

## CHAPTER 2023-81

### Committee Substitute for Committee Substitute for Senate Bill No. 240

An act relating to education; amending s. 14.36, F.S.; requiring the Office of Reimagining Education and Career Help to develop certain criteria and display public information; requiring the office to work with other specified entities to accomplish specified tasks and provide certain information relating to workforce development boards; revising the goals of workforce development boards and duties of the office; amending s. 216.135, F.S.; requiring state agencies to ensure certain work product is consistent with information produced by specified entities; amending s. 216.136, F.S.; deleting a provision relating to the Labor Market Estimating Conference; making technical changes; amending s. 220.198, F.S.; revising and defining terms; providing a tax credit for eligible businesses that employ an apprentice or preapprentice under certain conditions; authorizing the Department of Revenue to adopt emergency rules; amending s. 413.615, F.S.; revising what the Florida Endowment Foundation for the Division of Vocational Rehabilitation may expend funds on; amending s. 445.003, F.S.; revising requirements for training providers to be included on a state or local eligible training provider list; deleting requirements and eligibility criteria for the Department of Economic Opportunity and the Department of Education regarding the establishment of minimum criteria for an eligible training provider list; amending s. 445.004, F.S.; providing that CareerSource Florida, Inc., may assist the state board in researching and studying approaches to workforce development; revising the list of credentials that must be included on the Master Credentials List; requiring the director of the Office of Reimagining Education and Career Help to serve as the chair of the Credentials Review Committee; revising the criteria used to determine the value for nondegree credentials and degree programs; requiring that credentials remain on the list for a specified time; requiring the Credentials Review Committee to send a notice of deficiency under certain conditions; deleting the requirement that the Credentials Review Committee develop a returned-value funding formula; conforming provisions to changes made by the act; amending s. 445.007, F.S.; requiring each local workforce development board to create an education and industry consortium; requiring the consortia to provide quarterly reports to their local boards containing specified information and requiring local boards to consider the information provided for a specified purpose; providing for the appointment and terms of consortia members and the filling of vacancies; prohibiting local workforce development board members from serving as a consortium member; amending s. 445.009, F.S.; conforming a provision to changes made by the act; removing a requirement for certain training services; amending s. 445.038, F.S.; providing requirements for certain jobs to be eligible for job training; amending s. 446.071, F.S.; revising the entities that may be a local

apprenticeship sponsor; amending s. 446.0915, F.S.; providing that diversified education programs as a paid work-based learning experience should be prioritized; requiring district school boards to ensure access to at least one work-based learning opportunity to certain students; amending s. 446.54, F.S.; authorizing specified employers to apply to the Department of Financial Services for reimbursement of workers' compensation premiums paid for students participating in work-based learning opportunities; providing requirements for the application for reimbursement and verification of information provided on such applications; requiring that reimbursements be made on a first-come, first-served basis; defining the term "educational institution"; amending s. 464.0195, F.S.; revising the primary goals of the Florida Center for Nursing; requiring the center to submit a specified report to the Governor and the Legislature by a specified date each year; amending s. 1001.03, F.S.; requiring the State Board of Education to provide for the review and approval of certain proposals by district career centers; amending s. 1001.43, F.S.; encouraging the district school board to adopt policies and procedures to consult with certain entities to determine how to expose students to industries, businesses, and careers; requiring each district school board to require each high school in its jurisdiction to host a career fair; amending s. 1001.706, F.S.; revising requirements used by the Board of Governors to determine criteria for designating baccalaureate degree and master's degree programs as high-demand programs of emphasis; amending s. 1002.31, F.S.; requiring that the process used by each district school board regarding controlled open enrollment include enabling a student who completed certain courses or a certain industry certification in middle school to continue a sequential program of career and technical education in the same concentration if such program is offered by a high school in the district; amending s. 1003.02, F.S.; modifying requirements for parental notification of acceleration options for students; amending s. 1003.4156, F.S.; adding requirements for a student's personalized academic and career plan; amending s. 1003.4203, F.S.; deleting a requirement that each district school board provide to schools certain digital tools and materials; amending s. 1003.4282, F.S.; revising the credit requirements for a high school diploma; authorizing credit to be awarded for participation in certain career and technical student organizations; requiring the department to convene a workgroup to review and identify certain education programs and pathways; amending s. 1003.4285, F.S.; renaming the "Merit" designation as the "Industry Scholar" designation; amending s. 1003.491, F.S.; revising the data used in creating the strategic 3-year plan developed by the local school district and specified entities; amending s. 1003.5716, F.S.; conforming a provision to changes made by the act; amending s. 1004.013, F.S.; renaming the "workforce opportunity portal" as the "consumer-first workforce system"; amending s. 1004.015, F.S.; providing additional duties for the Florida Talent Development Council; requiring the council to submit recommendations to the Governor and the Legislature by a specified date; requiring the State Board of Education to adopt rules; creating s. 1007.331, F.S.; providing admissions policies for career centers that offer certain science degree

programs; providing requirements for certain science degree programs; requiring the State Board of Education to adopt rules; amending s. 1008.41, F.S.; conforming a provision to changes made by the act; amending s. 1008.44, F.S.; revising which courses must be included on the CAPE Industry Certification Funding List; providing the Department of Education with authority to select certain digital tool certificates; requiring the department to annually review certain assessments; removing criteria used by the Commissioner of Education in limiting certain certifications and certificates; conforming cross-references; amending s. 1009.22, F.S.; providing that certain provisions apply to fees charged for college credit for certain science degrees; establishing tuition rates; amending s. 1009.77, F.S.; providing that the Florida Work Experience Program is available to a postsecondary student at a charter technical career center; encouraging participating postsecondary educational institutions to provide academic credit for the program; creating s. 1009.771, F.S.; authorizing state universities to establish workforce education partnership programs; requiring the Board of Governors to create a template for such programs; providing requirements for the template; requiring the Board of Governors to adopt regulations; amending s. 1009.895, F.S.; deleting definitions; providing that the Open Door Grant Program shall be administered by specified entities; providing eligibility requirements; providing what the grant award may cover; providing requirements for the distribution of funds; deleting the requirement to distribute a specified grant in certain ratios; amending s. 1011.62, F.S.; revising the cost factor for secondary career education programs; revising the calculation for full-time equivalent student membership with respect to dual enrollment students; revising how funds are allocated for certain certifications and education programs; reenacting and amending s. 1011.80, F.S.; removing requirements relating to the award of college credit under certain conditions; authorizing certain entities to offer continuing workforce education courses and programs without prior approval by the State Board of Education; requiring certain Florida College System institutions and school districts to maintain certain adequate records and produce certain reports; deleting a requirement that a workforce education program must be reviewed by the State Board of Education subject to certain criteria for a Florida College System Institution or school district to receive certain funding; providing that new workforce education programs must be approved by the board of trustees of the institution or by the district school board; requiring each district school board to be provided funds for each industry certification earned by a student in specified areas; requiring the board to adopt tiers for certain certifications; revising funding requirements for industry certification earned by workforce education students; amending s. 1011.801, F.S.; requiring certain secondary students to be included on the CAPE Industry Certification Funding List; revising how certain funds may be used; requiring the Department of Education, rather than the State Board of Education, to administer the Workforce Development Capitalization Incentive Grant Program and conforming provisions to that change; authorizing the State Board of Education to adopt rules

governing program administration; amending s. 1011.802, F.S.; revising requirements for the Florida Pathways to Career Opportunities Grant Program; limiting the potential grant award for each recipient; providing duties for the Department of Education regarding the grant program; authorizing the department to grant a bonus in the award amount to certain applicants; revising the amount of funding the department may expend to administer the program; amending s. 1011.803, F.S.; revising requirements for the Money-back Guarantee Program; amending s. 1011.81, F.S.; requiring the State Board of Education to annually report industry certification tiers to the Legislature; revising how awards are funded for certain certifications; amending s. 1012.39, F.S.; revising experience requirements for nondegreed teachers; amending s. 1012.57, F.S.; revising requirements for the award of an adjunct teaching certificate; amending s. 1012.585, F.S.; revising the process by which teachers may earn inservice points; amending ss. 1001.64, 1009.534, 1009.535, 1009.894, 1009.896, and 1013.841, F.S.; conforming cross references; requiring the Office of Program Policy Analysis and Government Accountability to conduct a review of career statewide articulation agreements; providing requirements for the review; requiring the office to present its report to the Legislature by a specified date; providing an appropriation; providing that nondisbursed funds may be carried forward for up to 2 years; providing an appropriation; providing an effective date.

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

Section 1. Paragraph (h) of subsection (3) and subsection (5) of section 14.36, Florida Statutes, are amended, and paragraph (k) is added to subsection (3) of that section, to read:

14.36 Reimagining Education and Career Help Act.—The Reimagining Education and Career Help Act is created to address the evolving needs of Florida's economy by increasing the level of collaboration and cooperation among state businesses and education communities while improving training within and equity and access to a more integrated workforce and education system for all Floridians.

(3) The duties of the office are to:

(h) Develop the criteria for assigning a letter grade for each local workforce development board under s. 445.004. The criteria shall, in part, be based on local workforce development board performance accountability measures and return on investment. The majority of the grade shall be based on the improvement by each local workforce development board in the long-term self-sufficiency of participants through outcome measures such as reduction in long-term public assistance and the percentage of participants whose wages were higher after program completion compared to wages before participation in a program. The office shall also develop criteria and display information that will assist the public in making informed decisions when deciding to access the local workforce development board or one-stop career center.

(k) Facilitate coordination among the Department of Economic Opportunity, the Department of Education, and CareerSource Florida, Inc., to develop and expand apprenticeship, preapprenticeship, and other work-based learning models and streamline efforts to recruit and onboard new apprentices, preapprentices, students, and employers interested in work-based learning opportunities. Such coordination must include, but need not be limited to, conducting outreach with business leaders, local governments, and education providers.

(5) The office shall provide the public with access to available federal, state, and local services and provide stakeholders with a systemwide, global view of workforce related program data across various programs through actionable qualitative and quantitative information. The office shall:

(a) Minimize duplication and maximize the use of existing resources by facilitating the adaptation and integration of state information systems to improve usability and seamlessly link to the consumer-first workforce system opportunity portal and other compatible state information systems and applications to help residents of the state:

1. Explore and identify career opportunities.
2. Identify in-demand jobs and associated earning potential.
3. Identify the skills and credentials needed for specific jobs.
4. Access a broad array of federal, state, and local workforce related programs.
5. Determine the quality of workforce related programs offered by public postsecondary educational institutions and public and private training providers, based on employment, wages, continued education, student loan debt, and receipt of public assistance by graduates of workforce, certificate, or degree programs. To gather this information, the office shall review each workforce related program 1 year after the program's first graduating class and every 5 years after the first review.
6. Identify opportunities and resources to support individuals along their career pathway.
7. Provide information to help individuals understand their potential earnings through paid employment and cope with the loss of public assistance as they progress through career pathways toward self-sufficiency.
8. Map the timing and magnitude of the loss of public assistance for in-demand occupations across the state to help individuals visualize how their incomes will increase over time as they move toward self-sufficiency.

(b) Provide access to labor market data consistent with the ~~official~~ information developed by the Labor Market Estimating Conference and the Labor Market Statistics Center within the Department of Economic

Opportunity and provide guidance on how to analyze the data, the appropriate use of the data, and any limitations of the data, including instances in which such data may not be used.

(c) Maximize the use of the consumer-first workforce system opportunity portal at locations within the workforce development system.

(d) Maximize the use of ~~available federal and private funds~~ appropriated for the development and initial operation of the consumer-first workforce system opportunity portal. Any incidental costs to state agencies must be derived from existing resources.

(e) ~~Annually by December 1, 2022, and annually thereafter,~~ report to the Legislature on the implementation and outcomes of the consumer-first workforce system opportunity portal, including the increase of economic self-sufficiency of individuals.

Section 2. Section 216.135, Florida Statutes, is amended to read:

216.135 Use of official information by state agencies and the judicial branch.—Each state agency and the judicial branch shall use the official information developed by the consensus estimating conferences in carrying out their duties under the state planning and budgeting system. State agencies, including their divisions, bureaus, and statutorily created entities, must ensure that any related work product is consistent with the official information developed by the Economic Estimating Conference, the Demographic Estimating Conference, and the Labor Market Estimating Conference.

