and constructing the college. The Florida Agricultural and Mechanical University Board of Trustees may procure and accept any federal funds that are available for the planning, creation, and establishment of the college of law. If ~~the American Bar Association or any other~~ a nationally recognized association for the accreditation of colleges of law issues a third disapproval of an application for provisional approval or for full approval or fails to grant, within 5 years following the graduation of the first class, a provisional approval, to the college of law at Florida Agricultural and Mechanical University, the Board of Governors shall make recommendations to the Governor and Legislature as to whether the college of law will cease operations at the end of the full academic year subsequent to the receipt by the college of law of any such third disapproval, or whether the college of law will continue operations and any conditions for continued operations. If the college of law ceases operations of the college of law pursuant to this section, the following conditions apply:

(a) The authority for the college of law at Florida Agricultural and Mechanical University and the authority of the Florida Agricultural and Mechanical University Board of Trustees and the Board of Governors provided in this section shall terminate upon the cessation of operations of the college of law at Florida Agricultural and Mechanical University. The college of law at Florida Agricultural and Mechanical University shall

receive no moneys allocated for the planning, construction, or operation of the college of law after its cessation of operations other than moneys to be expended for the cessation of operations of the college of law. Any moneys allocated to the college of law at Florida Agricultural and Mechanical University not expended prior to or scheduled to be expended after the date of the cessation of the college of law shall be appropriated for other use by the Legislature of the State of Florida.

(b) Any buildings of the college of law at Florida Agricultural and Mechanical University constructed from the expenditure of capital outlay funds appropriated by the Legislature shall be owned by the Board of Trustees of the Internal Improvement Trust Fund and managed by the Florida Agricultural and Mechanical University Board of Trustees upon the cessation of the college of law.

Section 10. Paragraph (b) of subsection (1) of section 1005.06, Florida Statutes, is amended to read:

1005.06 Institutions not under the jurisdiction or purview of the commission.—

(1) Except as otherwise provided in law, the following institutions are not under the jurisdiction or purview of the commission and are not required to obtain licensure:

(b) Any college or~~,~~ school~~, or course~~ licensed or approved for establishment and operation by another agency of the state. Colleges or schools approved by another state agency to offer

one or more courses or programs under ~~part I of~~ chapter 464, chapter 466, or chapter 475, or any other chapter of the Florida Statutes may not qualify for exemption from the commission's jurisdiction under this subsection ~~requiring licensing or approval as defined in this chapter~~.

Section 11. Subsection (1) of section 1006.71, Florida Statutes, is amended to read:

1006.71 Gender equity in intercollegiate athletics.—

(1) PENALTIES FOR FAILURE TO COMPLY WITH TITLE IX AND THE FLORIDA EDUCATIONAL EQUITY ACT ~~GENDER EQUITY PLAN~~.—

~~(a) Each Florida College System institution and state university shall develop a gender equity plan pursuant to s. 1000.05.~~

~~(b) The plan shall include consideration of equity in sports offerings, participation, availability of facilities, scholarship offerings, and funds allocated for administration, recruitment, comparable coaching, publicity and promotion, and other support costs.~~

~~(c) The Commissioner of Education shall annually assess the progress of each Florida College System institution's plan and advise the State Board of Education and the Legislature regarding compliance.~~

~~(d) The Chancellor of the State University System shall annually assess the progress of each state university's plan and advise the Board of Governors and the Legislature regarding~~

~~compliance.~~

~~(e) Each board of trustees of a Florida College System institution or state university shall annually evaluate the presidents on the extent to which the gender equity goals have been achieved.~~

~~(f) To determine the proper level of support for women's athletic scholarships, an equity plan may determine, where appropriate, that support for women's scholarships may be disproportionate to the support of scholarships for men.~~

(a) ~~(g)1.~~ If a Florida College System institution is not in compliance with Title IX of the Education Amendments of 1972 and the Florida Educational Equity Act, the State Board of Education shall:

1. ~~a.~~ Declare the Florida College System institution ineligible for competitive state grants.

2. ~~b.~~ Withhold funds sufficient to obtain compliance.

The Florida College System institution shall remain ineligible and the funds shall not be paid until the Florida College System institution comes into compliance or the Commissioner of Education approves a plan for compliance.

(b) ~~2.~~ If a state university is not in compliance with Title IX of the Education Amendments of 1972 and the Florida Educational Equity Act, the Board of Governors shall:

1. ~~a.~~ Declare the state university ineligible for

competitive state grants.

2.~~b.~~ Withhold funds sufficient to obtain compliance.

