

Tab 1	SB 750 by Calatayud ; (Similar to H 01401) Articulation Agreements					
Tab 2	SB 958 by Perry ; (Similar to CS/H 00931) Postsecondary Educational Institutions					
657040	A	S	RCS	HE, Perry	Delete L.83 - 169:	03/22 01:59 PM
Tab 3	SB 1060 by Ingoglia ; (Identical to H 00461) Apprenticeship and Preapprenticeship Direct Funding Grant Program					
Tab 4	SB 1654 by Ingoglia ; (Identical to H 00459) Education					

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

EDUCATION POSTSECONDARY
Senator Grall, Chair
Senator Stewart, Vice Chair

MEETING DATE: Wednesday, March 22, 2023

TIME: 11:00 a.m.—1:30 p.m.

PLACE: Toni Jennings Committee Room, 110 Senate Building

MEMBERS: Senator Grall, Chair; Senator Stewart, Vice Chair; Senators Book, Collins, Garcia, Harrell, Jones, Perry, Simon, and Yarborough

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	SB 750 Calatayud (Similar H 1401)	Articulation Agreements; Requiring the Articulation Coordinating Committee to convene a workgroup by a specified date to develop specified articulation agreements; requiring Florida College System institutions to award transfer credit for certain courses; providing requirements for an associate in arts specialized transfer degree; providing that, upon approval of a new associate in arts specialized transfer degree, Florida College System institutions may offer the degree and shall report certain data, etc. HE 03/22/2023 Favorable AED FP	Favorable Yeas 8 Nays 0
2	SB 958 Perry (Similar CS/H 931)	Postsecondary Educational Institutions; Requiring the Board of Governors of the State University System to establish an Office of Public Policy Events; prohibiting public institutions of higher education from requiring the completion of a political loyalty test or for persons to meet certain qualifications; designating the Florida Student Association as the nonprofit advocacy organization for students of the State University System; requiring the board of directors to adopt certain bylaws, etc. HE 03/22/2023 Fav/CS AED FP	Fav/CS Yeas 6 Nays 2
3	SB 1060 Ingoglia (Identical H 461)	Apprenticeship and Preapprenticeship Direct Funding Grant Program; Creating the Apprenticeship and Preapprenticeship Direct Funding Grant Program for specified purposes; requiring the Department of Education to administer the program; requiring apprenticeship or preapprenticeship programs to submit an application to the department for participation in the program; prohibiting certain apprenticeship or preapprenticeship programs from participating in the grant program, etc. HE 03/22/2023 Favorable AED AP	Favorable Yeas 8 Nays 0

COMMITTEE MEETING EXPANDED AGENDA

Education Postsecondary

Wednesday, March 22, 2023, 11:00 a.m.—1:30 p.m.

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	SB 1654 Ingoglia (Identical H 459)	Education; Requiring high schools to offer certain computer science courses; requiring the Department of Education to include specified information in an annual notification to certain individuals; beginning in a specified academic year, authorizing students who earn a Florida Gold Seal Vocational Scholars award to enroll in certain programs; providing that entities that operate apprenticeship programs are considered a postsecondary education institution eligible for participation in the program; authorizing students to use a combination of volunteer service hours and paid work hours to meet certain program eligibility requirements, etc. HE 03/22/2023 Favorable AED FP	Favorable Yeas 8 Nays 0

Other Related Meeting Documents

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Postsecondary

BILL: SB 750

INTRODUCER: Senator Calatayud

SUBJECT: Articulation Agreements

DATE: March 21, 2023

REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. Jahnke	Bouck	HE	Favorable
2. _____	_____	AED	_____
3. _____	_____	FP	_____

I. Summary:

SB 750 modifies provisions related to statewide articulation agreements, the statewide course numbering system, and transfer degrees. Specifically, the bill:

- Requires the Articulation Coordinating Committee (ACC) to convene a workgroup to develop statewide “2+2” Associate in Science (AS) degree to baccalaureate degree articulation agreements in high-demand fields.
- Requires state universities to establish at least one local “2+2” AS degree to baccalaureate degree articulation agreement with one or more Florida College System (FCS) institutions.
- Requires the ACC to convene a workgroup to strengthen educator preparation programs in this state and provide seamless pathways to continued educational opportunities.
- Requires institutions to award transfer credit toward program requirements for courses with similar learning outcomes as identified in the statewide course numbering system.
- Creates Associate in Arts specialized transfer degree to allow students to complete required lower-level coursework at an FCS institution in preparation for transfer to a baccalaureate degree program, and requires the State Board of Education to establish criteria for the review and approval of new specialized transfer degrees.

The bill has no impact on state revenues or expenditures.

The bill takes effect on July 1, 2023.

II. Present Situation:

Associate in Arts Degree

The Associate in Arts degree (AA) is designed for students who plan to transfer from a Florida College System (FCS) institution to a baccalaureate degree program, either at an FCS or state university system (SUS) institution.¹

The AA degree requirements consist of 60 total credit hours and include 36 credit hours of general education and 24 credit hours of electives. Students should choose elective courses required for admission to their intended program of study or major at the desired college or university. The Common Prerequisites Manual² is a catalog of lower-level courses that are prerequisites for entrance into baccalaureate programs offered by FCS and SUS institutions. Students are encouraged to discuss their intended program of study with an academic advisor at their college to ensure they are meeting all requirements to transfer upon completing their AA degree.³

A baccalaureate degree must be no more than 120 semester hours of college credit, unless prior approval has been granted by the Board of Governors (BOG) or the State Board of Education (SBE), as applicable, and include 36 semester hours of general education coursework.⁴

General Education Core Courses

Students initially entering an FCS or SUS institution in 2015-2016 and thereafter, are required to complete at least one identified general education core course in each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. All public postsecondary educational institutions are required to accept these courses as meeting general education core course requirements.⁵ Beginning in 2022-2023, the general education core course requirement is extended to students in an associate in applied science (AAS) and associate in science (AS) degree program.⁶

General education core course options consist of a maximum of five courses in each identified subject area, but may exceed that limit with the SBE or the BOG approval. The general education core courses are established in SBE rule⁷ and BOG regulation.⁸

Transfer of General Education Courses

Each public postsecondary institution must accept transfer general education core courses taken at another institution. After completing the general education core course requirements, the

¹ Florida Department of Education, Florida College System, *Academics*, <https://www.fldoe.org/schools/higher-ed/fl-college-system/academics/> (last visited March 20, 2023).

² Florida Shines, *Common Prerequisites Manual*, <https://cpm.flvc.org/advance-search> (last visited March 20, 2023).

³ Florida Department of Education, Florida College System, *Academics*, <https://www.fldoe.org/schools/higher-ed/fl-college-system/academics/> (last visited March 20, 2023).

⁴ Section 1007.25(10), F.S. and Board of Governors Regulation 6.017

⁵ Section 1007.25, F.S.

⁶ *Id.*

⁷ Rule 6A-14.0303, F.A.C.

⁸ Board of Governors Regulation 8.005.

remaining courses and credits that fulfill the total 36-hour general education requirement for an associate in arts or baccalaureate degree are at the discretion of the FCS or SUS institution.⁹

General education programs in Florida, while consistent at the general education core requirements and the total of 36 hours for completion, vary in the selection of institutionally-required courses. Students who transfer with an AA or AS degree, or who have completed their block of 36 general education hours do not have to meet the receiving institution's general education program requirements. If a student does not complete the total 36-hour general education curriculum prior to transfer, each course, outside of courses taken as general education courses, will be reviewed individually to determine if it meets the general education requirements of the new institution.¹⁰

Associate in Science Degree

The Associate in Science (A.S.) degree is offered by each FCS institution. The A.S. degree is intended to provide programs of career and technical instruction consisting of lower division college credit courses to prepare for entry into employment. The A.S. degree is also a transfer degree and a basis for admission to a related bachelor's degree. The A.S. degree is awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour length established, after demonstration of the attainment of predetermined and specified performance requirements. The standard credit hour length of all associate in science degree programs is defined in SBE rule,¹¹ and must include a minimum of 15 college credits of general education coursework.¹² Courses taken as a part of the A.S. degree to meet the 36-hour general education requirement will transfer and apply to the baccalaureate degree.¹³

Statewide Articulation Agreements

Each state university board of trustees, Florida College System board of trustees, and district school board must plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit.¹⁴

Statewide articulation agreements help facilitate the seamless transition of students across and among Florida's educational entities. This supports the DOE's focus to expand opportunities for postsecondary degrees and certificates. These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements.¹⁵

⁹ Florida Board of Governors, *Regulation 8.005 General Education Core Course Options*, available at https://www.flbog.edu/wp-content/uploads/8_005GeneralEducationCore_final.pdf and Rule 6A-14.0303(5), F.A.C.

¹⁰ Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 15, available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf>. See also Rule 6A-10.024(2)(c), F.A.C.

¹¹ Rule 6A-6.0571, F.A.C.

¹² Rule 6A-14.030(4), F.A.C.

¹³ Rule 6A-10.024(6), F.A.C.

¹⁴ Rule 6A-10.024(1), F.A.C.

¹⁵ Florida Department of Education, Career & Adult Education, *Statewide Articulation Agreements*, <https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/> (last visited March 20, 2023).

2+2 Articulation in Florida

The SBE and the BOG shall enter into a statewide articulation agreement which the SBE shall adopt by rule. The agreement must preserve Florida's "2+2" system of articulation and facilitate the seamless articulation of student credit across and among Florida's educational entities.¹⁶

The Florida Statewide Articulation Agreement¹⁷ is the most comprehensive articulation agreement in the nation. Critical components of the statewide articulation agreement include:¹⁸

- Defining the AA degree as the transfer degree.
- Establishing requirements for awarding degrees and degree definitions.
- Guaranteeing transfer of the general education block of credit.
- Creating the ACC, its purpose, role, and membership.
- Guaranteeing transfer of credit via the SCNS.
- Establishing a process for determining credit-by-examination equivalencies.
- Providing for AS degree articulation.
- Establishing a common college transcript.

Students who graduate from an institution within the FCS with an AA degree are guaranteed the following rights under the Statewide Articulation Agreement:¹⁹

- Admission to an upper-division program at an SUS or FCS institution if it offers baccalaureate degree programs, except for limited-access programs.²⁰
- Acceptance of at least 60 semester hours by the SUS and FCS baccalaureate degree-granting institutions.
- Adherence to the university or college requirements and policies, based on the catalog in effect at the time the student first enters the FCS institution, provided the student maintains continuous enrollment.
- Transfer of equivalent courses under the SCNS.
- Acceptance by the SUS and baccalaureate degree-granting FCS institutions of credits earned in accelerated programs (e.g. Dual Enrollment, CLEP, Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education).
- No additional general education core or general education institutional requirements.
- Advance knowledge of selection criteria for limited access programs.
- Equal opportunity for native university students to enter limited-access programs.

A student who completes an AA degree may continue to earn additional credits at an FCS institution if courses to be completed are listed in the university catalog as required for the degree or as prerequisite to a course required for the degree.²¹ However, in order to be eligible

¹⁶ Section 1007.23(1), F.S.

¹⁷ Section 1007.23, F.S., Rule 6A-10.024, F.A.C, and Board of Governors, *Articulation Resolution*, available at <https://www.flbog.edu/wp-content/uploads/ArticulationResolution.pdf>.

¹⁸ Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 14, available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf>.

¹⁹ *Id.*

²⁰ Board of Governors Regulation 8.013. Limited-access programs are degree programs may include additional admission requirements (e.g., higher grade point average and/or higher test scores, additional courses or prerequisites, or auditions and/or portfolios).

²¹ Section 1007.25(12), F.S.

for federal financial aid, a student must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program.²² Therefore, a student who completes an AA but needs additional courses for university requirements may not be eligible for additional federal student aid.

Targeted 2+2 Pathway Articulation Agreements

To strengthen Florida's "2+2" system of articulation and improve student retention and on-time graduation, each FCS institution was required to, by the 2019-2020 academic year, execute at least one "2+2" targeted pathway articulation agreement with one or more state universities, and each state university was required to execute at least one such agreement with one or more FCS institutions to establish "2+2" targeted pathway programs. The agreements were established to provide students who graduate with an associate in arts degree and who meet specified requirements guaranteed access to the state university and a degree program at that university, in accordance with the terms of the "2+2" targeted pathway articulation agreement. To participate in a "2+2" targeted pathway program, a student must:²³

- Enroll in the program before completing 30 credit hours, including, but not limited to, college credits earned through articulated acceleration mechanisms.²⁴
- Complete an AA degree.
- Meet the university's transfer requirements.

State universities were required to, as a part of the "2+2" targeted pathway articulation agreement:²⁵

- Establish a 4-year, on-time graduation plan for a baccalaureate degree program, including, but not limited to, a plan for students to complete an associate in arts degree programs, general education courses, common prerequisite courses, and elective courses.
- Advise students enrolled in the program about the university's transfer and degree program requirements.
- Provide students who meet the requirements under this paragraph with access to academic advisors and campus events and with guaranteed admittance to the state university and a degree program of the state university, in accordance with the terms of the agreement.

Some examples of the "2+2" targeted pathway agreements are DirectConnect to UCF²⁶, FUSE at the University of South Florida²⁷, and Connect4Success at Florida International University.²⁸

²² Federal Student Aid, *Eligibility Requirements*, <https://studentaid.gov/understand-aid/eligibility/requirements> (last visited Mar. 20, 2023).

²³ Section 1007.23(8), F.S.

²⁴ Section 1007.27, F.S.

²⁵ Section 1007.23(8), F.S.

²⁶ University of Central Florida, *DirectConnect to UCF*, <https://directconnect.ucf.edu/> (last visited March 20, 2023).

²⁷ University of South Florida, *FUSE*, <https://www.usf.edu/undergrad/transfer-student-success/fuse/> (last visited March 20, 2023).

²⁸ Florida International University, *Connect4Success, Overview*, <https://admissions.fiu.edu/how-to-apply/connect4success/index.html> (last visited March 20, 2023).