Section 3. Paragraph (a) of subsection (7) of section 216.136, Florida Statutes, is amended to read:

216.136 Consensus estimating conferences; duties and principals.—

(7) LABOR MARKET ESTIMATING CONFERENCE.—

(a) The Labor Market Estimating Conference shall develop such official information with respect to ~~real-time~~ supply and demand in Florida's statewide ~~and, regional, and local~~ labor markets as the conference determines is needed by the state's near-term and long-term state planning and budgeting system. Such ~~information~~ must ~~shall~~ include labor supply by education level, analyses of labor demand by occupational groups and occupations compared to labor supply, and a ranking of critical areas of concern, ~~and identification of in-demand, high-skill, middle-level to high-level wage occupations~~ prioritized by level of statewide or regional shortages. The Office of Economic and Demographic Research is designated as the official lead for the United States Census Bureau's State Data Center Program or its successor. All state agencies ~~shall~~ must provide the Office of Economic and Demographic Research with the necessary data to accomplish the goals of the conference. ~~In accordance with s. 216.135, state agencies must ensure that any related work product regarding labor demand and~~

supply is consistent with the official information developed by the Labor Market Estimating Conference created in s. 216.136.

Section 4. Section 220.198, Florida Statutes, is amended to read:

220.198 Experiential learning Internship tax credit program.—

(1) This section may be cited as the “Florida Experiential Learning Internship Tax Credit Program.”

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

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

(b) “Full time” means at least 30 hours per week.

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

~~(d)~~(b) “Qualified business” means a business that is in existence and has been continuously operating for at least 3 years.

~~(e)~~(e) “Student intern” means a person who has completed at least 60 credit hours at a state university or 15 credit hours at a Florida College System institution, regardless of whether the student intern receives course credit for the internship; a person who is enrolled in a career center operated by a school district under s. 1001.44 or a charter technical career center; or any graduate student enrolled at a state university.

(3) For taxable years beginning on or after January 1, 2022, a qualified business is eligible for a credit against the tax imposed by this chapter in the amount of \$2,000 per apprentice, preapprentice, or student intern if all of the following apply:

(a) The qualified business employed at least one apprentice, preapprentice, or student intern in an apprenticeship, preapprenticeship, or internship in which the student intern worked full time in this state for at least 9 consecutive weeks, or the apprentice or preapprentice worked in this state for at least 500 hours, and the qualified business provides the department documentation evidencing each apprenticeship, preapprenticeship, or internship claimed. The department may require the taxpayer to provide the taxpayer’s Registered Apprenticeship Partners Information Data System program identification number and other necessary information, which the department may verify with the Department of Education.

(b) The qualified business provides the department documentation for the current taxable year showing that at least 20 percent of the business’ full-time employees were previously employed by that business as apprentices, preapprentices, or student interns.

~~(c) At the start of an internship,~~ Each apprentice, preapprentice, or student intern provides the qualified business with verification by the

apprentice's, preapprentice's, or student intern's state university, Florida College System institution, career center operated by a school district under s. 1001.44, or charter technical career center, or provider of related technical instruction that the apprentice, preapprentice, or student intern is enrolled and maintains a minimum grade point average of 2.0 on a 4.0 scale, if applicable. The qualified business may accept a letter from the applicable educational institution or provider of related technical instruction stating that the apprentice, preapprentice, or student intern is enrolled as evidence that the apprentice, preapprentice, or student intern meets these requirements.

(4) Notwithstanding paragraph (3)(b), a qualified business that, on average for the 3 immediately preceding years, employed 10 or fewer full-time employees may receive the tax credit if it provides documentation that it previously hired at least one apprentice, preapprentice, or student intern and, for the current taxable year, that it employs on a full-time basis at least one employee who was previously employed by that qualified business as an apprentice, preapprentice, or a student intern.

(5)(a) A qualified business, including all subsidiaries, may not claim a tax credit of more than \$10,000 in any one taxable year.

(b) The combined total amount of tax credits which may be granted to qualified businesses under this section is \$2.5 million in each of state fiscal years 2021-2022, and 2022-2023, 2023-2024, and 2024-2025. The department must approve the tax credit prior to the taxpayer taking the credit on a return. The department must approve credits on a first-come, first-served basis.

(6) The department may adopt rules, including emergency rules pursuant to s. 120.54(4), governing the manner and form of applications for the tax credit and establishing qualification requirements for the tax credit. All conditions are deemed met for the adoption of emergency rules pursuant to s. 120.54(4).

(7) A qualified business may carry forward any unused portion of a tax credit under this section for up to 2 taxable years.

Section 5. Paragraph (a) of subsection (10) and subsection (14) of section 413.615, Florida Statutes, are amended to read:

413.615 Florida Endowment for Vocational Rehabilitation.—

(10) DISTRIBUTION OF MONEYS.—The board shall use the moneys in the operating account, by whatever means, to provide for:

(a)1. Planning, research, and policy development for issues related to the employment and training of disabled citizens, and publication and dissemination of such information as may serve the objectives of this section.



2. Research on the systems in the state which provide services to persons with disabilities, including autism and intellectual and developmental disabilities. The board shall submit to the Legislature a report by December 1, 2023. The report must:

a. Identify the current systems for service delivery to persons with disabilities, including operations, services, coordination activities, and structures.

b. Identify barriers and obstacles in transportation for persons with disabilities living in the home or receiving community-based services for jobs, medical appointments, and peer-to-peer groups.

c. Identify workforce issues related to direct-support professionals, behavioral or mental health specialists, health care practitioners, and other individuals who assist with the provision of services to persons with disabilities.

d. Examine the best practices for uniform and efficient service delivery and the coordination of and transition among systems, including transitioning out of high school.

e. Examine federal and state law and rules that impact or limit supports or services for persons with disabilities.

f. Identify systemwide incongruence and inefficiencies in service delivery.

g. Identify opportunities for job coaching and community participation supports, including those opportunities for individuals who cannot, or choose not to, enter the community because of underlying issues.

Any allocation of funds for research, advertising, or consulting shall be subject to a competitive solicitation process. State funds may not be used to fund events for private sector donors or potential donors or to honor supporters.

(14) REPEAL.—This section is repealed October 1, ~~2027~~ 2023, unless reviewed and saved from repeal by the Legislature.

Section 6. Paragraph (b) of subsection (7) of section 445.003, Florida Statutes, is amended to read:

445.003 Implementation of the federal Workforce Innovation and Opportunity Act.—

(7) DUTIES OF THE DEPARTMENT.—The department shall adopt rules to implement the requirements of this chapter, including:

(b) Initial and subsequent eligibility criteria, based on input from the state board, local workforce development boards, the Department of

Education, and other stakeholders, for the Workforce Innovation and Opportunity Act eligible training provider list. This list directs training resources to programs leading to employment in high-demand and high-priority occupations that provide economic security, particularly those occupations facing a shortage of skilled workers. A training provider who offers training to obtain a credential on the Master Credentials List under s. 445.004(4)(h) may not be included on a state or local eligible training provider list if the provider fails to submit the required information or fails to meet initial or subsequent eligibility criteria. Subsequent eligibility criteria must use the performance and outcome measures defined and reported under s. 1008.40, to determine whether each program offered by a training provider is qualified to remain on the list.

~~1. For the 2021-2022 program year, The Department of Economic Opportunity and the Department of Education shall establish the minimum criteria a training provider must achieve for completion, earnings, and employment rates of eligible participants. A provider must meet at least two of the minimum criteria for subsequent eligibility. The minimum program criteria may not exceed the threshold at which more than 20 percent of all eligible training providers in the state would fall below.~~

~~2. Beginning with the 2022-2023 program year, each program offered by a training provider must, at a minimum, meet all of the following:~~

~~a. Income earnings for all individuals who complete the program that are equivalent to or above the state's minimum wage in a calendar quarter.~~

~~b. An employment rate of at least 75 percent for all individuals. For programs linked to an occupation, the employment rate is calculated based on obtaining employment in the field in which the participant was trained.~~

~~c. A completion rate of at least 75 percent for all individuals, beginning with the 2023-2024 program year.~~

Section 7. Subsection (1), paragraph (h) of subsection (4), and subsections (6) and (8) of section 445.004, Florida Statutes, are amended to read:

445.004 CareerSource Florida, Inc., and the state board; creation; purpose; membership; duties and powers.—

(1) CareerSource Florida, Inc., is created as a not-for-profit corporation, which shall be registered, incorporated, organized, and operated in compliance with chapter 617 and shall operate at the direction of the state board. CareerSource Florida, Inc., is not a unit or entity of state government and is exempt from chapters 120 and 287. CareerSource Florida, Inc., shall apply the procurement and expenditure procedures required by federal law for the expenditure of federal funds. To the extent permitted by state or federal law, CareerSource Florida, Inc., in consultation with the department, shall assist the state board in researching and studying streamlined and collaborative approaches to workforce

development which result in cost savings and efficiencies throughout the state. CareerSource Florida, Inc., shall be administratively housed within the department and shall operate under agreement with the department. The Legislature finds that public policy dictates that CareerSource Florida, Inc., operate in the most open and accessible manner consistent with its public purpose. To this end, the Legislature specifically declares that CareerSource Florida, Inc., its board, councils, and any advisory committees or similar groups created by CareerSource Florida, Inc., are subject to the provisions of chapter 119 relating to public records, and those provisions of chapter 286 relating to public meetings.

(4)

(h)1. The state board shall appoint a Credentials Review Committee to identify nondegree credentials and degree credentials of value for approval by the state board and inclusion in the Master Credentials List. Such credentials must include registered apprenticeship programs, industry certifications, including industry certifications for agricultural occupations submitted pursuant to s. 570.07(43), licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas,

associate degrees, baccalaureate degrees, and graduate degrees. The Credentials Review Committee must include:

- a. The Chancellor of the Division of Public Schools.
- b. The Chancellor of the Division of Career and Adult Education.
- c. The Chancellor of the Florida College System.
- d. The Chancellor of the State University System.
- e. The director of the Office of Reimagining Education and Career Help, who shall serve as chair of the committee.
- f. Four members from local workforce development boards, with equal representation from urban and rural regions.
- g. Two members from nonpublic postsecondary institutions.
- h. Two members from industry associations.
- i. Two members from Florida-based businesses.
- j. Two members from the Department of Economic Opportunity.
- k. One member from the Department of Agriculture and Consumer Services.

2. All information pertaining to the Credentials Review Committee, the process for the approval of credentials of value, and the Master Credentials

List must be made available and be easily accessible to the public on all relevant state agency websites.

3. The Credentials Review Committee shall establish a definition for credentials of value and create a framework of quality. The framework must align with federally funded workforce accountability requirements and undergo biennial review.

4. The criteria to determine value for nondegree credentials should, at a minimum, require:

a. Evidence that the credential meets labor market demand as identified by the Labor Market Statistics Center within the Department of Economic Opportunity or the Labor Market Estimating Conference created in s. 216.136, or meets local demand as identified in the criteria adopted by the Credentials Review Committee. The Credentials Review Committee may consider additional evidence to determine labor market demand for credentials for agricultural occupations. Evidence to be considered by the Credentials Review Committee must include employer information on present credential use or emerging opportunities.

b. Evidence that the competencies mastered upon completion of the credential are aligned with labor market demand.

c. Evidence of the employment and earnings outcomes for individuals after obtaining the credential. Earnings outcomes must provide middle-level to high-level wages with preference given to credentials generating high-level wages. Credentials that do not meet the earnings outcomes criteria must be part of a sequence of credentials that are required for the next level occupation that does meet the earnings outcomes criteria in order to be identified as a credential of value. For new credentials, this criteria may be met with conditional eligibility until measurable labor market outcomes are obtained.

5. The Credentials Review Committee shall establish the criteria to determine value for degree programs. This criteria must ~~shall~~ include evidence that the program meets statewide or regional the labor market demand as identified by the Labor Market Statistics Center within the Department of Economic Opportunity or the Labor Market Estimating Conference created in s. 216.136, or meets local demand as determined by the committee. The Credentials Review Committee may consider additional evidence to determine labor market demand for credentials for agricultural occupations. Such criteria, once available and applicable to baccalaureate degrees and graduate degrees, must be used to designate programs of emphasis under s. 1001.706 and to guide the development of program standards and benchmarks under s. 1004.92.

6. The Credentials Review Committee shall establish a process for prioritizing nondegree credentials and degree programs based on critical statewide or regional shortages.