The state university shall remain ineligible and the funds shall not be paid until the state university comes into compliance or the Board of Governors approves a plan for compliance.

Section 12. Paragraph (b) of subsection (9) of section 1007.25, Florida Statutes, is amended, and subsection (15) is added to that section, to read:

1007.25 General education courses; common prerequisites; other degree requirements.—

(9)

(b) An associate in arts specialized transfer degree must include 36 semester hours of general education coursework and require 60 semester hours or more of college credit. Specialized transfer degrees are designed for Florida College System institution students who need supplemental lower-level coursework in preparation for transfer to another institution. The State Board of Education shall establish criteria for the review and approval of new specialized transfer degrees. The approval process must require:

1. A Florida College System institution to submit a notice of its intent to propose a new associate in arts specialized degree program to the Division of Florida Colleges. The notice must include the recommended credit hours, the rationale for the

specialization, the demand for students entering the field, and the coursework being proposed to be included beyond the 60 semester hours required for the general transfer degree, if applicable. Notices of intent may be submitted by a Florida College System institution at any time.

2. The Division of Florida Colleges to forward the notice of intent within 10 business days after receipt to all Florida College System institutions and to the Chancellor of the State University System, who shall forward the notice to all state universities. State universities and Florida College System institutions shall have 30 ~~60~~ days after receipt of the notice to submit comments to the proposed associate in arts specialized transfer degree.

3. After the submission of comments pursuant to subparagraph 2., the requesting Florida College System institution to submit a proposal that, at a minimum, includes:

a. Evidence that the coursework for the associate in arts specialized transfer degree includes demonstration of competency in a foreign language pursuant to s. 1007.262 and demonstration of civic literacy competency as provided in subsection (5).

b. Demonstration that all required coursework will count toward the associate in arts degree or the baccalaureate degree.

c. An analysis of demand and unmet need for students entering the specialized field of study at the baccalaureate level.

d. Justification for the program length if it exceeds 60 credit hours, including references to the common prerequisite manual or other requirements for the baccalaureate degree. This includes documentation of alignment between the exit requirements of a Florida College System institution and the admissions requirements of a baccalaureate program at a state university to which students would typically transfer.

e. Articulation agreements for graduates of the associate in arts specialized transfer degree.

f. Responses to the comments received under subparagraph 2.

(15) A Florida College System institution or state university may not impose an institution-wide graduation requirement that includes a course that is in conflict with paragraph (3)(c).

Section 13. Subsections (1), (16), and (18) of section 1007.271, Florida Statutes, are amended to read:

1007.271 Dual enrollment programs.—

(1) The dual enrollment program is the enrollment of an eligible Florida secondary student or Florida home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Postsecondary institutions eligible to participate in the dual enrollment program are Florida College System institutions, state universities, and eligible not-for-

profit, independent colleges and universities pursuant to s. 1011.62(1)(i). A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.

(16) Students who ~~meet the eligibility requirements of this section and who choose to~~ participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

(18) School districts and postsecondary ~~Florida College System~~ institutions must weigh dual enrollment courses pursuant to s. 1003.437 ~~the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses~~ when grade point averages are calculated. High school grade point averages must be calculated based on the high school credit earned by the student in each course. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

Section 14. Paragraphs (a) and (b) of subsection (2) and subsection (3) of section 1008.47, Florida Statutes, are amended to read:

1008.47 Postsecondary education institution accreditation.—

(2) ACCREDITATION.—

(a) ~~By September 1, 2022,~~ The Board of Governors or the

State Board of Education, as applicable, shall identify and determine the accrediting agencies or associations best suited to serve as an accreditor for public postsecondary institutions. Such accrediting agencies or associations must be recognized by the database created and maintained by the United States Department of Education. Within 3 years ~~In the year~~ following reaffirmation or fifth-year review by its accrediting agencies or associations, each public postsecondary institution must seek and obtain accreditation from an accrediting agency or association identified by the Board of Governors or State Board of Education, respectively, before its next reaffirmation or fifth-year review date. The requirements in this section are limited to a one-time change in accreditation. The requirements of this subsection are not applicable to those professional, graduate, departmental, or certificate programs at public postsecondary institutions that have specific accreditation requirements or best practices, including, but not limited to, law, pharmacy, engineering, or other similarly situated educational programs.

(b) Once a public postsecondary institution is required to seek and obtain accreditation from an agency or association identified pursuant to paragraph (a), the institution shall seek accreditation from an ~~a regional~~ accrediting agency or association and provide quarterly reports of its progress to the Board of Governors or State Board of Education, as applicable.