Statewide Career Pathways Articulation Agreements

Statewide career pathways articulation agreements help to facilitate the seamless transition of students across and among Florida's educational entities. These agreements are intended to be a minimum guarantee of articulated credit and do not preclude institutions from granting additional credit based on local agreements.²⁹

Associate in Science to Bachelor of Science Degree Articulation Agreements

The SBE and the BOG authorize several provisions for statewide articulation from an AS to a baccalaureate degree. The Department of Education (DOE), in consultation with institutions, periodically review, as necessary, the provisions of the state articulation agreements and the prescribed curricula to ensure the continued effectiveness of the articulation between the AS and baccalaureate degree programs. In addition, the AS degree is considered fully transferable within the FCS, and many FCS baccalaureate degree programs are directly aligned with related AS degrees.³⁰

There are currently nine approved statewide AS degree to baccalaureate degree articulation agreements.³¹

Early Childhood Education Articulation Agreements

The Early Childhood Education articulation agreement guarantees the award of course credits toward a postsecondary degree in early childhood education programs approved by the SBE and BOG which award a child development associate credential issued by the National Credentialing Program of the Council for Professional Recognition or award an approved credential³² as being equivalent to the child development associate credential, and include training in emergent literacy which meets or exceeds the minimum standards³³ for training courses for prekindergarten instructors of the Voluntary Prekindergarten Education Program.

Additional Career Agreements

Florida has additional statewide articulation agreements that allow students to transfer clock hours, credits, or industry certifications to college credit degree programs. These include:

- Applied Technology Diploma to AS/AAS Articulation Agreements.
 - The Applied Technology Diploma (ATD) consists of a course of study that is part of an AS or an AAS degree, is less than 60 credit hours, and leads to employment in a specific occupation.³⁴

²⁹ Section 1007.23, F.S. Florida Department of Education, Career & Adult Education, *Statewide Articulation Agreements*, <https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/> (last visited March 21, 2023).

³⁰ Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 20, available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf>. Florida Department of Education, Office of Articulation, *Career Ladder Agreements*, available at https://www.fldoe.org/core/fileparse.php/7525/urlt/astobaccalaureate_agreements.pdf.

³¹ Florida Department of Education, *Career Ladder Agreements*, available at https://www.fldoe.org/core/fileparse.php/7525/urlt/astobaccalaureate_agreements.pdf.

³² Section 1002.55(3)(c)1.b., F.S., or s. 402.305(3)(c), F.S.

³³ Section 1002.59, F.S.

³⁴ Florida Department of Education, Career & Technical Education, *ATD to AS/AAS Statewide Articulation Agreements*, <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/atd-as.html> (last visited March 20, 2023).

- Career Certificate to Associate Degree Articulation
 - The Career Certificate, formerly known as the Postsecondary Adult Vocational (PSAV) certificate, is a course of study consisting of clock hours designed to prepare students for employment. These programs are of varying lengths. Students who complete designated programs can articulate credits into related AS/AAS degree programs.³⁵
- Gold Standard Career Pathways Articulation Agreements
 - Florida's Gold Standard Career Pathways Articulation Agreements are annually adopted by the SBE. These agreements guarantee the award of an identified number of college credits to students who have earned a specified industry certification and are enrolled in a designated AS or AAS degree program at an FCS institution.³⁶

Statewide Course Numbering System

The Florida statewide course numbering system (SCNS) is a taxonomy of courses offered by participating postsecondary institutions in order to improve program planning and communication among all delivery systems, and facilitate student acceleration and the transfer of students and credits between public school districts, public postsecondary educational institutions, and participating nonpublic educational institutions.

Any student who transfers among participating postsecondary educational institutions must be awarded credit by the receiving institution for equivalent courses satisfactorily completed at the previous institution. Courses are considered equivalent if they are judged by the appropriate SCNS faculty committees to be academically equivalent, and are then assigned an equivalent course number. Credits awarded for equivalent courses must satisfy institutional requirements on the same basis as credits awarded to native students.³⁷

All 12 of Florida's state universities, 28 FCS institutions, 40 participating nonpublic postsecondary institutions, and 44 career education centers participate in the SCNS.³⁸

Articulation Coordinating Committee

The Commissioner of Education, in consultation with the Chancellor of the SUS, establishes the Articulation Coordinating Committee (ACC), whose primary role is to recommend statewide articulation policies.³⁹ Specifically, the ACC must monitor articulation between education systems, propose guidelines for articulation agreements, publish lists of general education and common prerequisite courses, establish dual enrollment course equivalencies to high school credit, and annually review the Statewide Articulation Agreement.⁴⁰ The Office of K-20 Articulation within the DOE provides administrative support to the ACC.⁴¹

³⁵ Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 21, available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf>.

³⁶ *Id.*

³⁷ Section 1007.24(7), F.S. See also Rule 6A-10.024(2)(c), F.A.C.

³⁸ Florida Department of Education, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 3, available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf>.

³⁹ Section 1007.01(3), F.S.

⁴⁰ Section 1007.01(3)(a) and (b), F.S.

⁴¹ Section 1007.01(3), F.S.; s. 20.15(3)(h), F.S.

III. Effect of Proposed Changes:

Articulation Agreements

Associate in Science to Baccalaureate Articulation Agreements

SB 750 modifies s. 1007.23, F.S., to require the Articulation Coordinating Committee (ACC) to, by September 1, 2023, convene a workgroup composed of State University System (SUS), Florida College System (FCS), and district career center faculty to facilitate the seamless transfer of the Associate in Science (AS) degree and reduce time to credential completion.

The bill requires the workgroup to develop a minimum of 8 statewide “2+2” AS degree to baccalaureate degree articulation agreements in high-demand fields. The agreements must be developed for programs widely offered at FCS and SUS institutions and must guarantee the transfer, acceptance, and credit application of the full AS degree toward the baccalaureate degree program requirements. The bill requires the workgroup to provide its proposed articulation agreements to the ACC by August 1, 2024.

Institution 2+2 Articulation Agreements

The bill requires each state university, by the start of the 2023-2024 academic year, to adopt a minimum of one “2+2” AS degree program to baccalaureate degree agreement with one or more FCS institutions. The agreements must guarantee transfer, acceptance, and credit application of the full AS degree program of study toward the baccalaureate program requirements. The bill requires each state university to, by March 1, 2024, submit the local “2+2” AS degree to baccalaureate degree articulation agreement to the Department of Education.

Educator Preparation Articulation Agreements

The bill further requires the ACC to convene a workgroup composed of SUS, FCS, and district career center faculty to, by September 1, 2023, develop recommendations for the seamless transfer from one educational level to the next in teacher preparation programs for education paraprofessionals and individuals who have earned the child development associate credential. The bill requires the workgroup to also develop recommendations for the seamless transfer of teacher apprentices for the completion of their baccalaureate degree.

The bill requires the workgroup to review existing statewide, regional, and interinstitutional agreements to identify seamless pathways and course sequences through the attainment of a baccalaureate degree and develop a statewide articulation agreement that includes articulated postsecondary credit for the child development associate credential and college-level training, experience, and education acquired while serving as an education paraprofessional and a teacher apprentice to include the award of credit toward a baccalaureate degree for experience acquired in the teacher apprenticeship program.

The bill requires the workgroup to provide its recommendation and proposed articulation agreement to the ACC by March 1, 2024. State universities and FCS institutions must accept and apply articulated credit as stipulated in the articulation agreement.

Statewide Course Numbering System

The bill modifies s. 1007.24, F.S., to require participating postsecondary institutions to award transfer credit toward program requirements for courses with similar learning outcomes as identified in the statewide course numbering system (SCNS). The bill prohibits participating postsecondary institutions from requiring students to repeat equivalent coursework, as described in the bill, if the student earned credit for the coursework at a prior institution.

While equivalent courses with the same course number are guaranteed transfer under the SCNS, the bill appears to require the guaranteed transfer of similar courses that have not been determined equivalent by SCNS faculty reviewers. This may require additional institution or SCNS faculty committee review to determine those courses that may also transfer.

Additionally, in order to maximize the satisfaction of course requirements, the bill requires transfer course credit that is not applied to satisfy general education requirements to be applied as satisfying institution and program-specific requirements before being applied as elected credit.

Associate in Arts Specialized Transfer Degree

The bill modifies s. 1007.25, F.S., to create an Associate in Arts (AA) specialized transfer degree to include 36 semester hours of general education coursework and 60 semester hours or more of college credit.

The bill specifies that transfer degrees are designed for FCS institution students who need to supplement lower-level coursework in preparation for transfer to the upper level. The bill requires the State Board of Education (SBE) to establish criteria for the review and approval of new specialized transfer degrees. The approval process must require:

- Each FCS institution to submit a notice of its intent to propose a new AA specialized degree program to the Division of Florida Colleges. The notice of intent:
 - Must include the recommended credit hours, rationale for the specialization, the demand for students entering the field, and the coursework being proposed to be included beyond the 60 semester hours or general transfer degree.
 - May be submitted by an FCS institution at any time.
- The Division of Florida Colleges to forward the notice of intent within 10 business days after receipt to the Chancellor of the SUS and all FCS institutions. State universities and FCS institutions have 60 days after receipt of the notice to submit comments.
- After submission of comments, the requesting FCS institution must submit a proposal that includes:
 - Evidence that the coursework for the AA specialized transfer degree includes demonstration of competency in foreign language and demonstration of civic literacy competency as provided in law.
 - Demonstration that all required coursework will count toward the AA degree or the baccalaureate degree.
 - An analysis of demand and unmet need for students entering the specialized field of study at the baccalaureate level.
 - Justification for the program length if it exceeds 60 credit hours, including references to the common prerequisite manual or other requirements for the baccalaureate degree. Including documentation of alignment between the exit requirements of an FCS

- institution and the admissions requirements of a baccalaureate degree program at a State University to which students would typically transfer.
- Articulation agreements for graduates of the associate in arts specialized transfer degree.
- Responses to comments received.

The bill requires the Division of Florida Colleges to review the proposal within 30 days of receipt, provide written notification to the FCS institution of any deficiencies, and provide it with an opportunity for correction. The Commissioner of Education must recommend approval or disapproval of the new specialized transfer degree to the SBE within 45 days following receipt of the completed proposal by the Division of Florida Colleges, and the SBE must consider the recommendation at its next meeting.

The bill authorizes the FCS to offer the AA specialized transfer degree once the SBE approves, and must report data on student and program performance as prescribed by the DOE. The bill requires the SBE to adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, and compliance reviews.

The bill takes effect on July 1, 2023.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1007.23, 1007.24, and 1007.25.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

By Senator Calatayud

38-00918-23

2023750__

1 A bill to be entitled
 2 An act relating to articulation agreements; amending
 3 s. 1007.23, F.S.; requiring the Articulation
 4 Coordinating Committee to convene a workgroup by a
 5 specified date to develop specified articulation
 6 agreements; providing requirements for the workgroups;
 7 requiring state universities and Florida College
 8 System institutions to adopt specified articulation
 9 agreements by a specified date; amending s. 1007.24,
 10 F.S.; requiring Florida College System institutions to
 11 award transfer credit for certain courses; prohibiting
 12 Florida College System institutions from requiring a
 13 student to repeat certain coursework; revising the
 14 application of transfer course credit; amending s.
 15 1007.25, F.S.; providing requirements for an associate
 16 in arts specialized transfer degree; requiring the
 17 State Board of Education to establish criteria for the
 18 review and approval of new specialized transfer
 19 degrees; requiring the Division of Florida Colleges to
 20 review proposals and, in the event of deficiencies, to
 21 provide certain written notice to the Florida College
 22 System institution; providing requirements for the
 23 approval process; providing that, upon approval of a
 24 new associate in arts specialized transfer degree,
 25 Florida College System institutions may offer the
 26 degree and shall report certain data; requiring the
 27 State Board of Education to adopt rules; conforming a
 28 provision to changes made by the act; providing an
 29 effective date.

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

38-00918-23

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30
 31 Be It Enacted by the Legislature of the State of Florida:
 32
 33 Section 1. Present subsections (8) and (9) of section
 34 1007.23, Florida Statutes, are redesignated as subsections (9)
 35 and (10), a new subsection (8) is added to that section, and
 36 subsection (6) of that section is amended, to read:
 37 1007.23 Statewide articulation agreement.—
 38 (6) The articulation agreement must guarantee the statewide
 39 articulation of appropriate courses within associate in science
 40 degree programs to baccalaureate degree programs. Courses within
 41 an associate in applied science degree program may articulate
 42 into a baccalaureate degree program on an individual or block
 43 basis as authorized in local interinstitutional articulation
 44 agreements.
 45 (a) By September 1, 2023, the Articulation Coordinating
 46 Committee shall convene a workgroup composed of State University
 47 System, Florida College System institution, and district career
 48 center faculty to facilitate the seamless transfer of the
 49 associate in science degree and reduce time to credential
 50 completion. The workgroup shall develop a minimum of eight
 51 statewide "2+2" associate in science programs to baccalaureate
 52 degree articulation agreements in high-demand fields that
 53 articulate the associate in science degree into a related
 54 baccalaureate degree. These agreements must be developed for
 55 programs that are widely offered at Florida College System
 56 institutions and state universities and must guarantee the
 57 transfer, acceptance, and credit application of the full
 58 associate in science degree toward the baccalaureate degree

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

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program requirements. The workgroup shall provide its proposed articulation agreements to the Articulation Coordinating Committee by August 1, 2024.

(b) In addition to awarding credit in accordance with the statewide "2+2" associate in science programs to baccalaureate degree articulation agreements developed pursuant to paragraph (a), each state university shall, by the start of the 2023-2024 academic year, adopt a minimum of one local "2+2" associate in science programs to baccalaureate degree articulation agreement with one or more Florida College System institutions. The agreements must guarantee the transfer, acceptance, and credit application of the full associate in science degree program of study toward the baccalaureate degree program requirements. By March 1, 2024, each state university must submit the local "2+2" associate in science programs to baccalaureate degree articulation agreement to the Department of Education.

(8) To strengthen educator preparation programs in this state and provide seamless pathways to continued educational opportunities, by September 1, 2023, the Articulation Coordinating Committee shall convene a workgroup responsible for developing recommendations for seamless student transfer from one educational level to the next in teacher preparation programs for education paraprofessionals and individuals who have earned the child development associate credential. The workgroup shall also develop recommendations for the seamless transfer of teacher apprentices for the completion of their baccalaureate degree.

(a) The workgroup must be composed of State University System and Florida College System institution faculty and

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faculty of career centers established under s. 1001.44.

(b) The workgroup shall review existing statewide, regional, and intrainstitutional agreements to identify seamless pathways and course sequences through the attainment of baccalaureate degree and develop a statewide articulation agreement that includes articulated postsecondary credit for the child development associate credential as specified in paragraph (7) (a) and college-level training, experience, and education acquired while serving as an education paraprofessional as defined in s. 1012.01(2)(e), and a teacher apprentice to include the award of credit toward a baccalaureate degree for experience acquired in the teacher apprenticeship program.

(c) The workgroup shall provide its recommendation and proposed articulation agreement to the Articulation Coordinating Committee by March 1, 2024. State universities and Florida College System institutions must accept and apply articulated credit as stipulated in the articulation agreement.