7. The Credentials Review Committee shall establish a process for:

a. At a minimum, quarterly review and approval of credential applications. Approved credentials of value shall be used by the committee to develop the Master Credentials List.

b. Annual review of the Master Credentials List.

c. Phasing out credentials on the Master Credentials List that no longer meet the framework of quality. Credentials must remain on the list for at least 1 year after identification for removal.

d. Designating performance funding eligibility under ss. 1011.80 and 1011.81, based upon the highest available certification for postsecondary students.

e. Upon approval ~~Beginning with the 2022-2023 school year, the state board shall submit the Master Credentials List to the State Board of Education. The list must, at a minimum, identify nondegree credentials and degree programs determined to be of value for purposes of the CAPE Industry Certification Funding List adopted under ss. 1008.44 and 1011.62(1); if the credential or degree program meets statewide, regional, or local level demand; the type of certificate, credential, or degree; and the primary standard occupation classification code. For the 2021-2022 school year, the Master Credentials List shall be comprised of the CAPE Industry Certification Funding List and the CAPE Postsecondary Industry Certification Funding List under ss. 1008.44 and 1011.62(1) and adopted by the State Board of Education before October 1, 2021.~~

f. If an application submitted to the Credentials Review Committee does not meet the required standards, the Credentials Review Committee must provide a notice of deficiency to the applicant and the provider who was identified as the point of contact provided on the application by the end of the next quarter after receipt of the application. The notice must include the basis for denial and the procedure to appeal the denial.

8. The Credentials Review Committee shall establish a process for linking Classifications of Instructional Programs (CIP) to Standard Occupational Classifications (SOC) for all new credentials of value identified on the Master Credentials List. The CIP code aligns instructional programs to occupations. A CIP to SOC link indicates that programs classified in the CIP code category prepare individuals for jobs classified in the SOC code category. The state board shall submit approved CIP to SOC linkages to the State Board of Education with each credential that is added to the Master Credentials List.

9. The Credentials Review Committee shall identify all data elements necessary to collect information on credentials by the Florida Education and Training Placement Program automated system under s. 1008.39.

~~10.—The Credentials Review Committee shall develop a returned-value funding formula as provided under ss. 1011.80(7)(b) and 1011.81(2)(b). When developing the formula, the committee may not penalize Florida College System institutions or school districts if students postpone employment to continue their education.~~

(6) The state board, in consultation with the department, shall achieve the purposes of this section by:

(a) Creating a state employment, education, and training policy that ensures workforce related programs are responsive to present and future business and industry needs and complement the initiatives of Enterprise Florida, Inc.

(b) Establishing policy direction for a uniform funding system that prioritizes evidence-based, results-driven solutions by providing incentives to improve the outcomes of career education, registered apprenticeship, and work-based learning programs and that focuses resources on occupations related to new or emerging industries that add greatly to the value of the state's economy.

(c) Establishing a comprehensive policy related to the education and training of target populations such as those who have disabilities, are economically disadvantaged, receive public assistance, are not proficient in English, or are dislocated workers. This approach should ensure the effective use of federal, state, local, and private resources in reducing the need for public assistance by combining two or more sources of funding to support workforce related programs or activities for vulnerable populations.

(d) Identifying barriers to coordination and alignment among workforce related programs and activities and developing solutions to remove such barriers.

(e) Maintaining a Master Credentials List that:

1. Serves as a public and transparent inventory of state-approved credentials of value.

2. Directs the use of federal and state funds for workforce education and training programs that lead to approved credentials of value.

3. Guides workforce education and training programs by informing the public of the credentials that have value in the current or future job market.

(f) Requiring administrative cost arrangements among planning regions.

(g) Implementing consistent contract and procurement policies and procedures.

(h) Requiring the use of a state-established template for contracts or other methods for ensuring all contract mechanisms follow certain standards established by the state board.

(i) Leveraging buying power to achieve cost savings for fringe benefits, including, but not limited to, health insurance, life insurance, and retirement.

(8) Each October 15 Annually, beginning July 1, 2022, the state board shall assign and make the public information available and easily accessible on its website a letter grade for each local workforce development board using the criteria established by the Office of Reimagining Education and Career Help under s. 14.36, including the most recently assigned letter grade.

Section 8. Subsection (15) is added to section 445.007, Florida Statutes, to read:

445.007 Local workforce development boards.—

(15) Each local workforce development board shall create an education and industry consortium composed of representatives of educational entities and businesses in the designated service delivery area. Each consortium shall provide quarterly reports to the applicable local board which provide community-based information related to educational programs and industry needs to assist the local board in making decisions on programs, services, and partnerships in the service delivery area. The local board shall consider the information obtained from the consortium to determine the most effective ways to grow, retain, and attract talent to the service delivery area. The chair of the local workforce development board shall appoint the consortium members. A member of a local workforce development board may not serve as a member of the consortium. Consortium members shall be appointed for 2-year terms beginning on January 1 of the year of appointment, and any vacancy on the consortium must be filled for the remainder of the unexpired term in the same manner as the original appointment.

Section 9. Paragraphs (a) and (e) of subsection (8) of section 445.009, Florida Statutes, are amended to read:

445.009 One-stop delivery system.—

(8)

(a) Individual Training Accounts must be expended on programs that prepare people to enter occupations identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference created by s. 216.136, and on other programs recommended and approved by the state board following a review by the department to determine the program's compliance with federal law.

(e) Training services provided through Individual Training Accounts must be performance-based, ~~with successful job placement triggering final payment of at least 10 percent.~~

Section 10. Section 445.038, Florida Statutes, is amended to read:

445.038 Digital media; job training.—CareerSource Florida, Inc., through the Department of Economic Opportunity, may use funds dedicated for incumbent worker training for the digital media industry. Training may be provided by public or private training providers for broadband digital media jobs listed on the occupations list developed by the Labor Market Estimating Conference or the Labor Market Statistics Center within the Department of Economic Opportunity and on other programs recommended and approved by the state board following a review by the department to determine the program's compliance with federal law. Programs that operate outside the normal semester time periods and coordinate the use of industry and public resources must ~~should~~ be given priority status for funding.

Section 11. Subsection (2) of section 446.071, Florida Statutes, is amended to read:

446.071 Apprenticeship sponsors.—

(2) A local apprenticeship sponsor may be a committee, a group of employers, an employer, ~~or a group of employees,~~ an educational institution, a local workforce board, a community or faith-based organization, an association, or any combination thereof.

Section 12. Present subsection (3) of section 446.0915, Florida Statutes, is redesignated as subsection (4), a new subsection (3) is added to that section, and subsection (2) of that section is amended, to read:

446.0915 Work-based learning opportunities.—

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

- (a) Be developmentally appropriate.
- (b) Identify learning objectives for the term of experience.
- (c) Explore multiple aspects of an industry.
- (d) Develop workplace skills and competencies.
- (e) Assess performance.
- (f) Provide opportunities for work-based reflection.
- (g) Link to next steps in career planning and preparation in a student's chosen career pathway.



(h) Be provided in an equal and fair manner.

(i) Be documented and reported in compliance with state and federal labor laws.

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

(3) Each district school board shall ensure that each student enrolled in grades 9 through 12 has access to at least one work-based learning opportunity.

Section 13. Section 446.54, Florida Statutes, is amended to read:

446.54 Reimbursement for workers' compensation insurance premiums.

(1) A student 18 years of age or younger who is in a paid work-based learning opportunity ~~must~~ shall be covered by the workers' compensation insurance of his or her employer in accordance with chapter 440. For purposes of chapter 440, a school district or Florida College System institution is considered the employer of a student 18 years of age or younger who is providing unpaid services under a work-based learning opportunity provided by the school district or Florida College System institution.

(2) Subject to appropriation, ~~the Department of Education may reimburse~~ employers, including school districts and Florida College System institutions, may apply to the Department of Financial Services for reimbursement of the proportionate cost of workers' compensation premiums paid during the fiscal year for students participating in work-based learning opportunities in the previous state fiscal year in accordance with department rules.

(a) An application for reimbursement must include the following information:

1. The number of students participating in work-based learning opportunities with the employer, including the number of those participating in paid and unpaid work-based learning opportunities;

2. An attestation that:

a. The students were 18 years of age or younger during the time of participation in the work-based learning opportunity; and

b. For an employer who paid the students, the employer is seeking reimbursement for the proportionate cost of workers' compensation premiums related to those students only; or

c. For a school district or Florida College System institution that is considered the employer, the employer is seeking reimbursement for the proportionate cost of workers' compensation premiums related to those students only;

3. A description of the method used by the employer to determine the proportionate share of the cost of workers' compensation premiums attributable to students;

4. The total amount of reimbursement requested;

5. The employer's name, point of contact, and contact information;

6. A statement by the employer agreeing to maintain documentation supporting the information in the application for 5 years; and

7. Any other information requested by the department.

(b) Within 45 days after receipt of a complete application, the Department of Financial Services must process the application and notify the applicant of approval or denial of the application. The Department of Financial Services shall coordinate with the educational institution to verify the information on the application related to the employer and the students participating in the work-based learning opportunity. Reimbursements must be made on a first-come, first-served basis.

(c) For purposes of this section, the term "educational institution" means a school as defined in s. 1003.01(2) operated by a district school board, a charter school formed under s. 1002.33, a career center operated by a district school board under s. 1001.44, a charter technical career center under s. 1002.34, or a Florida College System institution identified in s. 1000.21.

Section 14. Paragraph (a) of subsection (2) of section 464.0195, Florida Statutes, is amended, paragraph (c) is added to that subsection, and subsection (5) is added to that section, to read:

464.0195 Florida Center for Nursing; goals.—

(2) The primary goals for the center shall be to:

(a) Develop a strategic statewide plan for nursing manpower in this state by:

1. Conducting a statistically valid biennial data-driven gap analysis of the supply and demand of the health care workforce. ~~Demand must align with the Labor Market Estimating Conference created in s. 216.136.~~ The center shall:

a. Establish and maintain a database on nursing supply and demand in the state, to include current supply and demand.

b. Analyze the current and future supply and demand in the state and the impact of this state's participation in the Nurse Licensure Compact under s. 464.0095.

2. Developing recommendations to increase nurse faculty and clinical preceptors, support nurse faculty development, and promote advanced nurse education.

3. Developing best practices in the academic preparation and continuing education needs of qualified nurse educators, nurse faculty, and clinical preceptors.

4. Collecting data on nurse faculty, employment, distribution, and retention.

5. Piloting innovative projects to support the recruitment, development, and retention of qualified nurse faculty and clinical preceptors.

6. Encouraging and coordinating the development of academic-practice partnerships to support nurse faculty employment and advancement.

7. Developing distance learning infrastructure for nursing education and advancing faculty competencies in the pedagogy of teaching and the evidence-based use of technology, simulation, and distance learning techniques.

(c) Convene various groups representative of nurses, other health care providers, business and industry, consumers, lawmakers, and educators to:

1. Review and comment on data analysis prepared for the center;

2. Recommend systemic changes, including strategies for implementation of recommended changes; and

3. Evaluate and report the results of these efforts to the Legislature and other entities.

(5) No later than each January 10, the center shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives providing details of its activities during the preceding calendar year in pursuit of its goals and in the execution of its duties under subsection (2), including a nursing education program report. The center shall annually update the report no later than February 10, to include data related to the NCLEX examination.

Section 15. Present subsections (15) through (19) of section 1001.03, Florida Statutes, are redesignated as subsections (16) through (20), respectively, and a new subsection (15) is added to that section, to read:

1001.03 Specific powers of State Board of Education.—

(15) DISTRICT POSTSECONDARY ASSOCIATE IN APPLIED SCIENCE AND ASSOCIATE IN SCIENCE DEGREE PROGRAMS.—The State Board of Education shall provide for the review and approval of proposals by district career centers to offer associate in applied science and associate in science degree programs pursuant to s. 1007.331.

Section 16. Subsection (14) of section 1001.43, Florida Statutes, is amended to read:

1001.43 Supplemental powers and duties of district school board.—The district school board may exercise the following supplemental powers and duties as authorized by this code or State Board of Education rule.

(14) RECOGNITION OF ACADEMIC AND CAREER ACHIEVEMENT.

(a) The Legislature recognizes the importance of promoting student academic and career achievement, motivating students to attain academic and career achievement, and providing positive acknowledgment for that achievement. It is the intent of the Legislature that school districts bestow the same level of recognition to the state's academic and career scholars as to its athletic scholars.