If each ~~regional~~ accreditation agency or association identified pursuant to paragraph (a) has refused to grant candidacy status to an institution, the institution must seek and obtain accreditation from any accrediting agency or association that is different from its current accrediting agency or association and is recognized by the database created and maintained by the United States Department of Education. If a public postsecondary institution is not granted candidacy status before its next reaffirmation or fifth-year review date, the institution may remain with its current accrediting agency or association.

(3) PROHIBITION.—Notwithstanding any other provision of law, an accrediting agency or association, including programmatic accreditors, may not compel any public postsecondary institution to violate state law, and any adverse action upon the institution based upon the institution's compliance with state law constitutes a violation of this section that may be enforced through subsection (4), except to the extent that state law is preempted by a federal law that recognizes the necessity of the accreditation standard or requirement.

Section 15. Paragraph (e) of subsection (1) of section 1009.25, Florida Statutes, is amended to read:

1009.25 Fee exemptions.—

(1) The following students are exempt from the payment of tuition and fees, including lab fees, at a school district that

provides workforce education programs, Florida College System institution, or state university:

(e) A student who meets the definition of homeless children and youths in s. 725 of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. s. 11434a(2), as previously determined by a public school in the state, and whose physical presence is in the state for the duration of the tuition and fee exemption. This includes a student who would otherwise meet the requirements of this paragraph, as determined by a college or university, but for his or her residence in college or university dormitory housing. The State Board of Education may adopt rules and the Board of Governors may adopt regulations regarding documentation and procedures to implement this paragraph. Such rules and regulations must consider documentation of a student's circumstance to be adequate if such documentation meets the standards under 20 U.S.C. s. 1087uu-2(a). Any student who is determined to be a homeless child or youth for a preceding award year is presumed to be a homeless child or youth for each subsequent year unless the student informs the institution that the student's circumstances have changed or the institution has specific conflicting information about the student's independence, and has informed the student of this information.

Section 16. Paragraph (a) of subsection (1) of section 1009.40, Florida Statutes, is amended to read:

1009.40 General requirements for student eligibility for state financial aid awards and tuition assistance grants.—

(1)(a) The general requirements for eligibility of students for state financial aid awards and tuition assistance grants consist of the following:

1. United States citizenship or lawful presence in the United States.

2.~~1.~~ Achievement of the academic requirements of and acceptance at a state university or Florida College System institution; a nursing diploma school approved by the Florida Board of Nursing; a Florida college or university which is accredited by an accrediting agency recognized by the State Board of Education; a Florida institution the credits of which are acceptable for transfer to state universities; a career center; or a private career institution accredited by an accrediting agency recognized by the State Board of Education.

3.~~2.~~ Residency in this state for no less than 1 year preceding the award of aid or a tuition assistance grant for a program established pursuant to s. 1009.50, s. 1009.505, s. 1009.51, s. 1009.52, s. 1009.521, s. 1009.53, s. 1009.60, s. 1009.62, s. 1009.72, s. 1009.73, s. 1009.75, s. 1009.77, s. 1009.89, or s. 1009.894. Residency in this state must be for purposes other than to obtain an education. Resident status for purposes of receiving state financial aid awards shall be determined in the same manner as resident status for tuition

purposes pursuant to s. 1009.21.

4.~~3.~~ Submission of certification attesting to the accuracy, completeness, and correctness of information provided to demonstrate a student's eligibility to receive state financial aid awards or tuition assistance grants. Falsification of such information shall result in the denial of a pending application and revocation of an award or grant currently held to the extent that no further payments shall be made. Additionally, students who knowingly make false statements in order to receive state financial aid awards or tuition assistance grants commit a misdemeanor of the second degree subject to the provisions of s. 837.06 and shall be required to return all state financial aid awards or tuition assistance grants wrongfully obtained.

Section 17. Paragraph (a) of subsection (2) of section 1009.895, Florida Statutes, is amended to read:

1009.895 Open Door Grant Program.—

(2) ELIGIBILITY.—In order to be eligible for the program, a student must:

(a) Meet the requirements under s. 1009.40(1)(a)3. and 4. ~~s. 1009.40(1)(a)2. and 3.~~;

An institution may not impose additional criteria to determine a student's eligibility to receive a grant under this section.