Section 2. Subsections (7) and (8) of section 1007.24, Florida Statutes, are amended to read:

1007.24 Statewide course numbering system.—

(7) Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty committees representing school districts, public postsecondary

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educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Institutions shall award transfer credit toward program requirements for courses that contain similar learning outcomes as identified in the statewide course numbering system. Credits awarded pursuant to this subsection ~~shall~~ satisfy institutional requirements on the same basis as credits awarded to native students. Institutions may not require a student to repeat equivalent coursework as described in this section if the student earned credit for the coursework at a prior institution.

(8) Participating postsecondary institutions receiving transfer course credit must accept and apply general education courses and credit in accordance with this section, s. 1007.25, and other provisions of law, including credit earned through dual enrollment, course equivalencies, and other acceleration mechanisms, as first satisfying general education core course credit requirements and other general education subject area course credit requirements, as appropriate before applying the course credit as elective credit. Transfer course credit not applied in satisfying general education requirements must be

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applied as satisfying institutional and program-specified requirements before it is applied as elective credit.

Section 3. Subsections (9) and (12) of section 1007.25, Florida Statutes, are amended to read:

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

(9) (a) An associate in arts degree must ~~shall~~ require no more than 60 semester hours of college credit and include 36 semester hours of general education coursework. Beginning with students initially entering a Florida College System institution or state university in the 2014-2015 academic year and thereafter, coursework for an associate in arts degree must ~~shall~~ include demonstration of competency in a foreign language pursuant to s. 1007.262. Except for developmental education required pursuant to s. 1008.30, all required coursework must ~~shall~~ count toward the associate in arts degree or the baccalaureate degree.

(b) An associate in arts specialized transfer degree must include 36 semester hours of general education coursework and require 60 semester hours or more of college credit. Specialized transfer degrees are designed for Florida College System institution students who need supplemental lower-level coursework in preparation for transfer as provided under paragraph (7). The State Board of Education shall establish criteria for the review and approval of new specialized transfer degrees. The approval process must require:

1. Each Florida College System institution to submit a notice of its intent to propose a new associate in arts specialized degree program to the Division of Florida Colleges.

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

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

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

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

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

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

d. Justification for the program length if it exceeds 60 credit hours, including references to the common prerequisite manual or other requirements for the baccalaureate degree. This includes documentation of alignment between the exit

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requirements of a Florida College System institution and the admissions requirements of a baccalaureate degree program at a state university to which students would typically transfer.

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

f. Responses to comments received under subparagraph 2.

(c) The Division of Florida Colleges shall review the proposal and, within 30 days after receipt, shall provide written notification to the Florida College System institution of any deficiencies and provide it with an opportunity to correct the deficiencies. Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the new specialized transfer degree to the State Board of Education. The State Board of Education shall consider the recommendation at its next meeting.

(d) Once the State Board of Education approves an associate in arts specialized transfer degree, a Florida College System institution may offer the degree and shall report data on student and program performance in a manner prescribed by the Department of Education.

(e) The State Board of Education shall adopt rules, pursuant to ss. 120.536(1) and 120.54, to prescribe format and content requirements and submission procedures for notices of intent, proposals, and compliance reviews under this subsection.

(12) A student who received an associate in arts degree ~~for successfully completing 60 semester credit hours~~ may continue to earn additional credits at a Florida College System institution. The university must provide credit toward the student's

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233 baccalaureate degree for an additional Florida College System
234 institution course if, according to the statewide course
235 numbering, the Florida College System institution course is a
236 course listed in the university catalog as required for the
237 degree or as prerequisite to a course required for the degree.
238 Of the courses required for the degree, at least half of the
239 credit hours required for the degree must ~~shall~~ be achievable
240 through courses designated as lower division, except in degree
241 programs approved by the State Board of Education for programs
242 offered by Florida College System institutions and by the Board
243 of Governors for programs offered by state universities.
244 Section 4. This act shall take effect July 1, 2023.



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

SENATOR Alexis M. Calatayud
38th District

COMMITTEES:

Community Affairs, Chair
Appropriations Committee on Education
Appropriations Committee of Health and Human
Services
Education Pre-K 12
Fiscal Policy
Health Policy
Military and Veterans Affairs, Space and Domestic
Security
Select Committee on Resiliency

February 27, 2023

Honorable Senator Erin Grall
Chair
Committee on Education Postsecondary

Honorable Chair Grall,

I respectfully request SB 750 Articulation Agreements be placed on the next committee agenda.

This bill requires the Articulation Coordinating Committee to convene a workgroup by a specified date to develop specified articulation agreements; requiring Florida College System institutions to award transfer credit for certain courses; providing requirements for an associate in arts specialized transfer degree; providing that, upon approval of a new associate in arts specialized transfer degree, Florida College System institutions may offer the degree and shall report certain data.

Sincerely,

Alexis M. Calatayud

Senator Alexis M. Calatayud
Florida Senate, District 39

CC: Matthew Bouck, Staff Director
Secret Williams, Committee Administrative Assistant

REPLY TO:

- 11011 SW 101st St, STE 5101, Miami Florida 33176 (305) 596-3002
- 324 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5038

Senate's Website: www.flsenate.gov

Kathleen Passidomo
President of the Senate

Dennis Baxley
President Pro Tempore

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Postsecondary

BILL: CS/SB 958

INTRODUCER: Education Postsecondary Committee and Senator Perry

SUBJECT: Postsecondary Educational Institutions

DATE: March 23, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahnke	Bouck	HE	Fav/CS
2.			AED	
3.			FP	

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/SB 958 modifies provisions related to intellectual freedom and viewpoint diversity, the use of political loyalty tests in hiring and admissions, and due process for students participating in student governments. Specifically, the bill:

- Revises the date the State Board of Education and Board of Governors (BOG), respectively, must annually compile and publish the Intellectual Freedom and Viewpoint Diversity survey results.
- Requires the BOG to create a Committee on Public Policy Events and each state university to establish an Office of Public Policy Events, to organize, publicize, and stage debates, group forums, and lectures at each SUS institution that address, from multiple, divergent, and opposing perspectives, an extensive range of public policy issues widely discussed and debated in society at large.
- Prohibits the use of political loyalty tests in a state university's hiring, admissions, or promotion process.
- Extends due process protections to each university's student body president that serves on the Florida Student Association.

The fiscal impact of the bill can be absorbed within the existing resources of the BOG and SUS institutions. See section V.

The bill is effective July 1, 2023.

II. Present Situation:

The Present Situation is included in the Effect of Proposed Changes section of the analysis.

III. Effect of Proposed Changes:

Intellectual Freedom and Viewpoint Diversity Assessments

Present Situation

Intellectual Freedom and Viewpoint Diversity in Higher Education

In January 2015, the Committee on Freedom of Expression at the University of Chicago produced a free speech policy statement (referred to as the “Chicago Statement”) that affirmed the centrality of unfettered debate to the university’s mission.¹ The statement provided in part:

[I]t is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The Chicago Statement continues a tradition of institutions and organizations affirming the importance of the free expression and sharing of ideas on college and university campuses.²

The 2017 National Survey of Student Engagement revealed that most students surveyed (64 percent) felt that postsecondary coursework generally respected the expression of diverse ideas, and that the postsecondary institution generally demonstrated a commitment to diversity (71 percent).³ This was reflected when specific forms of diversity were considered, such as gender, religious affiliation, or disability status. When political affiliation was considered, only half of students surveyed felt their postsecondary institution was generally supportive of different political ideas.⁴

The Campus Free Expression Act became Florida law in 2018.⁵ Under the law, outdoor areas of campus are considered traditional public forums for individuals, organizations, and guest speakers. A public institution of higher education may create and enforce restrictions that are

¹ University of Chicago, *Report of the Committee on Free Expression* (2015), available at <https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>.

² See American Council on Education, *Statement on Academic Rights and Responsibilities* (June 23, 2005), available at <https://www.acenet.edu/Documents/Statement-on-Academic-Rights-and-Responsibilities-2005.pdf>; American Association of University Professors, *1940 Statement of Principles on Academic Freedom and Tenure* (1940), available at <https://www.aaup.org/file/1940%20Statement.pdf>.

³ National Survey of Student Engagement, *2017 Topical Module: Inclusiveness and Engagement with Cultural Diversity*, available at https://scholarworks.iu.edu/dspace/bitstream/handle/2022/23392/NSSE_2017_Annual_Results.pdf?sequence=1&isAllowed=y.

⁴ *Id.*

⁵ Ch. 2018-4, s. 6, Laws of Fla.

reasonable and content-neutral on time, place, and manner of expression, and that are narrowly tailored to a significant institutional interest. Restrictions must be clear and published and must provide for ample alternative means of expression.⁶ A public institution of higher education may not otherwise designate any area of campus as a free-speech zone or create policies restricting expressive activities to a particular outdoor area of campus.⁷ A person whose expressive rights are violated may bring an action against a public institution of higher education in a court of competent jurisdiction to obtain declaratory and injunctive relief, reasonable court costs, and attorney fees.⁸

In April of 2019, the Chancellor of the State University System (SUS), all twelve state university presidents, and the chair of the Florida College System (FCS) Council of Presidents signed resolutions affirming their commitment to providing for free expression on campus.⁹ FCS institutions and state universities further acknowledge their responsibility to foster and protect faculty rights to intellectual freedom in their collective bargaining agreements with faculty unions.¹⁰

In 2023, according to the Foundation for Individual Rights in Education (FIRE), only four out of the eleven state universities in Florida that FIRE evaluated had policies that did not inhibit free expression.¹¹ A national survey revealed, in part, that:

- 22 percent of students would have felt very uncomfortable publicly disagreeing with a professor about a controversial topic;
- 29 percent of students felt that the college administration did not make it clear that free speech was protected on campus;
- 60 percent of students had felt they could not express their opinion on a subject because of how students, a professor, or the administration would respond; and
- 60 percent of students could recall at least one time during their college experience when they did not share their perspective for fear of how others would respond. Students who identified as conservative were more likely to report a prior self-censorship incident (72 percent for conservative students, 55 percent for liberal students).¹²

⁶ Section 1004.097(3)(c), F.S.

⁷ Section 1004.097(3)(d), F.S.

⁸ Section 1004.097(4), F.S.

⁹ Foundation for Individual Rights in Education, *Spotlight of Speech Codes 2023*, <https://www.thefire.org/research-learn/spotlight-speech-codes-2023> (last visited Mar. 15, 2023) [hereinafter *Spotlight on Speech*]; Executive Office of the Governor, *Governor Ron DeSantis Calls on State Colleges and Universities to Adopt Free Speech Resolution* (April 15, 2019), <https://www.flgov.com/2019/04/15/governor-ron-desantis-calls-on-state-colleges-and-universities-to-adopt-free-speech-resolution/> (last visited March 15, 2023).

¹⁰ See, e.g., Tallahassee Community College and United Faculty of Florida, *Tallahassee Community College and United Faculty of Florida 2020-2021* (Oct. 15, 2020), available at https://blogs.tcc.fl.edu/labor-negotiations/wp-content/uploads/sites/13/2020/10/TCC-UFF_2020-21_FINAL.pdf; Florida State University and United Faculty of Florida, *Collective Bargaining Agreement: The Florida State University Board of Governors and the United Faculty of Florida General Faculty Bargaining Unit 2019-2022* (October 30, 2020), available at https://hr.fsu.edu/sites/g/files/upcbnu2186/files/PDF/Publications/UFF_CBA_Updated_2021.pdf.

¹¹ *Spotlight on Speech*, *supra* note 9. The four Florida universities with policies that were not found to inhibit free speech include the University of Florida, Florida State University, the University of South Florida, and the University of North Florida. Florida has twelve public universities but FIRE has never rated Florida Polytechnic University.

¹² College Pulse, et al., *College Free Speech Rankings: What's the Climate for Free Speech on America's College Campuses?* (2020), at 2 and 53-59, https://marketplace.collegepulse.com/img/2020_college_free_speech_rankings.pdf (last visited March 15, 2023).

In 2021, the Legislature passed legislation requiring an individual freedom and viewpoint diversity survey to be administered by all FCS and SUS institutions. The State Board of Education (SBE) and the Board of Governors (BOG) were required to select or create an objective, nonpartisan, and statistically valid survey to assess intellectual freedom and viewpoint diversity at Florida's state universities and FCS institutions. The surveys were required to be designed to capture the extent to which competing ideas and perspectives are presented on campus as well as the extent to which those surveyed feel free to express their beliefs and viewpoints on campus and in the classroom. All FCS institutions and state universities must conduct the survey annually and the SBE and the BOG must compile and annually publish the survey results beginning September 1, 2022.¹³ Both the SBE¹⁴ and the BOG¹⁵ timely published the first required reports in the fall of 2022.

Board of Governors

The BOG operates, regulates, controls, and is fully responsible for the management of the whole university system.¹⁶ For each constituent university, the BOG, or the board's designee, is responsible for cost-effective policy decisions appropriate to the university's mission, the implementation and maintenance of high-quality education programs within law, the measurement of performance, the reporting of information, and the provision of input regarding state policy, budgeting, and education standards.¹⁷

Effect of Proposed Changes

Intellectual Freedom and Viewpoint Diversity Assessment

The bill modifies ss. 1001.03 and 1001.706, F.S., to revise the date the SBE and the BOG, respectively, must annually compile and publish each institution's intellectual freedom and viewpoint diversity assessment from September 1 to December 31, beginning on December 31, 2024.

Offices of Public Policy Events within the State University System

The bill creates s. 1001.93, F.S., to establish the Offices of Public Policy Events (OPPE or office) within the SUS. The bill requires the BOG to establish a Committee on Public Policy Events and each state university to establish an OPPE. Each state university is required to appoint a Director of Public Policy Events who is responsible for the duties and reporting responsibilities of the office.

The bill defines "debate" as an event at which two or more participants speak in favor or opposing approaches to the same public policy dispute, after which each participant is allotted time to address and rebut the position presented by the opposing speakers. Additionally, the bill defines a "group forum" as an event at which two or more speakers address a public policy

¹³ Section 1001.706(13), F.S.

¹⁴ Florida Department of Education, Division of Florida Colleges, *Intellectual Freedom and Viewpoint Diversity 2022 Florida College System Institutions*, available at <https://www.fldoe.org/core/fileparse.php/7724/urlt/FCS-IFVD.pdf>.

¹⁵ Florida Board of Governors, *Intellectual Freedom and Viewpoint Diversity 2022 Survey*, available at https://www.flbog.edu/wp-content/uploads/2022/08/SUS_IF-SURVEY_REPORT_DRAFT_2022-08-16.pdf.

¹⁶ Fla. Const. Art. IX, s. 7.