(b) The district school board is encouraged to adopt policies and procedures to celebrate the academic and career work~~force~~ achievement of students by:

1. Declaring an “Academic Scholarship Signing Day” to recognize the outstanding academic achievement of high school seniors who sign a letter of intent to accept an academic scholarship offered to the student by a postsecondary educational institution.

2. Declaring a “College and Career Decision Day” to recognize high school seniors for their postsecondary education plans, to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.

(c) Beginning with the 2023-2024 school year, each district school board shall require each high school within its jurisdiction to host an annual career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair. The career fair must be held on the campus of the high school, except that a group of high schools in the district or a group of districts may hold a joint career fair at an alternative location to satisfy the requirement in this paragraph. A joint career fair must be held at a location located within reasonable driving distance for students at all participating schools. The career fair must be held during the school day and may use Florida's online career planning and work-based learning system as part of the career fair activities.

District school board policies and procedures may include conducting assemblies or other appropriate public events in which students sign actual or ceremonial documents accepting scholarships or enrollment. The district school board may encourage holding such events in an assembly or gathering of the entire student body as a means of making academic and career success and recognition visible to all students.

Section 17. Paragraph (b) of subsection (5) of section 1001.706, Florida Statutes, is amended to read:

1001.706 Powers and duties of the Board of Governors.—

(5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

(b) The Board of Governors shall develop a strategic plan specifying goals and objectives for the State University System and each constituent university, including each university's contribution to overall system goals and objectives. The strategic plan must:

1. Include performance metrics and standards common for all institutions and metrics and standards unique to institutions depending on institutional core missions, including, but not limited to, student admission requirements, retention, graduation, percentage of graduates who have attained employment, percentage of graduates enrolled in continued education, licensure passage, average wages of employed graduates, average cost per graduate, excess hours, student loan burden and default rates, faculty awards, total annual research expenditures, patents, licenses and royalties, intellectual property, startup companies, annual giving, endowments, and well-known, highly respected national rankings for institutional and program achievements.

2. Consider reports and recommendations of the Florida Talent Development Council under s. 1004.015 and the Articulation Coordinating Committee under s. 1007.01, and the information provided by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference.

3. Include student enrollment and performance data delineated by method of instruction, including, but not limited to, traditional, online, and distance learning instruction.

4. Include criteria for designating baccalaureate degree and master's degree programs at specified universities as high-demand programs of emphasis. Once the criteria are available and applicable to baccalaureate degrees and graduate degrees ~~The programs of emphasis list adopted by the Board of Governors before July 1, 2021, shall be used for the 2021-2022 academic year. Beginning in the 2022-2023 academic year, the Board of Governors shall adopt the criteria to determine value for and prioritization of degree credentials and degree programs established by the Credentials Review Committee under s. 445.004 for designating high-demand programs~~

of emphasis. The Board of Governors must review designated programs of emphasis, at a minimum, every 3 years to ensure alignment with the prioritization of degree credentials and degree programs identified by the Credentials Review Committee.

Section 18. Paragraph (1) is added to subsection (3) of section 1002.31, Florida Statutes, to read:

1002.31 Controlled open enrollment; public school parental choice.—

(3) Each district school board shall adopt by rule and post on its website the process required to participate in controlled open enrollment. The process must:

(1) Enable a student who, in middle school, completed a career and technical education course or an industry certification included in the CAPE Industry Certification Funding List to continue a sequential program of career and technical education in the same concentration, if a high school in the district offers the program.

Section 19. Paragraph (i) of subsection (1) of section 1003.02, Florida Statutes, is amended to read:

1003.02 District school board operation and control of public K-12 education within the school district.—As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school districts. The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees, and facilities. Their responsibilities include staff development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

(1) Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students in the following areas:

(i) *Parental Notification of acceleration, academic, and career planning options.*—At the beginning of each school year, notify parents of students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses; career and professional academies; career-themed courses; the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10); work-based learning opportunities, including internships and apprenticeship and preapprenticeship programs; foundational and soft-skill

credentialing programs under s. 445.06; and Florida Virtual School courses; and options for early graduation under s. 1003.4281, and provide those students and parents with guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students and parents on those options.

Section 20. Paragraph (e) of subsection (1) of section 1003.4156, Florida Statutes, is amended to read:

1003.4156 General requirements for middle grades promotion.—

(1) In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

(e) One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student, which must use, when available, Florida's online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually that may be revised as the student progresses through middle school and high school. The personalized academic and career plan; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07 and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285 and the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10); the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; work-based learning opportunities, including internships and pre-apprenticeship and apprenticeship programs; and career education courses, including career-themed courses, ~~preapprenticeship and apprenticeship programs,~~ and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

Section 21. Subsections (2) and (5) of section 1003.4203, Florida Statutes, are amended to read:

1003.4203 Digital materials, CAPE Digital Tool certificates, and technical assistance.—

~~(2) CAPE ESE DIGITAL TOOLS.— Each district school board, in consultation with the district school superintendent, shall make available digital and instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12. Beginning with the 2015-2016 school year:~~

~~(a) Digital materials may include CAPE Digital Tool certificates, work-place industry certifications, and OSHA industry certifications identified pursuant to s. 1008.44 for students with disabilities; and~~

~~(b) Each student's individual educational plan for students with disabilities developed pursuant to this chapter must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.~~

~~(4)(5) CAPE INNOVATION AND CAPE ACCELERATION.—~~

~~(a) CAPE Innovation.— Courses, identified in the CAPE Industry Certification Funding List, that combine academic and career content, and performance outcome expectations that, if achieved by a student, shall articulate for college credit and be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.c. Such approved courses must incorporate at least two third-party assessments that, if successfully completed by a student, shall articulate for college credit. At least one of the two third-party assessments must be associated with an industry certification that is identified on the CAPE Industry Certification Funding List. Each course that is approved by the commissioner must be specifically identified in the Course Code Directory as a CAPE Innovation Course.~~

~~(b) CAPE Acceleration.— Industry certifications that articulate for 15 or more college credit hours and, if successfully completed, are eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.d. Each approved industry certification must be specifically identified in the CAPE Industry Certification Funding List as a CAPE Acceleration Industry Certification.~~

Section 22. Present subsection (11) of section 1003.4282, Florida Statutes, is redesignated as subsection (12), a new subsection (11) is added to that section, and paragraph (e) of subsection (3) and paragraph (a) of subsection (8) of that section are amended, to read:

1003.4282 Requirements for a standard high school diploma.—

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

(e) *One credit in fine or performing arts, speech and debate, or career and technical education, or practical arts.*—A The practical arts course that



incorporates ~~must incorporate~~ artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. Eligible practical arts courses are identified in the Course Code Directory.

(8) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL CREDIT REQUIREMENTS.—

(a) Participation in career education courses engages students in their high school education, increases academic achievement, enhances employability, and increases postsecondary success. The department shall develop, for approval by the State Board of Education, multiple, additional career education courses or a series of courses that meet the requirements set forth in s. 1003.493(2), (4), and (5) and this subsection and allow students to earn credit in both the career education course and courses required for high school graduation under this section and s. 1003.4281.

1. The state board must determine at least biennially if sufficient academic standards are covered to warrant the award of academic credit, including satisfaction of graduation, assessment, and state university admissions requirements under this section.

2. Career education courses must:

a. Include workforce and digital literacy skills.

b. Integrate required course content with practical applications and designated rigorous coursework that results in one or more industry certifications or clearly articulated credit or advanced standing in a 2-year or 4-year certificate or degree program, which may include high school junior and senior year work-related internships or apprenticeships. The department shall negotiate state licenses for material and testing for industry certifications.

The instructional methodology used in these courses must comprise authentic projects, problems, and activities for contextual academic learning and emphasize workplace skills identified under s. 445.06.

3. A student who earns credit upon completion of an apprenticeship or preapprenticeship program registered with the Department of Education under chapter 446 may use such credit to satisfy the high school graduation credit requirements in paragraph (3)(e) or paragraph (3)(g). The state board shall approve and identify in the Course Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used pursuant to this subparagraph.

4. The State Board of Education shall, by rule, establish a process that enables a student to receive work-based learning credit or credit in electives for completing a threshold level of demonstrable participation in extracurricular activities associated with career and technical student organizations. ~~Work-based learning credit or credit in electives for extracurricular~~

activities or supervised agricultural experiences may not be limited by grade level.

(11) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department of Education shall convene a workgroup to:

(a) Identify best practices in career and technical education pathways from middle school to high school to aid middle school students in career planning and facilitate their transition to high school programs. The career pathway must be linked to postsecondary programs.

(b) Establish three mathematics pathways for students enrolled in secondary grades by aligning mathematics courses to programs, postsecondary education, and careers. The workgroup shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs, postsecondary education, and careers.

Section 23. Paragraph (b) of subsection (1) of section 1003.4285, Florida Statutes, is amended to read:

1003.4285 Standard high school diploma designations.—

(1) Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:

(b) *Industry Scholar Merit designation.*—In addition to the requirements of s. 1003.4282, in order to earn the Industry Scholar Merit designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

Section 24. Subsection (3) of section 1003.491, Florida Statutes, is amended to read:

1003.491 Florida Career and Professional Education Act.—The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

(3) The strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions must ~~shall~~ be constructed and based on:

(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Statistics Center within the Department of Economic

Opportunity and the Labor Market Estimating Conference as factors in the criteria for the plan created in s. 216.136;

(b) Strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference created in s. 216.136;

(c) Strategies to provide shared, maximum use of private sector facilities and personnel;

(d) Strategies ~~to that~~ ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards;

(e) Strategies to provide personalized student advisement, including a parent-participation component, and coordination with middle grades to promote and support career-themed courses and education planning;

(f) Alignment of requirements for middle school career planning, middle and high school career and professional academies or career-themed courses leading to industry certification or postsecondary credit, and high school graduation requirements;

(g) Provisions to ensure that career-themed courses and courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit;

(h) Plans to sustain and improve career-themed courses and career and professional academies;

(i) Strategies to improve the passage rate for industry certification examinations if the rate falls below 50 percent;

(j) Strategies to recruit students into career-themed courses and career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy. School boards shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below a 2.0;

(k) Strategies to provide sufficient space within academies to meet workforce needs and to provide access to all interested and qualified students;

(l) Strategies to implement career-themed courses or career and professional academy training that lead to industry certification in juvenile justice education programs;

(m) Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses;

(n) Promotion of the benefits of the Gold Seal Bright Futures Scholarship;

(o) Strategies to ensure the review of district pupil-progression plans and to amend such plans to include career-themed courses and career and professional academy courses and to include courses that may qualify as substitute courses for core graduation requirements and those that may be counted as elective courses;

(p) Strategies to provide professional development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification; and

(q) Strategies to redirect appropriated career funding in secondary and postsecondary institutions to support career academies and career-themed courses that lead to industry certification.

Section 25. Paragraph (b) of subsection (1) and paragraph (a) of subsection (2) of section 1003.5716, Florida Statutes, are amended to read:

1003.5716 Transition to postsecondary education and career opportunities.—All students with disabilities who are 3 years of age to 21 years of age have the right to a free, appropriate public education. As used in this section, the term “IEP” means individual education plan.

(1) To ensure quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities, during the student’s seventh grade year or when the student attains the age of 12, whichever occurs first, an IEP team shall begin the process of, and develop an IEP for, identifying the need for transition services before the student with a disability enters high school or attains the age of 14 years, whichever occurs first, in order for his or her postsecondary goals and career goals to be identified. The plan must be operational and in place to begin implementation on the first day of the student’s first year in high school. This process must include, but is not limited to:

(b) Preparation for the student to graduate from high school with a standard high school diploma pursuant to s. 1003.4282 with a Scholar designation unless the parent chooses an Industry Scholar a ~~Merit~~ designation; and

(2) Beginning not later than the first IEP to be in effect when the student enters high school, attains the age of 14, or when determined appropriate by the parent and the IEP team, whichever occurs first, the IEP must include the following statements that must be updated annually:

(a) A statement of intent to pursue a standard high school diploma and a Scholar or an Industry Scholar Merit designation, pursuant to s. 1003.4285, as determined by the parent.

1. The statement must document discussion of the process for a student with a disability who meets the requirements for a standard high school diploma to defer the receipt of such diploma pursuant to s. 1003.4282(9)(c).

2. For the IEP in effect at the beginning of the school year the student is expected to graduate, the statement must include a signed statement by the parent, the guardian, or the student, if the student has reached the age of majority and rights have transferred to the student, that he or she understands the process for deferment and identifying if the student will defer the receipt of his or her standard high school diploma.