Section 18. **Subsection (5) of section 1009.983, Florida**

Statutes, is amended to read:

1009.983 Direct-support organization; authority.—

(5) The chair of the board or a designee who possesses knowledge, skill, and experience in the areas of accounting, risk management, or investment management, shall serve as a director of the direct-support organization. The chair and the executive director of the board shall jointly name, at a minimum, four other individuals to serve as directors of the organization.

Section 19. **Paragraph (d) of subsection (3) of section 1009.986, Florida Statutes, is amended to read:**

1009.986 Florida ABLE program.—

(3) DIRECT-SUPPORT ORGANIZATION; FLORIDA ABLE, INC.—

(d)1. The board of directors of Florida ABLE, Inc., shall consist of:

a. The chair of the Florida Prepaid College Board~~,~~ or ~~his or her~~ a designee who possesses knowledge, skill, and experience in the areas of accounting, risk management, or investment management.

b. Up to three individuals who possess knowledge, skill, and experience in the areas of accounting, risk management, or investment management, one of whom may be a current member of the Florida Prepaid College Board, who shall be appointed by the Florida Prepaid College Board.

c. One individual who possesses knowledge, skill, and

experience in the areas of accounting, risk management, or investment management, who shall be appointed by the Governor.

d. Two individuals who are advocates of persons with disabilities, one of whom shall be appointed by the President of the Senate and one of whom shall be appointed by the Speaker of the House of Representatives. At least one of the individuals appointed under this sub-subparagraph must be an advocate of persons with developmental disabilities, as that term is defined in s. 393.063.

2.a. The term of the appointees under sub-subparagraph 1.b. shall be up to 3 years as determined by the Florida Prepaid College Board. Such appointees may be reappointed.

b. The term of the appointees under sub-subparagraphs 1.c. and d. shall be 3 years. Such appointees may be reappointed.

3. Unless authorized by the board of directors of Florida ABLE, Inc., an individual director has no authority to control or direct the operations of Florida ABLE, Inc., or the actions of its officers and employees.

4. The board of directors of Florida ABLE, Inc.:

a. Shall meet at least quarterly and at other times upon the call of the chair.

b. May use any method of telecommunications to conduct, or establish a quorum at, its meetings or the meetings of a subcommittee or other subdivision if the public is given proper notice of the telecommunications meeting and provided reasonable

access to observe and, if appropriate, to participate.

c. Shall annually elect a board member to serve as chair.

5. A majority of the total current membership of the board of directors of Florida ABLE, Inc., constitutes a quorum of the board.

6. Members of the board of directors of Florida ABLE, Inc., and the board's subcommittees or other subdivisions shall serve without compensation; however, the members may be reimbursed for reasonable, necessary, and actual travel expenses pursuant to s. 112.061.

Section 20. Paragraph (h) is added to subsection (17) of section 1011.62, Florida Statutes, and existing paragraphs (h) and (i), are renumbered, to read:

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

(17) ACADEMIC ACCELERATION OPTIONS SUPPLEMENT.—The academic acceleration options supplement is created to assist school districts in providing academic acceleration options, career-themed courses, and courses that lead to digital tool certificates and industry certifications for prekindergarten through grade 12 students and shall be allocated annually in the

General Appropriations Act.

(h) Calculation of additional full-time equivalent membership based on Florida advanced courses and tests scores of students.—A value of 0.16 full-time equivalent student membership shall be calculated for each student in a Florida advanced course who achieves a minimum score on an assessment identified by the Department of Education pursuant to s. 1007.27(2) and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. Each district shall allocate at least 80 percent of the funds provided to the district for advanced course instruction, in accordance with this paragraph, to the high school that generates the funds. The school district shall distribute to each classroom teacher who provided advanced course instruction:

1. A bonus in the amount of $50 for each student taught by the Florida advanced course teacher in each Florida advanced course who achieves a minimum score on an assessment identified by the Department of Education pursuant to s. 1007.27(2).

2. An additional bonus of $500 to each Florida advanced course teacher in a school designated with a grade of "D" or "F" who has at least one student who achieves a minimum score on an assessment identified by the Department of Education pursuant to s. 1007.27(2), regardless of the number of classes taught or of the number of students who achieve a minimum score on an

assessment identified by the Department of Education pursuant to s. 1007.27(2).

Section 21. This act shall take effect July 1, 2026.

PCS for HB 1503

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 1503	**COMPANION BILL:** SB 1694 (Avila)
TITLE: Technology 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 provides requirements for general education core courses that integrate technology, including requiring instruction on the application of artificial intelligence to the subject matter of the course. Additionally, the bill requires that instruction on artificial intelligence be included in the computer science courses school districts are required to offer in high schools.