¹⁷ Section 1001.706(1), F.S.

dispute from divergent or opposing perspectives, after which each participant is allotted time to address questions from the audience and to comment on the other speakers' positions.

Each state university's OPPE is required, at a minimum, to organize, publicize, and stage debates, group forums, and individual lectures at the state university that address, from multiple, divergent, and opposing perspectives, an extensive range of public policy issues widely discussed and debated in society at large. The bill requires the state university to hold no less than four events each academic year, with at least two events occurring in the fall semester and at least two events occurring in the spring semester.

The bill specifies that the debates, group forums, and lectures must include speakers who represent widely held views on opposing sides of the most widely discussed public policy issues of the day and who hold a wide diversity of perspectives from within and outside of the state university community.

The bill specifies that if the OPPE is unable to readily find an advocate from within the state university community who is well-versed in a perspective, the office is required to invite a speaker who is able to represent such perspective. For those speakers from outside of the state university community, the OPPE must provide per diem and travel expenses.

The bill requires the OPPE to maintain a permanent, publicly accessible, searchable, and up-to-date calendar in print, on the office's website, and on the state university's website listing all of the events sponsored by the office and all other debates, group forums, and individual lectures open to the entire campus community at the state university that address public policy issues. The calendar must be kept in the library system of the university, itemize the title of the event or lecture, the name and institutional affiliation of all speakers, and the office, institute, department, program, or organization that sponsored the event, excluding those events sponsored by off-campus groups in rented state university facilities.

Beginning September 1, 2024, and annually thereafter, the OPPE is responsible for providing a report to the BOG Committee on Public Policy and Events detailing the following prior year academic statistics:

- The number of debates, group forums, and individual lectures.
- In chronological order, the itemized calendars.
- The number of enrolled students attending the event.
- Expenditure information relating to any per diem or reimbursement for travel expenses.

The OPPE is required to make publicly available, in an online format, a complete video record of every debate, group forum, and individual lecture organized by the office. Such video recordings must be made available on the office's website within 10 days after the event and remain accessible on the office's website for five years. Additionally, the video recordings must be permanently preserved, and made available to the public, through the library of the state university where the event was held.

The bill authorizes the duties of the OPPE to be assigned to an existing administrative office within the state university, upon the approval of the BOG and board of trustees of the state university. Each OPPE is required to report directly to either the state university's office that is

responsible for compiling and reporting the Integrated Postsecondary Education Data System's graduation rate survey or the Office of General Counsel.

Finally, the bill requires each event or lecture organized by the OPPE to be open to all students, faculty, and staff of the state university, and must unless restricting attendance to such an event is necessary to achieve a compelling governmental interest, be open to the general public.

Political Loyalty Tests in Hiring and Admissions

Present Situation

Diversity, Equity, and Inclusion (DEI) initiatives are intended to provide equal access as well as a more welcoming and inclusive environment for underrepresented minorities within the institution.¹⁸ The impetus behind DEI initiatives is the belief that having a more diverse representation coupled with creating space where everyone feels a sense of belonging and can bring their authentic selves to work, is better for the business.¹⁹

However, research indicates that DEI initiatives may have negative impacts that directly undermine the reported goals of the programs.²⁰ The presence of DEI initiatives can lead to lower evaluations and perceptions of members of the organization based on the implication that individuals are not present due to merit but simply to satisfy the DEI initiative's goals.²¹ This impact is not only external, the individuals themselves can be led to underestimate their own competence and ability due to the presence of a DEI initiative.²² The mere presence of a DEI initiative within an organization can undermine the very purpose the DEI initiative allegedly serves.

Diversity, Equity, and Inclusion in Florida Public Postsecondary Institutions

A position statement by the Southern Association of Colleges and Schools (SACS) describes the benefits of diversity, equity, and inclusion policies in postsecondary institutions.

By creating and sustaining an equitable and inclusive institutional culture, colleges and universities can foster a community in which all members can be respected and appreciated for their differences, and in which all learners can be engaged to reach their full potential. Promoting diversity, equity and inclusion is an opportunity for institutions to recruit students of all backgrounds, identities, and abilities; to support them, adapt teaching methods and use technology to meet their needs and break down barriers to learning; and to successfully guide, mentor, retain, and graduate them.²³

¹⁸ See Florida International University, *Diversity Equity and Inclusion Institutional Goals*, <https://dei.fiu.edu/our-foundations/institutional-goals/index.html> (last visited March 15, 2023).

¹⁹ *Id.*

²⁰ Fortune, Michelle Frank, *The problem with diversity and inclusion initiatives*, May 18, 2022, <https://fortune.com/2022/05/18/problem-diversity-inclusion-initiatives-dei-women-careers-work-leadership-stereotypes-michele-frank/> (last visited March 15, 2023).

²¹ *Id.*

²² *Id.*

²³ Southern Association of Colleges and Schools, Commission on Colleges, *Diversity, Equity and Inclusion* (December 2020), available at <https://sacscoc.org/app/uploads/2019/08/DiversityStatement.pdf>.

A statement by the presidents of the Florida College System (FCS) echoes the SACS statement in its description of DEI as a tool “to increase diversity of thought as well as the enrollment and the success of underrepresented populations.” However, this statement also warns that DEI “initiatives and instruction in higher education under the same title have come to mean and accomplish the very opposite and seek to push ideologies such as critical race theory and its related tenets.”²⁴ The statement continues:

To be clear in this environment, the FCS presidents, by and through the FCS Council of Presidents (COP), will ensure that all initiatives, instruction, and activities do not promote any ideology that suppresses intellectual and academic freedom, freedom of expression, viewpoint diversity, and the pursuit of truth in teaching and learning. As such, our institutions will not fund or support any institutional practice, policy, or academic requirement that compels belief in critical race theory or related concepts such as intersectionality, or the idea that systems of oppression should be the primary lens through which teaching and learning are analyzed and/or improved upon.

Specifically, by February 1, 2023, the FCS presidents commit to having fully evaluated and removed any institutional instruction, training, and policies opposed to the forms of discrimination described in this statement.²⁵

On December 28, 2022, the Executive Office of the Governor directed the colleges and universities to provide a comprehensive list of all staff, programs and campus activities related to diversity, equity and inclusion and critical race theory.²⁶ The list must include costs associated with administration of each program or activity, including a description of the activities, paid positions and how much of the money is provided by the state.²⁷ The results of the survey for the State University System indicated that state universities spend approximately \$34.5 million on such activities, with about \$20.7 million from state funds.²⁸

Compelled Speech

The U.S. Supreme Court (Court) has repeatedly held that the right to free speech protected by the first amendment to the constitution protects an individual from being compelled to speak. “If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by word or act their faith therein.”²⁹ Stated even more plainly, the Court has held that free speech principles prohibit the government from telling people what they must

²⁴ Florida College System, *Florida College System Presidents Statement on Diversity, Equity, Inclusion and Critical Race Theory* (January 18, 2023), available at <https://www.fldoe.org/core/fileparse.php/5673/urlt/FCSDEIstatement.pdf>.

²⁵ Florida College System, *Florida College System Presidents Statement on Diversity, Equity, Inclusion and Critical Race Theory* (January 18, 2023), available at <https://www.fldoe.org/core/fileparse.php/5673/urlt/FCSDEIstatement.pdf>.

²⁶ Executive Office of the Governor, Memorandum # 23-021, *Higher Education Program and Activity Survey* (December 28, 2022).

²⁷ *Id.*

²⁸ Florida Board of Governors, *Combined SUS DEI Response*, available at https://drive.google.com/file/d/1vQbcRDZmWzewqD_vuFx97zjTIscoG1O8/view.

²⁹ *West Virginia State Board of Education v. Barnette*, 319 U.S. 624, 642 (1943).

say.³⁰ Additionally, an individual is also protected from being compelled to host or accommodate the speech of another.³¹

The Court has consistently struck down mandatory political loyalty oaths, particularly in the education setting.³² The Court established a four-part test for reviewing the constitutionality of such oaths, requiring that:

- The oath may not infringe on First or Fourteenth Amendment rights;
- Employment may not be conditioned on an oath that one has not engaged in, or will not engage in, protected speech activities;
- Employment may not be conditioned on an oath denying past or avoiding future associational activities protected by the Constitution; and
- The oath may not be so vague that a person of ordinary intelligence must guess at its meaning.³³

Equity and Access in Florida's State Universities

The Board of Governors (BOG) Regulation 2.003 governs state university system institution policies and procedure regarding equity and access for both students and employees.³⁴ The regulation prohibits discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status, or any basis protected by applicable law.³⁵ Covered individuals include prospective and enrolled students, prospective and current employees, and university program invitees.³⁶ However, this does not prohibit an institution from using legal methods to achieve a broadly diverse student body, faculty and staff.³⁷

Each state university system institution must:

- Make available classes, programs, facilities, employment, and services without regard to the protected status or category of an individual;
- Establish policies, procedures, and reporting mechanisms that prohibit and address unlawful discrimination; and
- Establish a designated office or person responsible for the development and implementation of the equal employment opportunity program at each university.³⁸

³⁰ *Rumsfeld v. Forum for Academic and Institutional Rights*, 547 U.S. 47, 61 (2006).

³¹ See *Hurley v. Irish-American Gay, Lesbian and Bisexual Group of Boston, Inc.*, 515 U.S. 557 (1995) (state law cannot require a parade to include a group whose message the parade's organizer does not wish to send) and *Miami Herald Publishing Co. v. Tornillo*, 418 U.S. 241 (1974) (right-of-reply statute violates editors' right to determine the content of their newspapers).

³² See, e.g., *Baggett v. Bullitt*, 377 U.S. 360 (1964); *Elfbrandt v. Russell*, 384 U.S. 11 (1966); and *Keyishian v. Board of Regents*, 385 U.S. 589 (1967).

³³ *Cole v. Richardson*, 405 U.S. 676 (1972).

³⁴ Florida Board of Governors, Regulation 2.003.

³⁵ Florida Board of Governors, Regulation 2.003(1).

³⁶ *Id.*

³⁷ Florida Board of Governors, Regulations 2.003(1)(b) and 6.001(3). State university system institutions are expressly prohibited from using admissions criteria that include preferences on the basis of race, color, national origin, disability, religion, or sex.

³⁸ Florida Board of Governors, Regulation 2.003(2).

Relating to equal opportunity in employment, each state university system institution must:

- Offer equal opportunity and access in employment to all qualified individuals without regard to the protected status or category of the individual.
- Maintain an annual equity plan for remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty rank and/or tenure status.³⁹

In compliance with state, federal, and National Collegiate Athletic Association (NCAA) requirements regarding equal opportunity and access to students to participate in intercollegiate athletics, as well as in intramural, club, or recreational athletics, each state university system institution must develop an equity plan addressing sex equity in sports offerings and funding, including the proper level of support for women's athletic scholarships.⁴⁰

Finally, the BOG requires an annual Florida Equity Report, subject to the following requirements:

- At a minimum, each university's equity report must include information on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment.
- Each university's equity report shall assess sex equity in athletics, as well as representation by race and sex in student enrollment, senior level administrative positions and by faculty rank and/or tenure status.⁴¹
- Each equity report shall include a web citation of the university's nondiscrimination policy adopted by its university board of trustees.
- Such reports are to be submitted to the BOG by September 30th of each year.
- Each university board of trustees or designee shall approve the annual Florida Equity Report for its institution prior to submission to the BOG.
- The BOG shall annually assess the progress of each university's plan and advise the Governor and the Legislature regarding compliance.⁴²

Preferences in State University Admissions

The BOG adopted regulation 6.001 prohibiting Florida's universities from using admissions criteria that include preferences on the basis of race, color, national origin, disability, religion, or sex.⁴³

Effect of Proposed Changes

The bill prohibits a public postsecondary institution from requiring or soliciting a person to complete a political loyalty test as a condition of employment by, admission into, or promotion within the institution. The bill also prohibits public postsecondary institutions from giving preferential consideration to a person for an opinion or actions in support of a partisan, a

³⁹ Florida Board of Governors, Regulation 2.003(3).

⁴⁰ Florida Board of Governors Regulation 2.003(4).

⁴¹ Annual goals shall be developed and included in the equity report to address each area of underutilization. For each year in which prior year goals were not achieved, each university shall provide a narrative explanation and a plan for achievement of equity. Florida Board of Governors Regulation 2.003(5)(b)1.

⁴² Florida Board of Governors Regulation 2.003(5).

⁴³ Florida Board of Governors Regulation 6.001(3).

political, or an ideological set of beliefs or another person or group of persons based on the person's or group's race or ethnicity or support of a specified ideology or movement.

The bill specifies that a political loyalty test includes compelling, requiring, or soliciting a person to identify commitment to or to make a statement of personal belief in support of:

- Any ideology or movement that promotes the differential treatment of a person or a group of persons based on race or ethnicity, including an initiative or a formulation of diversity, equity, and inclusion beyond upholding the equal protection of the laws guaranteed by the 14th Amendment to the United States Constitution or a theory or practice that holds that systems or institutions upholding the equal protection of the laws guaranteed by the 14th Amendment to the United States Constitution are racist, oppressive, or otherwise unjust.
- A specific partisan, political, or ideological set of beliefs.

The bill explicitly states that a political loyalty test does not include fidelity to, or an oath or effort taken to uphold, the United States Constitution or the Florida Constitution.

The bill authorizes the SBE and the BOG to adopt rules and regulations, respectively, to implement these provisions. Such rules and regulations may provide penalties for the willful violation of these prohibitions.

The bill provides a severability clause for these provisions.

Due Process for Students Participating in Student Government

Present Situation

Student Governments at State Universities

Each state university has a student government on its main.⁴⁴ A state university student government is required to be comprised of at least a student body president, a student legislature, and a student judiciary.⁴⁵ Each student government is required to adopt internal procedures that provide for the operation and administration of the student government as well as the fulfillment of all statutory duties including, but not limited to, establishing procedures for the suspension, removal, and discipline of officers of the student government.⁴⁶ The statutory requirements for university student governments are mirrored in Board of Governors (BOG) regulation.⁴⁷

Student government organizations are a part of the university at which they are established.⁴⁸ Actions taken by student government entities are subject to the approval of the university.⁴⁹ When a student government acts, it acts under the color of state law and such actions are considered state action.⁵⁰

⁴⁴ Section 1004.26(1), F.S.

⁴⁵ Section 1004.26(2), F.S.

⁴⁶ Sections 1004.26(3) and (4)(a), F.S.

⁴⁷ Florida Board of Governors Regulation 6.014.

⁴⁸ Section 1004.26(1), F.S.

⁴⁹ See, e.g., Florida Board of Governors Regulation 6.014(5); Florida State University Board of Trustees Regulation FSU-3.001(3).