Section 26. Paragraph (a) of subsection (3) of section 1004.013, Florida Statutes, is amended to read:

1004.013 SAIL to 60 Initiative.—

(3) There is created within the SAIL to 60 Initiative the Strategic Efforts to Achieve Self-Sufficiency (SEAS) which consists of:

(a) The consumer-first workforce system opportunity portal under s. 14.36, which provides the public with more effective access to available federal, state, and local services and a systemwide, global view of workforce related program data across various programs through actionable qualitative and quantitative information.

Section 27. Subsection (7) is added to section 1004.015, Florida Statutes, to read:

1004.015 Florida Talent Development Council.—

(7) The council shall identify barriers and best practices in the facilitation of work-based learning opportunities for students in middle and high school. By December 1, 2023, the council shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives recommendations on best practices for collaboration between district school boards, local workforce development boards, and local businesses and business groups. The recommendations must include any necessary legislative action to facilitate work-based learning opportunities for students in middle and high school, including the identification of potential targeted financial incentives that may help to facilitate work-based learning opportunities for students.

Section 28. Section 1007.331, Florida Statutes, is created to read:

1007.331 Site-determined associate in applied science and associate in science degree access.—

(1) Any career center that offers one or more associate in applied science or associate in science degree programs must maintain an open-door admission policy for associate-level degree programs and workforce education programs.

(2) A career center may not terminate its existing programs as a result of being authorized to offer one or more associate in applied science or associate in science degree programs.

(3) A career center may:

(a) Offer associate in applied science or associate in science degree programs through formal agreements between the local Florida College System institution and other accredited postsecondary educational institutions pursuant to s. 1007.22.

(b) Establish an associate in applied science or associate in science degree program for purposes of meeting district, regional, or statewide workforce needs if approved by the State Board of Education under this section, beginning July 1, 2024.

(4) The approval process for associate in applied science or associate in science degree programs must require:

(a) Each career center to submit a notice of its intent to propose an associate in applied science or associate in science degree program to the Division of Career and Adult Education at least 100 days before the submission of its proposal under paragraph (d). The notice must include a brief description of the program, the workforce demand and unmet need for graduates of the program to include evidence from entities independent of the institution, the geographic region to be served, and an estimated timeframe for implementation. Notices of intent may be submitted by a career center at any time throughout the year. The notice must also include evidence that the career center engaged in need, demand, and impact discussions with one or more Florida College System institutions and other accredited postsecondary education providers in its service district.

(b) The Division of Career and Adult Education to forward the notice of intent to the Chancellor of the Florida College System within 10 business days after receiving such notice. State colleges shall have 60 days following receipt of the notice by the Chancellor of the Florida College System to submit objections to the proposed new program or submit an alternative proposal to offer the associate in applied science or associate in science degree program. Objections or alternative proposals must be submitted to the Division of Career and Adult Education and must be considered by the

State Board of Education in making its decision to approve or deny a career center's proposal.

(c) An alternative proposal submitted by a Florida College System institution or private college to address all of the following:

1. The extent to which the workforce demand and unmet need described in the notice of intent will be met.

2. The extent to which students will be able to complete the degree in the geographic region proposed to be served by the career center.

3. The level of financial commitment of the Florida College System institution to the development, implementation, and maintenance of the specified degree program, including timelines.

4. The extent to which faculty at both the career center and the Florida College System institution will collaborate in the development and offering of the curriculum.

5. The ability of the career center and the Florida College System institution to develop and approve the curriculum for the specified degree program within 6 months after an agreement between the career center and Florida College System institution is signed.

6. The extent to which the student may incur additional costs above what the student would expect to incur if the program were offered by the career center.

(d) Each proposal submitted by a career center to, at a minimum, include all of the following:

1. A description of the planning process and timeline for implementation.

2. An analysis of workforce demand and unmet need for graduates of the program on a district, regional, or statewide basis, as appropriate, including evidence from entities independent of the institution.

3. Identification of the facilities, equipment, and library and academic resources that will be used to deliver the program.

4. The program cost analysis of creating a new associate in applied science or associate in science degree when compared to alternative proposals and other program delivery options.

5. The program's admission requirements, academic content, curriculum, faculty credentials, student-to-teacher ratios, and accreditation plan.

6. The program's enrollment projections and funding requirements.

7. A plan of action if the program is terminated.

(e) The Division of Career and Adult Education to review the proposal, notify the career center in writing of any deficiencies within 30 days following receipt of the proposal, and provide the career center with an opportunity to correct the deficiencies. Within 45 days following receipt of a completed proposal by the Division of Career and Adult Education, the Commissioner of Education shall recommend approval or disapproval of the proposal to the State Board of Education. The State Board of Education shall consider such recommendation, the proposal, and any objections or alternative proposals at its next meeting. If the State Board of Education rejects the career center's proposal, it must provide the career center with written reasons for that determination.

(f) The career center to obtain from the Council on Occupational Education accreditation as an associate in applied science or associate in science degree-granting institution if approved by the State Board of Education to offer its first associate in applied science or associate in science degree program.

(g) The career center to notify the Council on Occupational Education of any subsequent degree programs that are approved by the State Board of Education and to comply with the council's required substantive change protocols for accreditation purposes.

(h) The career center to annually, and upon request of the State Board of Education, the Commissioner of Education, the Chancellor of the Division of Career and Adult Education, or the Legislature, report its status using the following performance and compliance indicators:

1. Obtaining and maintaining Council on Occupational Education accreditation;

2. Maintaining qualified faculty and institutional resources;

3. Maintaining enrollment in previously approved programs;

4. Managing fiscal resources appropriately;

5. Complying with the primary mission and responsibility requirements in subsections (2) and (3); and

6. Other indicators of success, including program completions, placements, and surveys of graduates and employers.

The State Board of Education may, upon review of the performance and compliance indicators, require a career center to modify or terminate an associate in applied science or associate in science degree program authorized under this section.

(5) The State Board of Education shall adopt rules to prescribe format and content requirements and submission procedures for notices of intent,



proposals, alternative proposals, and compliance reviews under subsection (4).

Section 29. Present paragraph (f) of subsection (3) of section 1008.41, Florida Statutes, is redesignated as paragraph (g), and a new paragraph (f) is added to that subsection, to read:

1008.41 Workforce education; management information system.—

(3) Planning and evaluation of job-preparatory programs shall be based on standard sources of data and use standard occupational definitions and coding structures, including, but not limited to:

(f) The Labor Market Statistics Center within the Department of Economic Opportunity.

Section 30. Subsections (1), (2), and (4) of section 1008.44, Florida Statutes, are amended to read:

1008.44 CAPE Industry Certification Funding List.—

(1) The State Board of Education shall adopt, at least annually, based upon recommendations by the Commissioner of Education, the CAPE Industry Certification Funding List that assigns additional full-time equivalent membership to certifications identified in the Master Credentials List under s. 445.004(4) that meets a statewide, regional, or local demand, ~~and courses that lead to such certifications, in accordance with s. 1011.62(1)(o).~~ Additional full-time equivalent membership funding for regional and local demand certifications ~~and courses that lead to such certifications~~ may only be earned in those areas with regional or local demand as identified by the Credentials Review Committee. The CAPE Industry Certification Funding List may include the following certificates ~~and, certifications, and courses:~~

(a) CAPE industry certifications identified as credentials of value that meet the framework of quality under s. 445.004(4), that must be applied in the distribution of funding to school districts under s. 1011.62(1)(o). The CAPE Industry Certification Funding List shall incorporate by reference the industry certifications on the career pathways list approved for the Florida Gold Seal CAPE Scholars award.

(b) CAPE Digital Tool certificates selected by the department under s. 1003.4203(2) s. 1003.4203(3) that do not articulate for college credit. The certificates must ~~shall~~ be made available to students in elementary school and middle school grades and, if earned by a student, must ~~shall~~ be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1. The Department shall annually review available assessments that meet the requirements for inclusion on the list.

(c) ~~CAPE ESE Digital Tool certificates, workplace industry certifications, and OSHA industry certifications for students with disabilities under~~

~~s. 1003.4203(2). Such certificates and certifications shall, if earned by a student, be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.~~

~~(d) CAPE Innovation Courses that combine academic and career performance outcomes with embedded industry certifications under s. 1003.4203(5)(a). Such courses shall, if completed by a student, be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.~~

~~(e) CAPE Acceleration Industry Certifications that articulate for 15 or more college credit hours under s. 1003.4203(4) s. 1003.4203(5)(b). Such certifications must shall, if successfully completed, be eligible for additional full-time equivalent membership under s. 1011.62(1)(o)1.~~

~~(d)(f) The Commissioner of Education shall conduct a review of the methodology used to determine additional full-time equivalent membership weights assigned in s. 1011.62(1)(o) and, if necessary, recommend revised weights. The weights must factor in the prioritization of critical shortages of labor market demand and middle-level to high-level wage earning outcomes as identified by the Credentials Review Committee under s. 445.004. The results of the review and the commissioner's recommendations must be submitted to the Governor, the President of the Senate, and the Speaker of the House of Representatives no later than December 1, 2023 ~~2021~~.~~

(2) The CAPE Industry Certification Funding List adopted under subsection (1) must ~~shall~~ be used to determine annual performance funding distributions to school districts or Florida College System institutions as specified in ss. 1011.80 and 1011.81, respectively.

(4)(a) CAPE industry certifications and CAPE Digital Tool certificates placed on the CAPE Industry Certification Funding List must include the version of the certifications and certificates available at the time of the adoption and, without further review and approval, include the subsequent updates to the certifications and certificates on the approved list, unless the certifications and certificates are specifically removed from the CAPE Industry Certification Funding List by the Commissioner of Education.

~~(b) The Commissioner of Education may limit CAPE industry certifications and CAPE Digital Tool certificates to students in certain grades based on formal recommendations by providers of CAPE industry certifications and CAPE Digital Tool certificates.~~

(c) The Articulation Coordinating Committee shall review statewide articulation agreement proposals for industry certifications and make recommendations to the State Board of Education for approval. After an industry certification is approved by CareerSource Florida, Inc., under s. 445.004(4), the Chancellor of Career and Adult Education, within 90 days, must provide to the Articulation Coordinating Committee recommendations for articulation of postsecondary credit for related degrees for the approved certifications.

Section 31. Present subsections (4) through (13) of section 1009.22, Florida Statutes, are redesignated as subsections (5) through (14), respectively, a new subsection (4) is added to that section, and subsection (1) and paragraph (c) of subsection (3) of that section are amended, to read:

1009.22 Workforce education postsecondary student fees.—

(1) This section applies to students enrolled in workforce education programs who are reported for funding and fees charged for college credit instruction leading to an associate in applied science degree or an associate in science degree authorized pursuant to s. 1007.331, except that college credit fees for the Florida College System institutions are governed by s. 1009.23.

(3)

(c) For programs leading to a career certificate or an applied technology diploma, the standard tuition shall be \$2.33 per contact hour for residents and nonresidents and the out-of-state fee shall be \$6.99 per contact hour. For adult general education programs, a block tuition of \$45 per half year or \$30 per term shall be assessed. Each district school board and Florida College System institution board of trustees shall adopt policies and procedures for the collection of and accounting for the expenditure of the block tuition. All funds received from the block tuition shall be used only for adult general education programs. Students enrolled in adult general education programs may not be assessed the fees authorized in subsection (6) ~~(5)~~, subsection (7) ~~(6)~~, or subsection (8) ~~(7)~~.

(4) For postsecondary vocational programs offered by career centers, the standard tuition shall be \$71.98 per credit hour for residents and nonresidents, and the out-of-state fee shall be \$215.94 per credit hour.