Fiscal or Economic Impact:
None

JUMP TO SUMMARY ANALYSIS RELEVANT INFORMATION BILL HISTORY

ANALYSIS

EFFECT OF THE BILL:

The bill requires any general education core course that integrates the use of technology to provide students with the following:

- opportunities to improve digital literacy and competency;
- instruction on the application of artificial intelligence tools to the course; and
- related instruction on software engineering, computer networks, database systems, and cyber security, as applicable to the course. (Section 1)

Additionally, the bill requires that high school computer science courses offered by school districts include instruction on artificial intelligence. The proposed changes serve to highlight the importance of emerging technologies around artificial intelligence and provide Florida students in public high schools and public postsecondary institutions opportunities to learn about and engage with artificial intelligence. (Sections 2).

The effective date of the bill is July 1, 2026. (Section 3).

RELEVANT INFORMATION

SUBJECT OVERVIEW:

General Education Core Courses

Current law requires that general education core course options shall consist of a maximum of five courses within each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.[1] Each general education core course option must contain high-level academic and critical thinking skills and common

[1] Section 1007.25(3)(a), F.S. The core courses may be revised, or the five-course maximum within each subject area may be exceeded, if approved by the State Board of Education and the Board of Governors, as recommended by the subject area faculty committee and approved by the Articulation Coordinating Committee as necessary for a subject area.

competencies that students must demonstrate to successfully complete the course.[2] Additionally, general education core courses may not distort significant historical events or include a curriculum that teaches identity politics, violates the Florida Educational Equity Act, 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.[3]

General education core courses must meet the following standards:

- Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.
- Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.
- Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.
- Natural science courses must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.
- Mathematics courses must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving.[4]

Computer Science Courses

Florida law defines computer science as "the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society."[5] Computer science also includes computer coding and computer programming.

Public schools are required to provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming.[6] Such opportunities may include:[7]

- instruction regarding computer coding in elementary and middle school;
- instruction to develop computer usage and digital literacy skills in middle school; and
- courses in computer science, computer coding, and computer programming in high school, including opportunities to earn industry certifications related to the courses.

Computer science courses must be offered to students in high school and middle school.[8] High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements. Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory.[9]

[2] Section 1007.25(3)(b), F.S.
[3] Section 1007.25(3)(c), F.S.
[4] Section 1007.25(3)(d), F.S.
[5] Section 1007.2616(1), F.S.
[6] *Id.*
[7] *Id.*
[8] Section 1007.2616(2)(a), F.S.
[9] Section 1007.2616(6), F.S.

RECENT LEGISLATION:

YEAR	BILL #/SUBJECT	HOUSE/*SENATE* SPONSOR(S)	OTHER INFORMATION
2024	CS/CS/HB 1285 - Education	Canady/ *Burgess*	The bill became law on July 1, 2024.
2023	CS/CS/CS/SB 266 - Higher Education	Andrade/ *Grall*	The bill became law on July 1, 2023.

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 technology education; amending s. 1007.25, F.S.; providing a standard for general education core courses with a technology component; amending s. 1007.2616, F.S.; requiring high school computer science courses to include instruction on artificial intelligence; providing an effective date.

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

Section 1. Paragraph (e) of subsection (3) of section 1007.25, Florida Statutes, is created to read:

1007.25 General education courses; common prerequisites; other degree requirements.—

(3) The chair of the State Board of Education and the chair of the Board of Governors, or their designees, shall jointly appoint faculty committees to review and recommend to the Articulation Coordinating Committee for approval by the State Board of Education and the Board of Governors statewide general education core course options for inclusion in the statewide course numbering system established under s. 1007.24. Faculty committees shall, by July 1, 2024, and by July 1 every 4 years thereafter, review and submit recommendations to the Articulation Coordinating Committee and the commissioner for the removal, alignment, realignment, or addition of general

education core courses that satisfy the requirements of this subsection.

(e) General education core courses that integrate the use of technology must provide students with opportunities to improve digital literacy and competency, instruction on the application of artificial intelligence tools to the course, and related instruction on software engineering, computer networks, database systems, and cyber security, as applicable to the course.

Section 2. **Subsection (6) of section 1007.2616, Florida Statutes, is amended to read:**

1007.2616 Computer science and technology instruction.—

(6) High school students must be provided opportunities to take computer science courses that include instruction on artificial intelligence and earn technology-related industry certifications to satisfy high school graduation requirements as provided in s. 1003.4282(3). Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory.

Section 3. This act shall take effect July 1, 2026.