⁵⁰ See *Ala. Student Party v. Student Gov't Ass'n of the Univ. of Ala.*, 867 F.2d 1344, 1345 (11th Cir. 1989).

In 2021, the Legislature established additional due process protections for students participating in student governments. Every university student government body must include a provision in its internal procedures permitting an officer that is disciplined, suspended, or removed from office to appeal directly to the vice president of student affairs or other designated senior university administrator. Neither the student government nor the university may impose any conditions precedent on such an appeal.⁵¹

Florida Student Association

The Florida Student Association (FSA) is a nonprofit entity established to advocate on behalf of Florida's State University System (SUS) students. The FSA consists of the 12 university student body presidents.⁵² The president of the FSA serves as a student member of the BOG.⁵³ Additionally, the FSA nominates a student to serve on financial aid appeals committees.⁵⁴

Effect of Proposed Changes

The bill designates the FSA as the nonprofit advocacy group for SUS students. With the approval of the BOG, the Chancellor of the SUS is authorized to designate an alternate entity if the FSA fails to meet the standard established in law.

The bill codifies current practice that the governing board of directors of the FSA be comprised of the 12 SUS institution student body presidents. The chair of the board of directors must be annually selected by the members of the board and shall also serve as the president of the FSA.

Additionally, the bill requires the FSA to adopt bylaws similar to the internal procedures required of student governments units at each state university. Specifically:

- A due process for the removal or impeachment of the president of the association. The due process must provide that the president of the association may be removed by the majority vote of members of the board of directors. The bill specifies that grounds for removal of the president of the association are limited to malfeasance, misfeasance, neglect of duty, incompetence, permanent inability to perform official duties, or conviction of a felony.
- Procedures for the suspension and removal of the president of the association following the conviction of a felony.
- Procedures for a president of the association who has been disciplined, suspended, or removed from his or her position to directly appeal such decision to the Vice Chancellor for Academic and Student Affairs for the Board of Governors. The bylaws may not place any condition before a president may appeal such decision. The association may not elect a new president until the exhaustion of the appeals process or any other due process rights established in the bill.

The bill takes effect on July 1, 2023.

⁵¹ Section 1004.26(4)(d), F.S.

⁵² Florida Student Association, *About FSA*, <https://www.floridastudentassociation.com/about> (last visited March 15, 2023).

⁵³ Art. IX, s. 7(d), Fla. Const. and s. 1001.70(1), F.S.

⁵⁴ Section 1009.42(1), F.S.

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

Each university must have an Office of Public Policy Events that is responsible for the duties outlined for the office in the bill. The Board of Governors (BOG) estimates the fiscal for each institution will vary, but will be approximately \$484,718 and can be absorbed within existing resources.⁵⁵

The bill allows for an institution to cover per diem and travel expenses for certain speakers, which the BOG estimates to be approximately \$200,000 per institution, which can be absorbed within existing resources.⁵⁶

VI. Technical Deficiencies:

None.

⁵⁵ Email, Tony Lee, Assistant Vice Chancellor, Public Policy and Advocacy, Board of Governors (March 15, 2023).

⁵⁶ *Id.*

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1001.03, 1001.706, 1004.097, and 1004.26.

This bill creates section 1001.93 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Substantial Changes:
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS by Education Postsecondary on March 22, 2023:

The committee substitute retains requirements in the bill regarding intellectual freedom and viewpoint diversity, the use of political loyalty tests in hiring and admissions, and due process for students participating in student governments. The committee substitute also:

- Requires the Board of Governors (BOG) to establish a Committee on Public Policy Events.
- Requires each state university within the state university system (SUS) to have an Office of Public Policy Events (OPPE) and appoint a Director of Public Policy Events responsible for the duties and reporting of the office.
- Requires the OPPE at the university to hold no less than four events a year, with at least two events occurring in the fall semester and at least two events in the spring semester.
- Specifies the OPPE at each SUS institution must provide the BOG an annual report detailing the following:
 - Number of enrolled students attending each event.
 - Number of debates, group forums, and individual lectures.
 - Calendar in chronological order itemizing the title of each event or lecture, name and institutional affiliation of the speaker(s), and the office, institute, department, program, or organization that sponsored the event.
 - Expenditure information regarding per diem or reimbursements for travel expenses.
- Provides that upon approval of the board of trustees and the BOG, a state university may assign the duties of the OPPE to an existing administrative office within the state university rather than establish a separate office.

B. Amendments:

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/22/2023	.	
	.	
	.	
	.	

The Committee on Education Postsecondary (Perry) recommended the following:

Senate Amendment (with title amendment)

Delete lines 83 - 169
and insert:

1001.93 Offices of Public Policy Events within the State
University System.—

(1) The Legislature finds that the advancement of knowledge
is the fundamental purpose of the State University System and
that such advancement is facilitated by the fearless sifting and
winnowing of a wide diversity of views and that the open



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discussion and debate of contested public policy issues from
diverse perspectives provides essential preparation for mature
citizenship and an informed exercise of the right to vote.

(2) For purposes of this section, the term:

(a) "Debate" means an event at which two or more
participants speak in favor of opposing approaches to the same
public policy dispute, after which each participant is allotted
time to address and rebut the position presented by the opposing
speakers.

(b) "Group forum" means an event at which two or more
speakers address a public policy dispute from divergent or
opposing perspectives, after which each participant is allotted
time to address questions from the audience and to comment on
the other speakers' positions.

(3) The Board of Governors of the State University System
shall establish a Committee on Public Policy Events. Each state
university within the State University System shall establish an
Office of Public Policy Events and shall appoint a Director of
Public Policy Events who is responsible for the duties and
reporting responsibilities of the office. The office shall, at a
minimum:

(a)1. Organize, publicize, and stage debates, group forums,
or individual lectures at the state university. These events
must address, from multiple, divergent, and opposing
perspectives, an extensive range of public policy issues widely
discussed and debated in society at large. The university shall
hold no less than four events each academic year. At least two
events must occur during the fall semester and at least two
events must occur during the spring semester.



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2. Such debates, group forums, and individual lectures must include speakers who represent widely held views on opposing sides of the most widely discussed public policy issues of the day and who hold a wide diversity of perspectives from within and outside of the state university community.

3. If the office is unable to readily find an advocate from within the state university community who is well-versed in a perspective, the office must invite a speaker who is able to represent such perspective. The office shall, when necessary, provide such speakers who are not from within the state university community with per diem and reimburse them for travel expenses.

(b) °Maintain a permanent, publicly accessible, searchable, and up-to-date calendar in print, on the office's website, and on the state university's website listing all of the events sponsored by the office and all other debates, group forums, and individual lectures open to the entire campus community at the state university which address public policy issues. The calendar must itemize the title of the event or lecture, the name and institutional affiliation of all speakers, and the office, institute, department, program, or organization that sponsored the event, excluding those events sponsored by off-campus groups in rented state university facilities. Such calendars must be kept in the library system of each state university.

(c) Beginning September 1, 2024, and annually each September 1 thereafter, provide to the Board of Governors Committee on Public Policy Events a report detailing the following: the number of debates, group forums, and individual



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69 lectures; in chronological order, the calendars itemizing the
70 title of each event or lecture, name and institutional
71 affiliation of the speaker or speakers, and the office,
72 institute, department, program, or organization that sponsored
73 the event; the number of enrolled students attending each event;
74 and expenditure information relating to any per diem or
75 reimbursement for travel expenses. The report must reflect prior
76 academic year statistics.

77 (d) Make publicly available, in an online format, a
78 complete video record of every debate, group forum, and
79 individual lecture organized by the office. The video recording
80 for an event organized by the office must be posted on the
81 office's website within 10 business days after the event. Such
82 video must remain publicly accessible on the office's website
83 for at least 5 years after the date of the event. Such videos
84 must also be permanently preserved within, and made available to
85 the public through, the library of the state university that
86 hosted the event.

87 (4) Upon approval of the board of trustees of the state
88 university and the Board of Governors, a state university may
89 assign the duties of the office to an existing administrative
90 office within the state university in lieu of establishing a
91 separate office.

92 (5) Each office shall report directly to either the state
93 university's office that is responsible for compiling and
94 reporting the Integrated Postsecondary Education Data System's
95 graduation rate survey or the Office of General Counsel.

96 (6) Each debate, group forum, and individual lecture
97 organized by the office must be open to all students, faculty,



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and staff of the state university and must, unless restricting attendance to such event is necessary to achieve a compelling governmental interest, be open to the general public.

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

And the title is amended as follows:

Delete lines 10 - 21

and insert:

establish a Committee on Public Policy Events;
requiring each state university to establish an Office of Public Policy Events; providing the duties of the offices, including requirements for specific events, recording of such events, maintaining calendars, and requirements for reporting; authorizing a state university to assign duties of the office to an existing administrative office upon the approval of specified entities; requiring offices to report to specified state university offices; amending s. 1004.097, F.S.; prohibiting public

By Senator Perry

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1 A bill to be entitled
 2 An act relating to postsecondary educational
 3 institutions; amending ss. 1001.03 and 1001.706, F.S.;
 4 revising the date by which the State Board of
 5 Education and the Board of Governors, respectively,
 6 must annually compile and publish specified
 7 assessments; creating s. 1001.93, F.S.; providing
 8 legislative findings; defining terms; requiring the
 9 Board of Governors of the State University System to
 10 establish an Office of Public Policy Events; requiring
 11 the office to establish satellite offices at each
 12 state university; providing duties of the office,
 13 including duties relating to hosting specified events
 14 and recordings of such events, maintaining calendars,
 15 and reporting requirements; authorizing a state
 16 university to assume the responsibilities of the
 17 satellite office on its campus; providing requirements
 18 for such state universities; requiring satellite
 19 offices to report to specified state university
 20 offices; providing requirements for events of the
 21 office; amending s. 1004.097, F.S.; prohibiting public
 22 institutions of higher education from requiring the
 23 completion of a political loyalty test or for persons
 24 to meet certain qualifications; providing requirements
 25 for such prohibited tests and qualifications;
 26 requiring the State Board of Education and the Board
 27 of Governors to adopt rules and regulations,
 28 respectively, for specified purposes; providing
 29 severability; amending s. 1004.26, F.S.; designating

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

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30 the Florida Student Association as the nonprofit
 31 advocacy organization for students of the State
 32 University System; requiring the Chancellor of the
 33 State University System, with approval from the Board
 34 of Governors, to designate another organization to
 35 serve such students under certain circumstances;
 36 providing membership for the board of directors of the
 37 association; providing requirements for such board of
 38 directors relating to the board's chair and the
 39 association's president; requiring the board of
 40 directors to adopt certain bylaws; providing an
 41 effective date.
 42

43 Be It Enacted by the Legislature of the State of Florida:
 44

45 Section 1. Paragraph (b) of subsection (19) of section
 46 1001.03, Florida Statutes, is amended to read:

47 1001.03 Specific powers of State Board of Education.—
 48 (19) INTELLECTUAL FREEDOM AND VIEWPOINT DIVERSITY
 49 ASSESSMENT.—

50 (b) The State Board of Education shall require each Florida
 51 College System institution to conduct an annual assessment of
 52 the intellectual freedom and viewpoint diversity at that
 53 institution. The State Board of Education shall select or create
 54 an objective, nonpartisan, and statistically valid survey to be
 55 used by each institution which considers the extent to which
 56 competing ideas and perspectives are presented and members of
 57 the college community, including students, faculty, and staff,
 58 feel free to express their beliefs and viewpoints on campus and

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in the classroom. The State Board of Education shall annually compile and publish the assessments by ~~December 31 September 1~~ of each year, beginning on December 31, 2024 ~~September 1, 2022~~. The State Board of Education may adopt rules to implement this paragraph.

Section 2. Paragraph (b) of subsection (13) of section 1001.706, Florida Statutes, is amended to read:

1001.706 Powers and duties of the Board of Governors.—

(13) INTELLECTUAL FREEDOM AND VIEWPOINT DIVERSITY ASSESSMENT.—

(b) The Board of Governors shall require each state university to conduct an annual assessment of the intellectual freedom and viewpoint diversity at that institution. The Board of Governors shall select or create an objective, nonpartisan, and statistically valid survey to be used by each state university which considers the extent to which competing ideas and perspectives are presented and members of the university community, including students, faculty, and staff, feel free to express their beliefs and viewpoints on campus and in the classroom. The Board of Governors shall annually compile and publish the assessments by ~~December 31 September 1~~ of each year, beginning on December 31, 2024 ~~September 1, 2022~~.

Section 3. Section 1001.93, Florida Statutes, is created to read:

1001.93 The Office of Public Policy Events within the State University System.—

(1) The Legislature finds that the advancement of knowledge is the fundamental purpose of the State University System and that such advancement is facilitated by the fearless sifting and

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winnowing of a wide diversity of views and that the open discussion and debate of contested public policy issues from diverse perspectives provides essential preparation for mature citizenship and an informed exercise of the right to vote.

(2) For purposes of this section, the term:

(a) "Debate" means an event at which two or more participants speak in favor of opposing approaches to the same public policy dispute, after which each participant is allotted time to address and rebut the position presented by the opposing speakers.

(b) "Group forum" means an event at which two or more speakers address a public policy dispute from divergent or opposing perspectives, after which each participant is allotted time to address questions from the audience and to comment on the other speakers' positions.

(3) The Board of Governors of the State University System shall establish, fund, and staff an Office of Public Policy Events. The office must have a satellite office at each state university within the State University System. The office must, at a minimum:

(a) 1. Organize, publicize, and stage a substantial number of debates, group forums, and individual lectures at each state university that address, from multiple, divergent, and opposing perspectives, an extensive range of public policy issues widely discussed and debated in society at large.

2. Such debates, group forums, and lectures must include speakers who represent widely held views on opposing sides of the most widely discussed public policy issues of the day and who hold a wide diversity of perspectives from within and

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outside of the state university community.

3. If the office is unable to readily find an advocate from within the state university community who is well-versed in a perspective, the office shall invite a speaker who is able to represent such perspective. The office shall, when necessary, provide such speakers who are not from within the state university community with per diem and a reimbursement for travel expenses.

(b)1. Maintain a permanent, publicly accessible, searchable, and up-to-date calendar in print, on the office's website, and on each state university's website listing all of the events sponsored by the office and all other debates, group forums, and individual lectures open to the entire campus community at the state university that address public policy issues. The calendar must itemize the title of the event or lecture, the name and institutional affiliation of the speaker or speakers, and the office, institute, department, program, or organization that sponsored the event, excluding those events sponsored by off-campus groups in rented state university facilities.