Section 32. Present subsections (9), (10), and (11) of section 1009.77, Florida Statutes, are redesignated as subsections (10), (11), and (12), respectively, a new subsection (9) is added to that section, and paragraph (c) of subsection (1), paragraph (a) of subsection (8), and present subsection (9) of that section are amended, to read:

1009.77 Florida Work Experience Program.—

(1) There is established the Florida Work Experience Program to be administered by the Department of Education. The purpose of the program is to introduce eligible students to work experience that will complement and reinforce their educational program and career goals and provide a self-help student aid program that reduces student loan indebtedness. Additionally, the program's opportunities for employment at a student's school will serve as a retention tool because students employed on campus are more likely to complete their postsecondary education. The program shall be available to:

(c) Any postsecondary student attending a career center operated by a district school board under s. 1001.44 or a charter technical career center under s. 1002.34; or

(8) A student is eligible to participate in the Florida Work Experience Program if the student:

(a) Is enrolled:

1. At an eligible college or university as no less than a half-time undergraduate student in good standing;

2. In an eligible postsecondary career certificate or applied technology diploma program as no less than a half-time student in good standing. Eligible programs must be approved by the Department of Education and must consist of no less than 450 clock hours of instruction. Such programs must be offered by a career center operated by a district school board under s. 1001.44, by a charter technical career center under s. 1002.34, or by a Florida College System institution; or

3. At an educator preparation institute established under s. 1004.85 as no less than a half-time student in good standing.

However, a student may be employed during the break between two consecutive terms or employed, although not enrolled, during a term if the student was enrolled at least half time during the preceding term and preregisters as no less than a half-time student for the subsequent academic term. A student who attends an institution that does not provide preregistration shall provide documentation of intent to enroll as no less than a half-time student for the subsequent academic term.

(9) A participating postsecondary educational institution is encouraged to provide academic credit to students who participate in the program, subject to State Board of Education rule.

~~(10)~~(9) The State Board of Education shall adopt rules for the program as are necessary for its administration, for the determination of eligibility and selection of institutions to receive funds for students, to ensure the proper expenditure of funds, and to provide an equitable distribution of funds between students at public and independent colleges and universities, ~~and~~ career centers operated by district school boards under s. 1001.44, and charter technical career centers under s. 1002.34.

~~(11)~~(10) A participating institution that receives funds from the program shall certify to the department the amount of funds disbursed to each student within 30 days after the end of each term.

Section 33. Section 1009.771, Florida Statutes, is created to read:

1009.771 Workforce education partnership programs.—

(1) A state university may establish a workforce education partnership program to provide assistance to a student who is enrolled at the state university and is employed by a private employer participating in the program. The Board of Governors shall create a template for a state university to establish such workforce education partnership program. The Board of Governors shall consult with state and local workforce and economic development agencies to develop the template. The template must include all of the following:

(a) The process for a private employer to participate in the program.

(b) Student eligibility criteria, including that a student be enrolled in a degree-granting program at a state university on at least a half-time basis and be a paid employee of a private employer participating in the program.

(c) The process for an eligible student to enroll in the program.

(d) Guidance and requirements for the state university and the private employer to:

1. Each designate a mentor to assist participating students.

2. Create a process to make a housing stipend available to participating students.

3. Create a process to provide life management and professional skills training to participating students.

(e) The requirement that the private employer establish an educational assistance program pursuant to s. 127 of the Internal Revenue Code of 1986 and provide tuition assistance for a student enrolled at the state university while the student works for the private employer, up to the maximum amount that the employer may exclude from the employer's gross income under that section.

(f) The requirement that the state university work with participating students to ensure that they have applied for and are receiving the maximum amount of financial aid in the form of scholarships and grants.

(g) The requirement that the state university and the private employer seek out additional sources of funding to pay for remaining costs for participating students.

(2) The Board of Governors shall evaluate the effectiveness of workforce education partnership programs established pursuant to this section to determine whether additional training and employment programs may use the template created pursuant to subsection (1) to establish a workforce education partnership program.

(3) The Board of Governors shall adopt regulations to administer this section.

Section 34. Section 1009.895, Florida Statutes, is amended to read:

1009.895 Open Door Grant Program.—

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

~~(a) “Cost of the program” means the cost of tuition, fees, examination, books, and materials to a student enrolled in an eligible program.~~

~~(b) “Department” means the Department of Education.~~

~~(c) “Institution” means school district postsecondary technical career centers under s. 1001.44, Florida College System institutions under s. 1000.21(3), charter technical career centers under s. 1002.34, and school districts with eligible integrated education and training programs.~~

~~(d) “Program” means a noncredit industry certification preparation, clock hour career certificate programs, or for credit short-term career and technical education programs that result in the award of credentials identified under s. 445.004(4).~~

~~(e) “Student” means a person who is a resident of this state as determined under s. 1009.21 and is unemployed, underemployed, or furloughed.~~

(2) ESTABLISHMENT; PURPOSE.—The Open Door Grant Program is established and shall be administered by participating institutions in accordance with rules of the State Board of Education for the purpose of:

~~(a) Creating and sustaining a demand-driven supply of credentialed workers for high-demand occupations by addressing and closing the gap between the skills needed by workers in the state and the skills of the available workforce in the state.~~

~~(b) Expanding the affordability of workforce training and credentialing.~~

(c) The program is created to incentivize increasing the interest of current and future workers to enroll in short-term, high-demand career and technical education that leads to a credential, credentialing and certificate, or degree programs.

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

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

(b) Be enrolled in an integrated education and training program in which institutions establish partnerships with local workforce development boards to provide basic skills instruction, contextually and concurrently, with workforce training that results in the award of credentials under s. 445.004(4) or a workforce education program as defined under s.

1011.80(1)(b)-(f) that is included on the Master Credentials List under s. 445.004(4); and

(c) Be enrolled at a school district postsecondary technical career center under s. 1001.44, a Florida College System institution under s. 1000.21(3), or a charter technical career center under s. 1002.34.

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

(3) GRANT AWARD.—A student is eligible to receive a maximum award equal to the amount needed to cover 100 percent of tuition and fees, exam or assessment costs, books, and related materials for eligible programs after all other federal and state financial aid is applied. In addition, a student may receive a stipend of up to \$1,500, or an amount specified in the General Appropriations Act, per academic year to cover other education expenses related to the institutional cost of attendance. The institution shall make awards and stipends subject to availability of funding. Returning students must be given priority over new students.

(4) DISTRIBUTION OF FUNDS.—

(a) For the 2023-2024 fiscal year, funding for eligible institutions must consist of a base amount provided for in the General Appropriations Act plus each institution's proportionate share of full-time equivalent students enrolled in career and technical education programs. Beginning in fiscal year 2024-2025, the funds appropriated for the Open Door Grant Program must be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula must consider at least the prior year's distribution of funds and the number of eligible applicants who did not receive awards.

(b) Subject to the appropriation of funds by the Legislature, the Department of Education shall transmit payment of grants to the institution in advance of the registration period. Institutions shall notify students of the amount of their awards.

(c) The eligibility status of each student to receive a disbursement must be determined by each institution as of the end of its regular registration period, inclusive of a drop-add period. Institutions may not be required to reevaluate a student's eligibility status after this date for purposes of changing eligibility determinations previously made.

(d) Each term, institutions shall certify to the department within 30 days after the end of the regular registration period the amount of funds disbursed to each student. Institutions shall remit to the department any undisbursed advances for the fall, spring, and summer terms within 30 days after the end of the summer term.

(5) INSTITUTIONAL REPORTING.—Each institution shall report to the department by the established date:

(a) The number of students eligible for the program for each academic term. Each institution shall also report to the department any necessary demographic and eligibility data for students; and

~~(3) The department shall provide grants to institutions on a first-come, first-serve basis for students who enroll in an eligible program. The department shall prioritize funding for integrated education and training programs in which institutions establish partnerships with local workforce development boards to provide basic skills instruction, contextually and concurrently, with workforce training that results in the award of credentials under s. 445.004(4). One-quarter of the appropriated funds must be prioritized to serve students attending rural institutions. No more than one-quarter of the appropriated funds may be disbursed annually to any eligible institution.~~

~~(4) Subject to the availability of funds:~~

~~(a) A student who enrolls in an eligible program offered by an institution and who does not receive state or federal financial aid may apply for and be awarded a grant to cover two-thirds of the cost of the program, if at the time of enrollment the student pays one-third of the cost of the program and signs an agreement to either complete the program or pay an additional one-third of the cost of the program in the event of noncompletion. The department shall reimburse the institution in an amount equal to one-third of the cost of the program upon a student's completion of the program. An additional one-third shall be provided upon attainment of a workforce credential or certificate by the student. Grant funds may be used to cover the student's one-third of the cost of the program for students in integrated education and training programs and students who do not have a high school diploma and meet the requirements established by the department. An institution may cover the student's one-third of the cost of the program based on student need, as determined by the institution.~~

~~(b) A student receiving state or federal financial aid who enrolls in an eligible program offered by an institution may apply for and be awarded a grant to cover the unmet need of the cost of the program after the application of all eligible financial aid. Financial aid and grants received by the student shall be credited first to the student's costs before the award of an open door grant. After a student is enrolled in an eligible program, the department shall award the grant to the institution for the amount of unmet need for the eligible student.~~

~~(5) The department may not reimburse any institution more than \$3,000 per completed workforce training program by an eligible student.~~

~~(6) The department shall administer the grant and shall carry out the goals and purposes of the grant set forth in subsection (2). In administering the grant, the department shall:~~

~~(a) Require eligible institutions to provide student-specific data.~~



~~(b) Undertake periodic assessments of the overall success of the grant program and recommend modifications, interventions, and other actions based on such assessments.~~

~~(c) Establish the procedure by which eligible institutions shall notify the department when eligible students enroll in eligible programs.~~

~~(d) Require each eligible institution to~~ Submit a report with data from the previous fiscal year on program completion and credential attainment by students participating in the grant program that, at a minimum, includes:

1. A list of the programs offered.
2. The number of students who enrolled in the programs.
3. The number of students who completed the programs.
4. The number of students who attained workforce credentials, categorized by credential name and relevant occupation, after completing training programs.
- ~~5. The average cost per workforce credential attained, categorized by credential name and relevant occupation.~~

~~(6)(7) REPORTING.—The department shall compile the data provided under paragraph (5)(b) (6)(d) and annually report such aggregate data, in the aggregate and categorize such information by eligible institution, to the State Board of Education. The report shall also include information on the average wage, age, gender, race, ethnicity, veteran status, and other relevant information, of students who have completed workforce training programs categorized by credential name and relevant occupation.~~

~~(7)(8) RULES.—The State Board of Education shall adopt rules to implement this section.~~

Section 35. Paragraphs (c), (i), and (o) of subsection (1) of section 1011.62, Florida Statutes, are amended 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:

(1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR OPERATION.—The following procedure shall be followed in determining the annual allocation to each district for operation:

(c) *Determination of programs.*—Cost factors based on desired relative cost differences between the following programs shall be established in the annual General Appropriations Act. The cost factor for secondary career

education programs must be greater than the cost factor for ~~and~~ basic programs grade 9 through 12 ~~shall be equal~~. The Commissioner of Education shall specify a matrix of services and intensity levels to be used by districts in the determination of the two weighted cost factors for exceptional students with the highest levels of need. For these students, the funding support level shall fund the exceptional students' education program, with the exception of extended school year services for students with disabilities.

1. Basic programs.—
  - a. Kindergarten and grades 1, 2, and 3.
  - b. Grades 4, 5, 6, 7, and 8.
  - c. Grades 9, 10, 11, and 12.
2. Programs for exceptional students.—
  - a. Support Level IV.
  - b. Support Level V.
3. Secondary career education programs.
4. English for Speakers of Other Languages.

(i) *Calculation of full-time equivalent membership with respect to dual enrollment instruction.*—

1. Full-time equivalent students.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). Dual enrollment full-time equivalent student membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the full-time equivalent student membership for an equivalent course if it were taught in the school district. Students in dual enrollment courses may also be calculated as the proportional shares of full-time equivalent enrollments they generate for a Florida College System institution or university conducting the dual enrollment instruction. Early admission students shall be considered dual enrollments for funding purposes. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. However, those provisions of law which exempt dual enrolled and early admission students from payment of instructional materials and tuition and fees, including laboratory fees, shall not apply to students who select the option of enrolling in an eligible independent institution. An independent college or university, which is not

for profit, is accredited by a regional or national accrediting agency recognized by the United States Department of Education, and confers degrees as defined in s. 1005.02 shall be eligible for inclusion in the dual enrollment or early admission program. Students enrolled in dual enrollment instruction shall be exempt from the payment of tuition and fees, including laboratory fees. No student enrolled in college credit mathematics or English dual enrollment instruction shall be funded as a dual enrollment unless the student has successfully completed the relevant section of the entry-level examination required pursuant to s. 1008.30.