2. Beginning September 1, 2024, and annually each September 1 thereafter, provide to the Governor, the Legislature, and to each state university a printed and an electronic copy of the previous academic year's calendar for each state university. Such calendars must be arranged chronologically. Such calendars must be kept in the library system of each state university.

(c) Make publicly available, in an online format, a complete video recording of every debate, group forum, and individual lecture organized by the office. The video recording

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for an event organized by the office must be posted on the office's website within 10 business days after the event. Such video must remain publicly accessible on the office's website for at least 5 years after the date of the event. Such videos must also be permanently preserved within, and made available to the public through, the library of the state university that hosted the event.

(4) At the discretion of the board of trustees of a state university and the Board of Governors, the Board of Governors may assign the duties of the office to an existing administrative office within the state university rather than establish a satellite office. The state university must appoint a Director of Public Policy Events. The Director of Public Policy Events and his or her staff are responsible for the duties and reporting responsibilities of the office.

(5) Each satellite office shall report directly to either the state university's office that is responsible for compiling and reporting the Integrated Postsecondary Education Data System's graduation rate survey or Office of General Counsel.

(6) Each debate, group forum, and individual lecture organized by the office must be open to all students, faculty, and staff of the state university and, unless restricting attendance to such event is necessary to achieve a compelling governmental interest, to the general public.

Section 4. Present subsection (4) of section 1004.097, Florida Statutes, is redesignated as subsection (5), and a new subsection (4) is added to that section, to read:

1004.097 Free expression on campus.—

(4) (a) A public institution of higher education may not:

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1. Require or solicit a person to complete a political loyalty test as a condition of employment or admission into, or promotion within, such institution.

2. Give preferential consideration to a person for employment by, admission into, or promotion within the institution for an opinion or actions in support of:

a. A partisan, a political, or an ideological set of beliefs; or

b. Another person or group of persons based on the person's or group's race or ethnicity or support of an ideology or movement identified under sub-subparagraph (b)1.a.

(b)1. A political loyalty test includes compelling, requiring, or soliciting a person to identify commitment to or to make a statement of personal belief in support of:

a. Any ideology or movement that promotes the differential treatment of a person or a group of persons based on race or ethnicity, including an initiative or a formulation of diversity, equity, and inclusion beyond upholding the equal protection of the laws guaranteed by the 14th Amendment to the United States Constitution or a theory or practice that holds that systems or institutions upholding the equal protection of the laws guaranteed by the 14th Amendment to the United States Constitution are racist, oppressive, or otherwise unjust; or

b. A specific partisan, political, or ideological set of beliefs.

2. A political loyalty test does not include fidelity to, or an oath or effort taken to uphold, the United States Constitution or the State Constitution.

(c) The State Board of Education and the Board of Governors

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may adopt rules and regulations, respectively, to implement this subsection and establish penalties for a willful violation of this section.

(d) If any provision of this subsection or its application to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of this subsection or chapter which can be given effect without the invalid provision or application, and to this end the provisions of this subsection are severable.

Section 5. Present subsection (5) of section 1004.26, Florida Statutes, is redesignated as subsection (6), and a new subsection (5) is added to that section, to read:

1004.26 University student governments; the Florida Student Association.—

(5) (a) The Florida Student Association is designated as the nonprofit advocacy organization serving the needs of the students of the State University System. If the Florida Student Association fails to meet the requirements of this section, the Chancellor of the State University System must designate an equivalent nonprofit advocacy organization to serve the needs of the students of the State University System with the approval of the Board of Governors.

(b) The Florida Student Association shall be governed by a board of directors. The membership of the board of directors shall be composed of the 12 student body presidents of the state universities. The board of directors shall annually elect a chair from among the board's members. The chair shall also serve as president of the association.

(c) The Florida Student Association shall adopt bylaws to

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233 establish:

234 1. A due process for the removal or impeachment of the
235 president of the association. Such due process must provide that
236 the president of the association may be removed by the majority
237 vote of members of the board of directors. The grounds for
238 removal of the president of the association are limited to
239 malfeasance, misfeasance, neglect of duty, incompetence,
240 permanent inability to perform official duties, or conviction of
241 a felony.

242 2. Procedures for the suspension and removal of the
243 president of the association following the conviction of a
244 felony.

245 3. Procedures for a president of the association who has
246 been disciplined, suspended, or removed from his or her position
247 to directly appeal such decision to the Vice Chancellor for
248 Academic and Student Affairs for the Board of Governors. The
249 bylaws may not place any condition precedent on the exercise of
250 such right granted by this paragraph, and the association may
251 not elect a new president until the exhaustion of the appeals
252 process or any other due process rights afforded by this
253 section.

254 Section 6. This act shall take effect July 1, 2023.



The Florida Senate

Committee Agenda Request

To: Senator Erin Grall, Chair
Committee on Education Postsecondary

Subject: Committee Agenda Request

Date: February 28, 2023

I respectfully request that **Senate Bill #958**, relating to Postsecondary Educational Institutions, be placed on the:

- ☒ committee agenda at your earliest possible convenience.
- ☐ next committee agenda.

A handwritten signature in black ink that reads "W. Keith Perry". The signature is written in a cursive style with a large, stylized "P" at the end.

Senator Keith Perry
Florida Senate, District 9

3/22/23

Meeting Date
Education Postsecondary

Committee

Name **Amanda Prater**

Address **4035 Swift Way**

Street

Tallahassee

City

FL

State

32311

Zip

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
Senate professional staff conducting the meeting

958
SB 853

Bill Number or Topic

Amendment Barcode (if applicable)

Phone **850-766-0679**

Email **amanda@thefga.org**

Speaking: ☐ For ☐ Against ☐ Information **OR** Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

Opportunity Solutions Project

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

3-22-23

Meeting Date

Education Postsecondary

Committee

The Florida Senate
APPEARANCE RECORD

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958

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Abdelilah Skhir

Phone

786-363-1660

Address

4343 W Flagler St #400

Email

askhir@aclufl.org

Street

Miami

FL

33134

City

State

Zip

Speaking:

☐ For

☐ Against

☐ Information

OR

Waive Speaking:

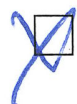
☐ In Support

☒ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.



I am a registered lobbyist,
representing:

ACLU of Florida

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Postsecondary

BILL: SB 1060

INTRODUCER: Senator Ingoglia

SUBJECT: Apprenticeship and Preapprenticeship Direct Funding Grant Program

DATE: March 21, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	HE	Favorable
2.			AED	
3.			AP	

I. Summary:

SB 1060 creates the Apprenticeship and Preapprenticeship Direct Funding Grant Program to provide state funding directly to apprenticeship or preapprenticeship programs. The grant program is to be administered by the Department of Education.

The grant program established in the bill is subject to an appropriation in the General Appropriations Act.

The bill takes effect July 1, 2023.

II. Present Situation:

Federal and State Administration of Apprenticeships

Federal Apprenticeship Initiatives

The National Apprenticeship Act of 1937 (also known as the Fitzgerald Act in honor of its author, Congressman William J. Fitzgerald)¹ delegates to the U.S. Secretary of Labor the responsibility to formulate and promote labor standards necessary to safeguard the welfare of apprentices.²

Today there are over 23,000 programs in the United States. In an effort to expand the model to new industries, the U.S. Department of Labor in 2015 launched the American Apprenticeship Initiative, awarding \$175 million to “earn-and-learn” partnerships across the country. These partnerships between employers, organized labor, non-profits, local governments, and

¹ U.S. Department of Labor, *History and Fitzgerald Act*, <http://www.doleta.gov/oa/history.cfm> (last visited Feb. 27, 2023). See 29 U.S.C. s. 50 (1937), as amended.

² 29 U.S.C. s. 50.

educational institutions have expanded the registered apprenticeship program model to new sectors, from transportation and advanced manufacturing to health care and information technology, registering over 24,000 new apprentices. Since the launch of the first American Apprenticeship Initiative grants, the Department of Labor has invested in state and competitive grants to continue apprenticeship expansion efforts.³

The Department of Labor awarded Florida an Apprenticeship State Expansion Grant of \$3,078,257 to use by June 30, 2023. In addition, Florida is utilizing the Governor's Emergency Education Relief Fund under the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 to provide \$10.5 Million to eligible postsecondary institutions to start new or expand existing apprenticeship or preapprenticeship programs in high-wage and high-demand occupations.⁴

Registered apprenticeship programs are, by definition, eligible training providers of programs funded through the Workforce Innovation and Opportunity Act (WIOA),⁵ which is the primary federal workforce development program.⁶ WIOA funds may be utilized to pay for training apprentices, including:

- Incumbent Worker Training to pay for training and instruction of current apprentices;
- Customized Training for eligible instruction costs;
- On-the-Job Training (OJT) contracts to pay for employer's extraordinary costs of training; and
- Individual Training Accounts to pay for training and instruction of new apprentices.⁷

The federal government also offers other resources to assist with funding registered apprenticeship programs. These resources include:⁸

- Federal Student Aid funds;
- Federal Workforce Funds for Registered Apprenticeship;
- GI Bill and Veterans Programs;
- Supplemental Nutrition Assistance Program;
- Federal Highway Administration On-the-Job Training and Supportive Services Program; and
- Covered Housing and Urban Development Financial Assistance Programs

Preapprenticeship is emphasized under WIOA as a form of work experience for youth.⁹ Other federal programs also support preapprenticeship. Job Corps provides a mostly residential program free of charge to students from 16 to 24 years of age with vocational training and academic experiences to increase opportunities towards gainful employment and career

³ U.S. Department of Labor, Employment and Training Administration, *The Federal Resources Playbook for Registered Apprenticeship*, available at <https://www.doleta.gov/oa/federalresources/playbook.pdf>, at 4.

⁴ Florida Department of Education, *Florida's Annual Apprenticeship and Preapprenticeship Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/9904/urlt/2122ApprenticeshipReport.pdf>, at 8 and 28.

⁵ Workforce Innovation and Opportunity Act, 29 U.S.C. s. 3101 et seq.

⁶ U.S. Department of Labor, Employment and Training Administration, *The Federal Resources Playbook for Registered Apprenticeship*, available at <https://www.doleta.gov/oa/federalresources/playbook.pdf>, at 5.

⁷ *Id.*

⁸ *Id.*

⁹ 29 U.S.C. s. 3164(c)(2)(C)(ii).

pathways.¹⁰ In addition, the YouthBuild program, which provides disadvantaged youth with opportunities for employment, education, leadership development, and training through the rehabilitation or construction of public facilities and housing for homeless individuals and low-income families, prioritizes preapprenticeship and registered apprenticeship programs.¹¹

Apprenticeship in Florida

The federal government works in cooperation with states to oversee the nation's apprenticeship programs. At least one member of the State Workforce Development Board and every local workforce development board is required to be a representative of an apprenticeship program.¹² The states have the authority to register apprenticeship programs through federally-recognized State Apprenticeship Agencies.¹³ In Florida, the Department of Education (DOE) serves as the registering entity to ensure compliance with federal and state apprenticeship standards, provide technical assistance, and conduct quality assurance assessments.¹⁴

Work-based learning opportunities in Florida are encouraged to prioritize paid experiences, such as apprenticeship and preapprenticeship programs.¹⁵ In addition, there are nine industry certifications for apprenticeship and preapprenticeship certificates on the CAPE Industry Certification Funding List for the 2022-2023 fiscal year, which provides bonus funding to school districts and Florida College System institutions for the attainment by student of credentials included on the list.¹⁶ Apprenticeships and preapprenticeships may also include other CAPE industry certifications that an apprentice or preapprentice earns while progressing toward the certificate for completing the apprenticeship or preapprenticeship program.

Registered Apprenticeship Programs

Florida law defines an apprentice as a person at least 16 years of age who has entered into a written apprentice agreement with an employer, an association of employers, or a local joint apprenticeship committee, to learn a recognized skilled trade through actual work experience under the supervision of another worker who has completed an apprenticeship program or has worked in the field for a minimum number of years established by industry standard. Training for an apprentice should be combined with properly coordinated studies of related technical and supplementary subjects.¹⁷

An apprenticeship program must be registered and approved by the DOE,¹⁸ which is responsible for establishing minimum standards for registered apprenticeship programs and facilitating and

¹⁰ USDOL, *US Department of Labor Announces Nationwide Effort to Prepare Students at Job Corps Centers for Registered Apprenticeship Programs* (Nov. 2022), <https://www.dol.gov/newsroom/releases/eta/eta20221114-0> (last visited Feb. 21, 2023).

¹¹ 29 U.S.C. s. 3226(c)(2)(A).

¹² 29 U.S.C. ss. 3111(b)(1)(C)(ii)(II) and 3122(b)(2)(B)(ii).

¹³ 29 C.F.R. ss. 29.1 and 29.13.

¹⁴ 29 C.F.R. s. 29.2.

¹⁵ Section 446.0915, F.S.

¹⁶ Florida Department of Education, *CAPE Industry Certification Funding List: 2022-23*, available at <https://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml>.

¹⁷ Section 446.021(2), F.S.

¹⁸ Section 446.021(6), F.S.

supervising registered apprenticeship programs.¹⁹ In the 2021-2022 program year, the DOE registered 27 new apprenticeship programs for a total of 275 programs training 15,479 apprentices. Of these apprentices, 1,917 completed a program and received an apprenticeship certificate and an average exit annual salary of \$49,629.²⁰

Registered Preapprenticeship Programs

A preapprenticeship program is designed to prepare individuals who are at least 16 years of age for an apprenticeship program, and must be sponsored by a registered apprenticeship program and approved by and registered with the DOE.²¹ The DOE administers the state responsibilities related to preapprenticeship programs in cooperation with district school boards and state college boards of trustees.²² Additionally, Florida law requires cooperation between district school boards, community college district boards of trustees, and registered apprenticeship program sponsors.²³

A preapprenticeship program is required to include:

- Training and curriculum that aligns with the skill needs of the workforce;
- Access to educational and career counseling;
- Hands-on, meaningful learning activities that are connected to education and training activities;
- Opportunities to attain at least one industry-recognized credential; and
- A partnership with one or more registered apprenticeship programs.²⁴

In the 2021-2022 program year, the DOE registered 16 new preapprenticeship programs for a total of 53 programs training 1,700 preapprentices.²⁵

Florida Pathways to Career Opportunities Grant Program

The Florida Pathways to Career Opportunities Grant Program provides grants to high schools, state and technical colleges, and other apprenticeship and preapprenticeship program sponsors, on a competitive basis, to establish or expand apprenticeship or preapprenticeship programs. The DOE is authorized to use up to \$200,000 of the total amount allocated to administer the grant program.²⁶

Applications are required to include projected enrollment and projected costs for the new or expanded apprenticeship program. The department is required to award grants for preapprenticeship or apprenticeship programs with demonstrated regional demand that:

¹⁹ Section 446.041, F.S.

²⁰ Florida Department of Education, *Florida's Annual Apprenticeship and Preapprenticeship Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/9904/urlt/2122ApprenticeshipReport.pdf>, at 7.

²¹ Section 446.021(5), F.S.

²² Section 446.052(2), F.S.

²³ Section 446.052, F.S.

²⁴ 20 C.F.R. s. 681.480.

²⁵ Florida Department of Education, *Florida's Annual Apprenticeship and Preapprenticeship Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/9904/urlt/2122ApprenticeshipReport.pdf>, at 7.

²⁶ Section 1011.802(5), F.S.

- Address a critical statewide or regional shortage as identified by the Labor Market Estimating Conference and are industry sectors not adequately represented throughout the state, such as health care;
- Address a critical statewide or regional shortage as identified by the Labor Market Estimating Conference; or
- Expand existing programs that exceed the median completion rate and employment rate one year after completion of similar programs in the region, or the state if there are no similar programs in the region.²⁷

Grant funds may be used for instructional equipment, supplies, instructional personnel, student services, and other direct expenses associated with the creation or expansion of an apprenticeship program. Grant recipients must submit quarterly reports in a format prescribed by the DOE, which annually publishes a report on its website.²⁸

For the 2022-2023 program year, the Legislature appropriated \$15 Million, and reappropriated approximately \$2.9 Million, for the Florida Pathways to Career Opportunities Grant Program.²⁹ As of December 5, 2022, the DOE has provided \$16.5 Million in grants to 50 district school boards, state colleges, and registered apprenticeship programs.³⁰

III. Effect of Proposed Changes:

SB 1060 creates s. 1011.8031, F.S., to establish the Apprenticeship and Preapprenticeship Direct Funding Grant Program to provide funding directly to apprenticeship or preapprenticeship programs, rather than funding such programs through a local educational agency. The grant program is to be administered by the Department of Education (DOE).

The bill requires an apprenticeship or a preapprenticeship program to submit an application in a format prescribed by the DOE to receive a grant under the program. The bill specifies that an apprenticeship or a preapprenticeship program is ineligible for a grant if the program uses any school district or Florida College System institution resources for the administration of the program. The bill requires the DOE to give priority to apprenticeship or preapprenticeship programs with demonstrated regional demand.

The bill authorizes the State Board of Education to adopt rules to administer the grant program.

The bill is subject to appropriation provided in the General Appropriations Act.

The bill takes effect July 1, 2023.

²⁷ Sections 1011.802(2) and (3), F.S.

²⁸ Sections 1011.802(3) and (4), F.S.

²⁹ Transparency Florida, *2022-2023 Operating Budget in Ledger Format*, <http://www.transparencyflorida.gov/OperatingBudget/Ledger.aspx?FY=22&BE=48250800&AC=051310&Fund=1000&LI=123&OB=Y&SC=F>, (last visited Feb. 27, 2023).

³⁰ Florida Department of Education, *Pathways to Career Opportunities Grant Program*, PCOG Prioritized Funding List (Statewide Competition), <https://www.fldoe.org/core/fileparse.php/18794/urlt/22-23PCOG-PFLStatewide.pdf>, and PCOG Prioritized Funding List (Space Coast Competition) (last visited Feb. 27, 2023).

IV. Constitutional Issues:**A. Municipality/County Mandates Restrictions:**

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:**A. Tax/Fee Issues:**

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The Apprenticeship and Preapprenticeship Direct Funding Grant Program is subject to an appropriation provided in the General Appropriations Act.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

The bill creates section 1011.8031 of the Florida Statutes.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Ingoglia

11-00622-23

20231060__

A bill to be entitled

An act relating to the Apprenticeship and Preapprenticeship Direct Funding Grant Program; creating s. 1011.8031, F.S.; creating the Apprenticeship and Preapprenticeship Direct Funding Grant Program for specified purposes; requiring the Department of Education to administer the program; requiring apprenticeship or preapprenticeship programs to submit an application to the department for participation in the program; prohibiting certain apprenticeship or preapprenticeship programs from participating in the grant program; requiring the department to give priority to specified programs; authorizing the State Board of Education to adopt rules; providing an effective date.

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

Section 1. Section 1011.8031, Florida Statutes, is created to read:

1011.8031 Apprenticeship and Preapprenticeship Direct Funding Grant Program.—

(1) Subject to appropriations provided in the General Appropriations Act, the Apprenticeship and Preapprenticeship Direct Funding Grant Program is created to provide funding directly to apprenticeship or preapprenticeship programs, as those terms are defined in s. 446.021, rather than funding such programs through a local educational agency. The Department of Education shall administer the grant program.

Page 1 of 2

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

11-00622-23

20231060__

(2) An apprenticeship or a preapprenticeship program shall submit an application in a format prescribed by the department to receive funding under this section. An apprenticeship or a preapprenticeship program is ineligible for a grant under this section if such program uses any school district or Florida College System institution resources for the administration of the program. The department shall give priority to apprenticeship or preapprenticeship programs with demonstrated regional demand.

(3) The State Board of Education may adopt rules to administer this section.

Section 2. This act shall take effect July 1, 2023.

Page 2 of 2

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

The Florida Senate

APPEARANCE RECORD

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3/22/23

Meeting Date

Education Post Sec.

Committee

1060

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Edward Briggs

Phone

850-533-0900

Address

113 E. College Ave.

Email

Street

Tallahassee

FL

32301

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

Florida Refrigeration & Air
Conditioning Contractors Assoc.

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

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3/22/23

Meeting Date

Edu. Pottery

Committee

1060

Bill Number or Topic

Amendment Barcode (if applicable)

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Name

Edward Briggs

Phone

850 933 5994

Address

113 E. College Ave.

Street

Email

Tallahassee

City

FL

State

32301

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

American Fire Sprinkler Assn.

- FL Chapter

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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The Florida Senate

APPEARANCE RECORD

312212023

Meeting Date

Ed Post Secondary

Committee

1060

Bill Number or Topic

Deliver both copies of this form to
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Amendment Barcode (if applicable)

Name Carol Bowen

Phone (954) 415-1684

Address PO Box 880448

Street

Email cbowen@abcfund.com

Boca Raton FL 33488

City

State

Zip

Speaking: ☒ For ☐ Against ☐ Information OR Waive Speaking: ☐ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Associated Builders & Contractors of Florida

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

3/22/23

Meeting Date

1060

Bill Number or Topic

Education Postsecondary

Committee

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Amendment Barcode (if applicable)

Name

Sabriha Sandifer-White

Phone

904 879 7461

Address

54226 VIKKI Rd

Street

Email

Sabriha.White77@icloud.com

Callahan

City

FL

State

32011

Zip

Speaking:

☐ For

☐ Against

☒ Information

OR

Waive Speaking:

☐ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

3/22/2023

Meeting Date

Ed. Post Secondary

Committee

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SB 1060

Bill Number or Topic

Amendment Barcode (if applicable)

Name Sarah Katherine Massey

Phone 850 545 0543

Address 136 S. Bronough St.

Street

Email smassey@fchamber.com

Tallahassee

City

FL

State

32301

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Florida Chamber of Commerce

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Wednesday Mar 22, 2023

Meeting Date

SB 1060

Bill Number or Topic

Education Postsecondary

Committee

Deliver both copies of this form to
Senate professional staff conducting the meeting

Amendment Barcode (if applicable)

Name

Willie C Deberry II

Phone

772-360-8433

Address

4606 48th Ave

Street

Email

wdeberry1987@gmail.com

Vero Beach

City

FL

State

32967

Zip

Speaking:

☐

For

☐

Against

☐

Information

OR

Waive Speaking:

☐

In Support

☒

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☒

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

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3-22-23

Meeting Date

SB1060

Bill Number or Topic

EDUCATION POST 2ND

Committee

Amendment Barcode (if applicable)

Name

KIRK BARRAS

Phone

904-334-9668

Address

2311 BUCKWHEAT CT

Street

Email

KDBARRAS@gmail.com

MIDDLEBURY

City

FL

State

32068

Zip

Speaking:

☐ For

☐ Against

☒ Information

OR

Waive Speaking:

☐ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

STATE APPRENTICESHIP

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

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SB 1060

Bill Number or Topic

Meeting Date

Committee

Amendment Barcode (if applicable)

Name

Phone

Address

Email

Street

City

State

Zip

Speaking:

☐ For

☐ Against

☒ Information

OR

Waive Speaking:

☐ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☒

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

central/fl electrical JATC

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1: [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

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3/23/23

Meeting Date

Ed Post 2nd

Committee

1060

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Theresa King

Phone

850-228-8940

Address

PO Box 10888

Email

tking@flctc.org

Street

Tallahassee FL

32302

City

State

Zip

Speaking:

☐ For

☐ Against

☒ Information

OR

Waive Speaking:

☐ In Support

☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☒

I am a registered lobbyist,
representing:

FL Building Trades

☐

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Education Postsecondary

BILL: SB 1654

INTRODUCER: Senator Ingoglia

SUBJECT: Education

DATE: March 21, 2023

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	HE	Favorable
2.			AED	
3.			FP	

I. Summary:

SB 1654 modifies the eligibility requirements for the Bright Futures Scholarship Program to authorize students to satisfy the qualifying service requirement through a combination of the required work or volunteer service hours. The bill also provides specifications for the application of Bright Futures Scholarship Program awards to credentials earned in career and technical education programs.

The bill provides that that the earning of two sufficiently rigorous computer science courses satisfies two credits of sequential foreign language instruction.

The provisions of the bill modifying eligibility for awards from the Bright Futures Scholarship Program may have an indeterminate negative fiscal impact.

The bill takes effect July 1, 2023.

II. Present Situation:

Computer Science Courses and Instruction

Florida law defines computer science as “the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society.”¹ Computer science also includes computer coding and computer programming.

Foundational skills for computer science learning include problem solving, such as computational thinking, understanding and recognizing patterns, understanding and

¹ Section 1007.2616(1), F.S.

implementing sequencing, and understanding how computers represent data.² One application of these skills is computational thinking, which refers to the thought processes involved in expressing solutions as computational steps or algorithms that can be carried out by a computer.³ Although typically associated with computer science, computational thinking can be applied in the classroom setting through lessons in core subject areas. For example, in English language arts, students may be asked to analyze simple sentences and determine a framework for generating similar sentences, using pattern recognition and problem solving skills.⁴

Public schools are required to provide students in kindergarten through grade 12 opportunities for learning computer science, including computer coding and computer programming.⁵ Such opportunities may include:⁶

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

Computer science courses must be offered to students in high school and middle school.⁷ The Florida Virtual School (FLVS) must offer computer science courses identified in the Course Code Directory. If a school district does not offer an identified course, the district must provide students access to the course through FLVS or through other means.⁸ There are 70 middle and high school computer science courses currently identified in the Course Code Directory.⁹

Postsecondary Foreign Language Requirements

The Board of Governors (BOG) of the State University System oversees the performance of state university boards of trustees in the enforcement of laws, rules, and regulations.¹⁰ The BOG specifies that state university admissions requirements include competency in a foreign language, which is satisfied by two credits in the same foreign language, American Sign Language, or through demonstration of competency through an examination.¹¹ The BOG provides that a limited number of first-time-in-college, degree-seeking students who do not meet the foreign language requirement may be admitted; however, these students must complete the foreign language requirement prior to receiving their baccalaureate degree.¹²

² K-12 Computer Instruction Framework Steering Committee, *K-12 Computer Instructional Framework*, pgs. 183-198, available at <https://k12cs.org/wp-content/uploads/2016/09/K%E2%80%9312-Computer-Science-Framework.pdf> (last visited Mar. 20, 2023).

³ *Id.* at 86.

⁴ Code.org, *Computational Thinking Lesson Assessment*, available at <https://code.org/curriculum/course3/1/Assessment1-CompThinking.pdf> (last visited Feb. 1, 2023). If provided the following sentences: “The triangle has three sides.” and “The square has four sides.” A student can determine a framework sentence of “The ____ has ____ sides.” This framework provides the student a basis for describing additional shapes. *Id.*

⁵ Section 1007.2616(2)(a), F.S.

⁶ *Id.*

⁷ *Id.*

⁸ Section 1007.2616(3), F.S.

⁹ Florida Department of Education, *Florida Course Code Directory Computer Science Course Information 2022-2023* (2023), available at <https://www.fldoe.org/core/fileparse.php/7746/urlt/2223CompSci.pdf> (last visited Mar. 20, 2023).

¹⁰ Section 1008.322(1), F.S.

¹¹ BOG Regulation 6.002(1)(h).

¹² Board of Governor’s Regulation 6.002(1)(h)

All Florida College System (FCS) institutions require a student in an associate in arts degree program to demonstrate competency in a foreign language prior to degree award.¹³ and state universities require two credits of sequential foreign language instruction at the secondary level. A student whose first language is not English is exempt from this requirement if he or she demonstrates proficiency in his or her native language.¹⁴ The foreign language requirement can be satisfied by secondary foreign language credits and with two credits of American Sign Language.¹⁵

Some states allow computer science to satisfy university admissions requirements. For example, the University System of Georgia allows 2 units of computer science to satisfy the requirement of 2 units of the same foreign language.¹⁶ Texas allows two credits in computer programming languages to satisfy the two credit Languages other than English requirement for its Foundation high school program.¹⁷

Career and Technical Education Credentials

Public career, technical and adult education programs are primarily found in public school districts and FCS institutions.¹⁸ There are several different type of career and technical credential offered in Florida.¹⁹

The Career Certificate signifies a student has successfully completed a clock hour postsecondary career education program and is ready for employment in a field that requires non-college credit postsecondary training.²⁰ The program varies in length from 40 hours or more to more than 1,500 hours.²¹

The Applied Technology Diploma (ATD) signifies a student has successfully completed a (clock hour or college credit) postsecondary career education program and is ready for employment in a field. The program has embedded statewide articulation leading to the award of an AS degree.²² This pathway is offered by colleges or in school districts as non-college credit. An ATD program is a course of study that is part of an Associate in Science (AS) degree or an Associate in

¹³ Section 1007.25(9), F.S.

¹⁴ Section 1007.262, F.S.

¹⁵ Rule 6A-10.02412, F.A.C.

¹⁶ University System of Georgia, *Required High School Curriculum*, https://www.usg.edu/student_affairs/prospective_students/hs_curriculum_requirements (last visited Mar. 21, 2023).

¹⁷ Rule §74.12, Texas Administrative Code.