2. Additional full-time equivalent student membership.—For students enrolled in an early college program pursuant to s. 1007.273, a value of 0.16 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “A” or better. For students who are not enrolled in an early college program, a value of 0.08 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of “A.” A value of 0.08 full-time equivalent student membership must be calculated for each student who completes a career course through the dual enrollment program with a grade of “A” in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List. In addition, a value of 0.3 full-time equivalent student membership shall be calculated for any student who receives an associate degree through the dual enrollment program with a 3.0 grade point average or better. This value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year. This section shall be effective for credit earned by dually enrolled students for courses taken in the 2020-2021 school year and each school year thereafter. If the associate degree described in this paragraph is earned in 2020-2021 following completion of courses taken in the 2020-2021 school year, then courses taken toward the degree as part of the dual enrollment program before 2020-2021 may not preclude eligibility for the 0.3 additional full-time equivalent student membership bonus. Each school district shall allocate at least 50 percent of the funds received from the dual enrollment bonus FTE funding, in accordance with this paragraph, to the schools that generated the funds to support student academic guidance and postsecondary readiness.

3. Qualifying courses.—For the purposes of this paragraph, general education core courses are those that are identified in rule by the State Board of Education and in regulation by the Board of Governors pursuant to s. 1007.25(3).

(o) *Calculation of additional full-time equivalent membership based on successful completion of a career-themed course pursuant to ss. 1003.491, 1003.492, and 1003.493, or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education or CAPE Digital Tool certificates*

*pursuant to s. 1003.4203.—*

1.a. A value of 0.025 full-time equivalent student membership shall be calculated for CAPE Digital Tool certificates earned by students in elementary and middle school grades.

b. A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent membership shall be calculated for each student who is issued a CAPE industry certification that has a statewide articulation agreement for college credit approved by the State Board of Education. For CAPE industry certifications that do not articulate for college credit, the Department of Education shall assign a full-time equivalent value of 0.1 for each certification. Middle grades students who earn additional FTE membership for a CAPE Digital Tool certificate pursuant to sub-subparagraph a. may not rely solely on use the previously funded examination to satisfy the requirements for earning an industry certification under this sub-subparagraph. ~~Additional FTE membership for an elementary or middle grades student may not exceed 0.1 for certificates or certifications earned within the same fiscal year.~~ The State Board of Education shall include the assigned values on the CAPE Industry Certification Funding List under rules adopted by the state board. Such value shall be added to the total full-time equivalent student membership for grades 6 through 12 in the subsequent year. CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. 1011.80. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

c. A value of 0.3 full-time equivalent student membership shall be calculated for student completion of at least three courses and an industry certification in a single career and technical education program or program of study ~~the courses and the embedded certifications identified on the CAPE Industry Certification Funding List and approved by the commissioner pursuant to ss. 1003.4203(5)(a) and 1008.44.~~

d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that

articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(4) and 1008.44 ~~ss. 1003.4203(5)(b) and 1008.44~~.

2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds, and any remaining funds provided for CAPE industry certification for school district career and technical education programs. This allocation may not be used to supplant funds provided for basic operation of the program.

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry certification that qualified for additional full-time equivalent membership under subparagraph 1.:

a. A bonus of \$25 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.1.

b. A bonus of \$50 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.2.

c. A bonus of \$75 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.3.

d. A bonus of \$100 for each student taught by a teacher who provided instruction in a course that led to the attainment of a CAPE industry certification on the CAPE Industry Certification Funding List with a weight of 0.5 or 1.0.

Bonuses awarded pursuant to this paragraph shall be provided to teachers who are employed by the district in the year in which the additional FTE membership calculation is included in the calculation. Bonuses shall be calculated based upon the associated weight of a CAPE industry certification on the CAPE Industry Certification Funding List for the year in which the certification is earned by the student. Any bonus awarded to a teacher pursuant to this paragraph is in addition to any regular wage or other bonus the teacher received or is scheduled to receive. A bonus may not be awarded to a teacher who fails to maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this paragraph.

Section 36. Subsection (2) and paragraph (b) of subsection (7) of section 1011.80, Florida Statutes, are amended, and notwithstanding the expiration date in section 32 of chapter 2022-157, Laws of Florida, paragraph (b) of subsection (8) of that section is reenacted, to read:

1011.80 Funds for operation of workforce education programs.—

~~(2) Upon approval by the State Board of Education, Any workforce education program may be conducted by a Florida College System institution or a school district career center as described in this subsection and, if applicable, as approved by the State Board of Education pursuant to s. 1001.03(15), except that college credit in an associate in applied science or an associate in science degree may be awarded only by a Florida College System institution. However, if an associate in applied science or an associate in science degree program contains within it an occupational completion point that confers a certificate or an applied technology diploma, that portion of the program may be conducted by a school district career center. Any instruction designed to articulate to a degree program is subject to guidelines and standards adopted by the State Board of Education under s. 1007.25.~~

~~(a) To be responsive to industry needs for a skilled workforce, Florida College System institutions and school districts may offer continuing workforce education courses or programs without prior State Board of Education approval. Each Florida College System institution and school district offering continuing workforce education courses or programs must maintain adequate and accurate records of instructional activity. For purposes of measuring program performance and responsiveness to industry needs, institutions must report continuing workforce education instructional activity in a format prescribed by the Department of Education. Continuing workforce education courses and programs are exempt from the requirements in paragraphs (b) and (c) and are ineligible for performance funding.~~

~~(b) The State Board of Education shall establish criteria, based on the framework of quality established by the Credentials Review Committee under s. 445.004(4), for review and approval of new workforce education programs by a Florida College System institution or a school district that are not included in the statewide curriculum framework.~~

~~(c)(b) A Florida College System institution or school district offering a new workforce education program that is in the statewide curriculum framework must be ~~may not receive performance funding and additional full-time equivalent membership funding until the workforce education program is reviewed, through an expedited review process, and approved by the board of trustees of the Florida College System institution or the district school board~~ State Board of Education based on criteria that must include, but are ~~is~~ not limited to, the following:~~

1. A description of the new workforce education program that includes all of the following:

a. An analysis of workforce demand and unmet need consistent with the information provided by the Labor Market Statistics Center within the Department of Economic Opportunity for graduates of the program on a district, regional, or statewide basis, as appropriate, including evidence from entities independent of the technical center or institution.

b. The geographic region to be served.

2. Documentation of collaboration among technical centers and institutions serving the same students in a geographical or service area that enhances program offerings and prevents program duplication that exceeds workforce need. Unnecessary duplication of programs offered by public and private institutions must be avoided.

3. Alignment ~~Beginning with the 2022-2023 academic year, alignment of~~ program offerings with credentials or degree programs identified on the Master Credentials List under s. 445.004(4).

4. Articulation agreements between technical centers and Florida College System institutions for the enrollment of graduates in related workforce education programs.

5. Documentation of alignment between the exit requirements of a technical center and the admissions requirements of a Florida College System institution into which students typically transfer.

6. Performance and compliance indicators that will be used in determining the program’s success.

(7)

(b) Performance funding for industry certifications for school district workforce education programs is contingent upon specific appropriation in the General Appropriations Act and must shall be determined as follows:

1. Postsecondary industry certifications identified on the CAPE Industry Certification Funding List approved by the State Board of Education under s. 1008.44 are eligible for performance funding.

2. Unless otherwise specified in the General Appropriations Act, each district school board ~~Each school district~~ shall be provided \$1,000 for each industry certification earned by a workforce education student. If funds are insufficient to fully fund the calculated total award, such funds must shall be prorated. The department shall annually, by October 1, report to the Legislature industry certifications sorted into three tiers based upon the anticipated average wages of all occupations to which each certification is linked on the Master Credentials List ~~Beginning with the 2022-2023 fiscal year, the Credentials Review Committee established in s. 445.004 shall~~

~~develop a returned-value funding formula to allocate school district performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds shall be allocated based on student job placements. The remaining two-thirds shall be allocated using a tiered weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across school districts.~~

(8)

(b) Notwithstanding s. 1011.81(4), state funds provided for the operation of postsecondary workforce programs may be expended for the education of state inmates with 24 months or less of time remaining to serve on their sentences.

Section 37. Section 1011.801, Florida Statutes, is amended to read:

1011.801 Workforce Development Capitalization Incentive Grant Program.—The Legislature recognizes that the need for school districts and Florida College System institutions to be able to respond to emerging local or statewide economic development needs is critical to the workforce development system. The Workforce Development Capitalization Incentive Grant Program is created to provide grants to school districts and Florida College System institutions ~~on a competitive basis to fund some or all of the costs associated with the creation or expansion of~~ career and technical education workforce development programs that serve lead to industry certifications included on the CAPE Industry Certification Funding List specific employment workforce needs. The programs may serve secondary students or postsecondary students if the postsecondary career and technical education program also serves secondary students.

(1) Funds awarded for a workforce development capitalization incentive grant may be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a career and technical education program that serves secondary students workforce development program. Expansion of a program may include either the expansion of enrollments in a program or expansion into new areas of specialization within a program. No grant funds may be used for recurring instructional costs or for institutions' indirect costs.

(2) ~~The Department of Education shall administer the State Board of Education shall accept applications from school districts or Florida College System institutions for workforce development capitalization incentive grants. Applications from school districts or Florida College System~~



~~institutions shall contain projected enrollments and projected costs for the new or expanded workforce development program. The State Board of Education may adopt rules for program administration, in consultation with CareerSource Florida, Inc., shall review and rank each application for a grant according to subsection (3) and shall submit to the Legislature a list in priority order of applications recommended for a grant award.~~

~~(3) The State Board of Education shall give highest priority to programs that train people to enter high-skill, high-wage occupations identified by the Labor Market Estimating Conference and other programs approved by the state board as defined in s. 445.002, programs that train people to enter occupations under the welfare transition program, or programs that train for the workforce adults who are eligible for public assistance, economically disadvantaged, disabled, not proficient in English, or dislocated workers. The State Board of Education shall consider the statewide geographic dispersion of grant funds in ranking the applications and shall give priority to applications from education agencies that are making maximum use of their workforce development funding by offering high-performing, high-demand programs.~~

Section 38. Section 1011.802, Florida Statutes, is amended to read:

1011.802 Florida Pathways to Career Opportunities Grant Program.—

(1) Subject to appropriations provided in the General Appropriations Act, the Florida Pathways to Career Opportunities Grant Program is created to provide grants to high schools, career centers, charter technical career centers, Florida College System institutions, and other entities authorized to sponsor an apprenticeship or preapprenticeship program, as defined in s. 446.021(6) and (5), respectively, s. 446.021, on a competitive basis to establish, new apprenticeship or preapprenticeship programs and expand, and operate new and existing apprenticeship or preapprenticeship programs. An individual applicant may not receive more than 10 percent of the total amount appropriated ~~The Department of Education shall administer the grant program.~~

(2) The department shall administer the grant, identify projects, solicit proposals, and make funding recommendations to the Commissioner of Education, who is authorized to approve grant awards ~~Applications must contain projected enrollment and projected costs for the new or expanded apprenticeship program.~~

~~(3)(a) The department shall award grants for preapprenticeship or apprenticeship programs with demonstrated statewide or regional demand that:~~

~~(a)1. Address a critical statewide or regional shortage, with consideration given to the information provided as identified by the Labor Market Statistics Center within the Department of Economic Opportunity, the Labor Market Estimating Conference, and the Credentials Review~~

~~Committee created in s. 216.136 and are industry sectors not adequately represented throughout the state, such as health care;~~

~~2.—Address a critical statewide or regional shortage as identified by the Labor Market Estimating Conference created in s. 216.136; or~~

~~(b)3.~~ Expand existing programs that exceed the median completion rate and employment rate 1 year after completion of similar programs in the region, or the state if there are no similar programs in the region.

~~(3)(b)~~ Grant funds may be used to fund the cost of providing related technical instruction, for instructional equipment, supplies, instructional personnel, student services, and other expenses associated with the creation, ~~or expansion, or operation~~ of an apprenticeship program. Grant funds may not be used for administrative or indirect costs. Grant recipients must submit quarterly reports in a format prescribed by the department.

~~(4)~~ The department may grant a bonus in the award amount to applicants that submit a joint application for shared resources.

~~(5)~~ The department shall annually report on its website:

(a) The number of programs funded and represented throughout the state under this section.

(b) Retention, completion, and employment rates, categorized by program and provider.

(c) Starting and ending salaries, as categorized by program and provider, for participants who complete the program.

~~(6)(5)~~ The department may use up to \$400,000 ~~\$200,000~~ of the total amount allocated to administer the grant program.

~~(7)(6)~~ The State Board of Education shall adopt rules to administer this section.

Section 39. Subsection (2) of section 1011.803, Florida Statutes, is amended to read:

1011.803 Money-back Guarantee Program.—

~~(2)~~ Beginning in the 2022-2023 academic year, Each school district and Florida College System institution shall establish a money-back guarantee program to:

(a) Offer a money-back guarantee on at least three programs that ~~prepare individuals to enter in-demand, middle-level to high-level wage occupations identified by the Labor Market Estimating Conference created in s. 216.136. School districts or Florida College System institutions must offer a money-back guarantee on at least 50 percent of workforce education programs if they offer six or fewer programs.~~

~~(b) Offer a money-back guarantee for all workforce education programs that are established to meet a critical local economic industry need, but are not linked to the statewide needs list as identified by the Labor Market Estimating Conference created in s. 216.136.~~

(e) Establish student eligibility criteria for the money-back guarantee program that includes:

1. Student attendance.
2. Student program performance.
3. Career Service or Career Day attendance.
4. Participation in internship or work-study programs.
5. Job search documentation.
6. Development of a student career plan with the institution's career services department.

Section 40. Paragraph (b) of subsection (2) of section 1011.81, Florida Statutes, is amended to read:

1011.81 Florida College System Program Fund.—

(2) Performance funding for industry certifications for Florida College System institutions is contingent upon specific appropriation in the General Appropriations Act and shall be determined as follows:

~~(b) Unless otherwise specified in the General Appropriations Act, each Florida College System institution shall be provided \$1,000 for each industry certification earned by a student under paragraph (a). If funds are insufficient to fully fund the calculated total award, such funds must shall be prorated. The department shall annually, by October 1, report to the Legislature industry certifications sorted into three tiers based upon the anticipated average wages of all occupations to which each certification is linked on the Master Credentials List Beginning with the 2022-2023 fiscal year, the Credentials Review Committee established in s. 445.004 shall develop a returned-value funding formula to allocate institution performance funds that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations. One-third of the performance funds shall be allocated based on student job placements. The remaining two-thirds shall be allocated using a tiered, weighted system based on aggregate student wages that exceed minimum wage, with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the formula must take into account variables such as differences in population and wages across the state.~~

Section 41. Paragraph (c) of subsection (1) of section 1012.39, Florida Statutes, is amended to read:

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

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

(c) Part-time and full-time nondegreed teachers of career programs. Qualifications ~~must~~ shall be established for nondegreed teachers of career and technical education courses for program clusters that are recognized in the state and are based primarily on successful occupational experience rather than academic training. The qualifications for such teachers must ~~shall~~ require:

1. The filing of a complete set of fingerprints in the same manner as required by s. 1012.32. Faculty employed solely to conduct postsecondary instruction may be exempted from this requirement.

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

a. A high school diploma or the equivalent.

b. Completion of ~~3~~ 6 years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.

c. ~~Completion of career education training conducted through the local school district inservice master plan or through an educator preparation institute approved by the Department of Education pursuant to s. 1004.85.~~

d. For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from an accredited or approved institution or an approved district teacher education program, or the local school district inservice master plan.

e. ~~Demonstration of successful teaching performance.~~

d.f. Documentation of industry certification when state or national industry certifications are available and applicable.

Section 42. Subsection (1) of section 1012.57, Florida Statutes, is amended to read:

## 1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10) and who has expertise in the subject area to be taught. An applicant is shall be considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test or has achieved an industry certification in the subject area to be taught.

Section 43. Paragraph (a) of subsection (3) of section 1012.585, Florida Statutes, is amended to read:

## 1012.585 Process for renewal of professional certificates.—

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

(a) The applicant must earn a minimum of 6 college credits or 120 inservice points or a combination thereof. For each area of specialization to be retained on a certificate, the applicant must earn at least 3 of the required credit hours or equivalent inservice points in the specialization area. Education in “clinical educator” training pursuant to s. 1004.04(5)(b); participation in mentorship and induction activities, including as a mentor, pursuant to s. 1012.56(8)(a); and credits or points that provide training in the area of scientifically researched, knowledge-based reading literacy, including explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multi-sensory intervention strategies, and computational skills acquisition, exceptional student education, normal child development, and the disorders of development may be applied toward any specialization area. Credits or points that provide training in the areas of drug abuse, child abuse and neglect, strategies in teaching students having limited proficiency in English, or dropout prevention, or training in areas identified in the educational goals and performance standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be applied toward any specialization area, except specialization areas identified by State Board of Education rule that include reading instruction or intervention for any students in kindergarten through grade 6. Each district school board shall include in its inservice master plan the ability for teachers to receive inservice points for supporting students in extracurricular career and technical education activities, such as career and technical student organization activities outside of regular school hours and training related to supervising students participating in a career and technical student organization. Credits or points earned through approved summer institutes may be applied toward the fulfillment of these requirements. Inservice points may also be earned by participation in professional growth components approved by the State Board of Education and specified pursuant to s. 1012.98 in the district’s approved master plan

for inservice educational training; however, such points may not be used to satisfy the specialization requirements of this paragraph.

Section 44. Subsection (38) of section 1001.64, Florida Statutes, is amended to read:

1001.64 Florida College System institution boards of trustees; powers and duties.—

(38) Each board of trustees is authorized to enter into short-term loans and installment, lease-purchase, and other financing contracts for a term of not more than 5 years, including renewals, extensions, and refundings. Payments on short-term loans and installment, lease-purchase, and other financing contracts pursuant to this subsection shall be subject to annual appropriation by the board of trustees. Each board of trustees is authorized to borrow funds and incur long-term debt, including promissory notes, installment sales agreements, lease-purchase agreements, certificates of participation, and other similar long-term financing arrangements, only as specifically provided in ss. 1009.22(7) and (10) ~~1009.22(6) and (9)~~ and 1009.23(11) and (12). At the option of the board of trustees, bonds issued pursuant to ss. 1009.22(7) and (10) ~~1009.22(6) and (9)~~ and 1009.23(11) and (12) may be secured by a combination of revenues authorized to be pledged to bonds pursuant to such subsections. Revenue bonds may not be secured by or paid from, directly or indirectly, tuition, financial aid fees, the Florida College System Program Fund, or any other operating revenues of a Florida College System institution. Lease-purchase agreements may be secured by a combination of revenues as specifically authorized pursuant to ss. 1009.22(7) and 1009.23(10).

Section 45. Subsection (2) of section 1009.534, Florida Statutes, is amended to read:

1009.534 Florida Academic Scholars award.—

(2) A Florida Academic Scholar who is enrolled in a certificate, diploma, associate, or baccalaureate degree program at a public or nonpublic postsecondary education institution is eligible for an award equal to the amount necessary to pay 100 percent of tuition and fees established under ss. 1009.22(3), (6) (5), (7) (6), and (8) (7); 1009.23(3), (4), (7), (8), (10), and (11); and 1009.24(4), (7)-(13), (14)(r), and (16), as applicable, and is eligible for an additional stipend for textbooks, to assist with the payment of educational expenses as funds are specifically appropriated in the General Appropriations Act.

Section 46. Subsection (2) of section 1009.535, Florida Statutes, is amended to read:

1009.535 Florida Medallion Scholars award.—

(2) A Florida Medallion Scholar who is enrolled in a certificate, diploma, associate, or baccalaureate degree program at a public or nonpublic

postsecondary education institution is eligible, beginning in the fall 2018 semester, for an award equal to the amount necessary to pay 75 percent of tuition and fees established under ss. 1009.22(3), ~~(6) (5)~~, ~~(7) (6)~~, and ~~(8) (7)~~; 1009.23(3), (4), (7), (8), (10), and (11); and 1009.24(4), (7)-(13), (14)(r), and (16), as applicable, to assist with the payment of educational expenses. Beginning in the fall 2021 semester, a Florida Medallion Scholar who is enrolled in an associate degree program at a Florida College System institution is eligible for an award equal to the amount necessary to pay 100 percent of tuition and fees established under s. 1009.23(3), (4), (7), (8), (10), and (11) to assist with the payment of educational expenses.

Section 47. Subsection (4) of section 1009.894, Florida Statutes, is amended to read:

1009.894 Florida Farmworker Student Scholarship Program.—The Legislature recognizes the vital contribution of farmworkers to the economy of this state. The Florida Farmworker Student Scholarship Program is created to provide scholarships for farmworkers, as defined in s. 420.503, and the children of such farmworkers.

(4) A scholarship recipient may receive an award for a maximum of 100 percent of the number of credit hours required to complete an associate or baccalaureate degree program or receive an award for a maximum of 100 percent of the credit hours or clock hours required to complete up to 90 credit hours of a program that terminates in a career certificate. The scholarship recipient is eligible for an award equal to the amount required to pay the tuition and fees established under ss. 1009.22(3), ~~(6) (5)~~, ~~(7) (6)~~, and ~~(8) (7)~~; 1009.23(3), (4), (7), (8), (10), and (11); and 1009.24(4), (7)-(13), (14)(r), and (16), as applicable, at a public postsecondary educational institution in this state. Renewal scholarship awards must take precedence over new scholarship awards in a year in which funds are not sufficient to accommodate both initial and renewal awards. The scholarship must be prorated for any such year.

Section 48. Paragraph (b) of subsection (6) of section 1009.896, Florida Statutes, is amended to read:

1009.896 Florida Law Enforcement Academy Scholarship Program.—

(6) The award to eligible trainees shall be an amount equal to any costs and fees described in this subsection which are necessary to complete the basic recruit training program, less any state financial aid received by the trainee. The award to trainees shall cover:

(b) Any applicable fees required by ss. 1009.22(3), ~~(6) (5)~~, ~~(7) (6)~~, and ~~(8) (7)~~, and 1009.23 (3), (4), (7), (8), (10), and (11); however, any award for a nonresident trainee shall not include the out-of-state fee.

Section 49. Paragraph (a) of subsection (4) of section 1013.841, Florida Statutes, is amended to read:

1013.841 End of year balance of Florida College System institution funds.—

(4) A Florida College System institution identified in paragraph (3)(b) must include in its carry forward spending plan the estimated cost per planned expenditure and a timeline for completion of the expenditure. Authorized expenditures in a carry forward spending plan may include:

(a) Commitment of funds to a public education capital outlay project for which an appropriation was previously provided, which requires additional funds for completion, and which is included in the list required by s. 1001.03(19)(d) ~~s. 1001.03(18)(d)~~;

Section 50. The Office of Program Policy Analysis and Government Accountability shall conduct a review of approved career statewide articulation agreements. Such career articulation agreements include industry certification, career certificate, and applied technology diploma programs that articulate to associate in applied science or associate in science degrees; early childhood education programs; and associate in science to baccalaureate degree programs.

(1) The review must include, but is not limited to:

(a) The number of CAPE industry certifications on the Master Credentials List established pursuant to s. 445.004, Florida Statutes, which are included in a statewide articulation agreement.

(b) The number of career programs or degrees offered by career centers and Florida College System institutions compared to the number of such certifications or programs included in a statewide articulation agreement.

(c) The extent to which articulated programs included in a statewide articulation agreement are offered in a region or service area.

(d) The number and percentage of students in an articulated career program who transfer to and then complete the linked program specified in the statewide articulation agreement.

(e) Recommendations to strengthen the process of developing statewide articulation agreements, and on the role of such agreements in a Florida stackable credential framework.

(2) The office shall report its findings to the President of the Senate and the Speaker of the House of Representatives by November 1, 2023.

Section 51. For the 2023-2024 fiscal year, the sum of \$100 million in nonrecurring funds from the General Revenue Fund is provided to the Department of Education to implement the Workforce Development Capitalization Incentive Grant Program pursuant to s. 1011.801, Florida Statutes. Notwithstanding s. 216.301, Florida Statutes, and pursuant to s. 216.351, Florida Statutes, funds allocated for the purpose of this section



which are not disbursed by June 30 of the fiscal year in which the funds are allocated may be carried forward for up to 2 years after the effective date of this appropriation.

Section 52. For the 2023-2024 fiscal year, the nonrecurring sum of \$2 million from the General Revenue Fund is appropriated to the Department of Financial Services to make reimbursements as required under s. 446.54, Florida Statutes, as amended by this act.

Section 53. This act shall take effect July 1, 2023.

Approved by the Governor May 15, 2023.

Filed in Office Secretary of State May 15, 2023.