¹⁸ Kathy Hebda, Florida Department of Education, *Workforce Education System Overview*, presentation to the House Postsecondary Education & Employment Committee (Jan. 24, 2023) at 3, available at <https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3247&Session=2023&DocumentType=Meeting+Packets&FileName=pew+1-24-23.pdf>.

¹⁹ *Id.* at 6.

²⁰ *Id.*

²¹ Florida Department of Education, *The Florida College System Transparency, Accountability, Progress, and Performance*, at 2, available at <https://www.fldoe.org/core/fileparse.php/7724/urlt/0083531-fcsawardtypestapp.pdf>.

²² Kathy Hebda, Florida Department of Education, *Workforce Education System Overview*, presentation to the House Postsecondary Education & Employment Committee (Jan. 24, 2023) at 6, available at <https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3247&Session=2023&DocumentType=Meeting+Packets&FileName=pew+1-24-23.pdf>.

Applied Science (AAS) degree. The AS and AAS prepares students for occupations that require a two-year technical degree.²³

The College Credit Certificate prepares students for entry into employment in a field that requires some college credit but less than a degree and signifies a student has successfully completed part of an AS degree.²⁴

The Advanced Technical Certificate (ATC) prepares students who already have earned an AS, AAS, or baccalaureate degree with an advanced specialized program of instruction.²⁵

Florida Bright Futures Scholarship Program

In 1997,²⁶ the Florida Legislature created the Florida Bright Futures Scholarship Program (Bright Futures Program), a lottery-funded scholarship program, to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution.²⁷

The Bright Futures Program consists of the:

- Florida Academic Scholarship (FAS);
- Florida Medallion Scholarship (FMS);
- Florida Gold Seal Career and Professional Education Scholarship (CAPE); and
- Florida Gold Seal Vocational Scholarship (FGSV).²⁸

Florida Academic Scholarship and Florida Medallion Scholarship

A Florida high school student who wishes to qualify for the FAS award or the FMS award must graduate from a Florida public high school with a standard high school diploma, graduate from a registered Florida Department of Education (DOE) private high school, earn a general education diploma (GED), complete a home education program, or graduate from a non-Florida high school as an eligible student.²⁹

²³ Florida Department of Education, *The Florida College System Transparency, Accountability, Progress, and Performance*, at 2, available at <https://www.fldoe.org/core/fileparse.php/7724/urlt/0083531-fcsawardtypestapp.pdf>.

²⁴ Kathy Hebda, Florida Department of Education, *Workforce Education System Overview*, presentation to the House Postsecondary Education & Employment Committee (Jan. 24, 2023) at 6, available at <https://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?PublicationType=Committees&CommitteeId=3247&Session=2023&DocumentType=Meeting+Packets&FileName=pew+1-24-23.pdf>.

²⁵ *Id.*

²⁶ Chapter 97-379, L.O.F.

²⁷ Section 1009.53(1), F.S.

²⁸ Section 1009.53(2), F.S.

²⁹ Department of Education, *2022-23 Bright Futures Student Handbook, Chapter 1: Initial Eligibility Requirements* (Oct. 2022), at 2, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf>. An out-of-state student may qualify for a Bright Futures Scholarship if the student earned a high school diploma from a non-Florida school while living with a parent or guardian who is a Florida resident and on military or public service assignment away from Florida during the student's last year of high school. Florida Department of Education, *Florida Bright Futures Scholarship Program and the Out-Of-State Student* (2022-23), at 2, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFOOSGuide.pdf>.

A student must also meet the following initial eligibility requirements:³⁰

Scholarship Type	16 High School Course Credits ³¹	High School Weighted Bright Futures GPA	College Entrance Exams (ACT/SAT) ³²	Volunteer or Work Service ³³
FAS ³⁴	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level)	3.50	2022-23 Graduates 29/1330 2023-24 Graduates 29/1340	100 hours
FMS ³⁵	3 - Natural Science (two must have substantial laboratory) 3 - Social Science 2 - World Language (sequential, in same language)	3.00	2022-23 Graduates 25/1210 2023-24 Graduates 25/1210	75 hours

A student who has demonstrated academic merit through a recognition program may be eligible for an FAS or FMS award without having to meet one or more of the requirements identified in the table above. These merit recognition programs include:³⁶

- National Merit Finalists and Scholars;
- National Hispanic Scholars;
- Advanced International Certificate of Education (AICE) Diploma;
- International Baccalaureate (IB) Diploma;
- AICE Curriculum; and IB Curriculum.

³⁰ Department of Education, 2022-23 Bright Futures Student Handbook, Chapter 1: Initial Eligibility Requirements (Oct., 2022), at 2, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf>.

³¹ The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002, Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen, available at https://www.flbog.edu/wp-content/uploads/6_002FINAL_FTIC_03252020.pdf.

³² Section 1009.531(6)(b)-(d), F.S. To ensure the required exam scores represent top student performance and are equivalent between the ACT and SAT, the DOE determines the score for the academic scholarship as no lower than the 89th national percentile on the SAT, for medallion scholarship no lower than 75th national percentile on the SAT, and the required ACT score must be made concordant. The DOE must publish any changes to the exam requirements that apply to students graduating in the next 2 years.

³³ Section 1009.534(1), F.S. Beginning with a high school student graduating in the 2022-23 academic year and thereafter, 100 hours may be in either volunteer work or paid work. *Id.*

³⁴ Section 1009.534, F.S.

³⁵ Section 1009.535, F.S.

³⁶ Section 1009.534(1)(b)-(e), F.S.

An FAS award recipient is eligible for an award equal to the amount necessary to pay 100 percent of tuition and applicable fees and an additional stipend for textbooks as specified in the General Appropriations Act (GAA).³⁷ An FMS award recipient is eligible for an award equal to the amount necessary to pay 75 percent of tuition and fees,³⁸ however, an eligible FMS recipient enrolled at a Florida College System (FCS) institution is eligible for an award amount equal to the amount necessary to pay 100 percent of tuition and fees.³⁹

A student may receive an FAS or FMS award for a maximum of 100 percent of the number of credit hours required to complete an associate degree, baccalaureate degree, or postsecondary career certificate program.⁴⁰

For the 2021-2022 academic year, a total of \$396,650,804⁴¹ was disbursed to 68,585 students⁴² receiving an FAS award and \$207,279,974⁴³ to 50,355 students⁴⁴ receiving an FMS award.

Florida Gold Seal Vocational Scholarship

A Florida high school student who wishes to qualify for the FGSV award must:⁴⁵

- Achieve a minimum 3.0 weighted GPA in the non-elective high school courses.
- Take at least three full credits in a single career and technical education program.
- Achieve a minimum 3.5 unweighted GPA in the career education courses.
- Complete 30 service hours or 100 hours of paid work (beginning with 2022-2023 graduates).
- Achieve the required minimum score on the ACT, SAT, or Florida Postsecondary Education Readiness Test (P.E.R.T.) exams depicted in the table below:⁴⁶

Exam Type	Sub-test	Required Score
ACT	Reading	19
	English	17
	Mathematics	19
SAT	Reading Test	24
	Writing and Language Test	25
	Math Test	24
P.E.R.T.	Reading	106
	Writing	103
	Mathematics	114

³⁷ Section 1009.534(2), F.S.

³⁸ Section 1009.535(2), F.S. and BOG Regulation

³⁹ *Id.* Beginning with the fall 2021 semester, an FMS who is enrolled in an associate degree program at an FCS institution is eligible for the award.

⁴⁰ Section 1009.532(3)(a), F.S.

⁴¹ Florida Bright Futures Scholarship Program, *Florida Bright Futures Scholarship Disbursement History* (as of Sep. 2022), available at <https://www.floridastudentfinancialaidsg.org/PDF/PSI/BFReportsD2.pdf>.

⁴² *Id.*

⁴³ Florida Bright Futures Scholarship Program, *Florida Medallion Scholars Disbursement History* (as of Sep. 2022), available at <https://www.floridastudentfinancialaidsg.org/PDF/PSI/BFReportsD3.pdf>.

⁴⁴ *Id.*

⁴⁵ Section 1009.532(1), F.S.; see also 2022-23 Bright Futures Student Handbook, *Chapter 1: Initial Eligibility Requirements*, at 6, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf>.

⁴⁶ *Id.*

A student may receive an FGSV award for a maximum of 100 percent of the number of credit hours or equivalent clock hours required to complete an applied technology diploma, associate in applied science or associate in science degree, or a postsecondary career certificate program.⁴⁷

An FGSV award recipient is eligible for an award equal to the amount specified in the GAA.⁴⁸ The award amount in the GAA for FY 2022-23 is:⁴⁹

- For a career certificate program, \$39 per credit hour or equivalent.
- For an applied technology diploma program, \$39 per credit hour.
- For an associate in applied science or associate in science degree program, \$48 per credit hour.

For the 2021-2022 academic year, a total of \$549,221⁵⁰ was disbursed to 655 students⁵¹ receiving an FGSV award.

Florida Gold Seal Career and Professional Education Scholarship (CAPE)

A Florida high school student who wishes to qualify for the CAPE must:⁵²

- Earn a minimum of five postsecondary credit hours through CAPE industry certifications which articulate for college credit.
- Complete 30 service hours.

A student may receive a CAPE award for a maximum of 100 percent of the number of credit hours or equivalent clock hours required to complete an applied technology diploma, associate in applied science or associate in science degree, or a postsecondary career certificate program.⁵³

A CAPE award recipient is eligible for an award equal to the amount specified in the GAA.⁵⁴ The award amount in the GAA for FY 2022-23 is:⁵⁵

- For a career certificate program, \$39 per credit hour or equivalent.
- For an applied technology diploma program, \$39 per credit hour.
- For an associate in applied science or associate in science degree program, \$48 per credit hour.

⁴⁷ Section 1009.532(5)(a)1., F.S.; see also 2021-22 Bright Futures Student Handbook, *Chapter 2: What You Need to Know Now That You Are Eligible* (July 1, 2021), at 3, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter2.pdf>.

⁴⁸ Section 1009.536(3), F.S.

⁴⁹ Specific Appropriation 3, s.1, ch. 2022-156, L.O.F.

⁵⁰ Florida Bright Futures Scholarship Program, *Florida Gold Seal Vocational Scholars Disbursement History* (as of Sep. 2022), available at <https://www.floridastudentfinancialaidsg.org/PDF/PSI/BFReportsD4.pdf>.

⁵¹ *Id.*

⁵² Section 1009.536(2)(a)-(b), F.S.

⁵³ Section 1009.532(5)(b)1., F.S.; see also Department of Education, *2022-23 Bright Futures Student Handbook, Chapter 2: What You Need to Know Now That You Are Eligible* (July 1, 2021), at 3, available at <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter2.pdf>.

⁵⁴ Section 1009.536(3), F.S.

⁵⁵ Ch. 2022-156, s. 1, specific appropriation 3, Laws of Fla.

Upon completion of an eligible associate in science degree program, an FGSC scholar may also receive an award for a maximum of 60 credit hours toward the baccalaureate degree.⁵⁶ The award amount specified in the GAA for FY 2021-22 is:⁵⁷

- For a Bachelor of Science program for which there is a statewide articulation agreement, \$48 per credit hour.
- For a bachelor of applied science program at an FCS institution, \$48 per credit hour.

For the 2021-2022 academic year, a total of \$202,657⁵⁸ was disbursed to 242 students⁵⁹ receiving a CAPE award.

Registered Apprenticeship Programs

The Department of Education (DOE) serves as the registering entity for apprenticeship programs to ensure compliance with federal and state apprenticeship standards, provide technical assistance, and conduct quality assurance assessments.⁶⁰

Florida law defines an apprentice as a person at least 16 years of age who has entered into a written apprentice agreement with an employer, an association of employers, or a local joint apprenticeship committee, to learn a recognized skilled trade through actual work experience under the supervision of another worker who has completed an apprenticeship program or has worked in the field for a minimum number of years established by industry standard. Training for an apprentice should be combined with properly coordinated studies of related technical and supplementary subjects.⁶¹

An apprenticeship program must be registered and approved by the DOE,⁶² which is responsible for establishing minimum standards for registered apprenticeship programs and facilitating and supervising registered apprenticeship programs.⁶³ A student enrolled in a registered apprenticeship program is exempt from the payment of tuition and fees, including lab fees, at a school district that provides workforce education programs, Florida College System institution, or state university.⁶⁴

In the 2021-2022 program year, the DOE registered 27 new apprenticeship programs for a total of 275 programs training 15,479 apprentices. Of these apprentices, 1,917 completed a program and received an apprenticeship certificate and an average exit annual salary of \$49,629.⁶⁵

⁵⁶ Section 1009.536(5)(b)2., F.S.

⁵⁷ Ch. 2022-156, s. 1, specific appropriation 3, Laws of Fla.

⁵⁸ Florida Bright Futures Scholarship Program, *Florida Gold Seal CAPE Scholars Disbursement History* (as of Sep. 2022), available at <https://www.floridastudentfinancialaidsg.org/PDF/PSI/BFReportsD5.pdf>.

⁵⁹ *Id.*

⁶⁰ 29 C.F.R. s. 29.2.

⁶¹ Section 446.021(2), F.S.

⁶² Section 446.021(6), F.S.

⁶³ Section 446.041, F.S.

⁶⁴ Section 1009.25(1)(b), F.S.

⁶⁵ Florida Department of Education, *Florida's Annual Apprenticeship and Preapprenticeship Report* (2022), available at <https://www.fldoe.org/core/fileparse.php/9904/urlt/2122ApprenticeshipReport.pdf>, at 7.

III. Effect of Proposed Changes:

SB 1654 modifies the eligibility requirements for the Bright Futures Scholarship Program to authorize students to satisfy the qualifying service requirement through a combination of the required work or volunteer service hours. The bill also provides specifications for the application of Bright Futures Scholarship Program awards to credentials earned in career and technical education programs.

The bill provides that the earning of two sufficiently rigorous computer science courses satisfies two credits of sequential foreign language instruction.

Computer Science

The bill modifies s. 1007.2616, F.S., to require the Commissioner of Education (commissioner) to identify computer science courses meeting certain criteria that high schools must provide to students. The bill:

- Provides that completion of two computer science courses of sufficient rigor, as determined by the commissioner, coupled with completion of a related industry certification or career certificate satisfies two credits of sequential foreign language instruction.
- Requires Florida postsecondary institutions to recognize the credits as foreign language credits.
- Requires the computer science courses identified by the commissioner and computer science courses taken to earn the related industry certification or technical certificate to be included in the course code directory.

Florida Bright Futures Scholarship Program

The bill modifies s. 1009.53, F.S., to add to the list of programs that are eligible for students to receive a reward of a Florida Bright Futures Scholarship registered apprenticeship programs at eligible Florida public or private institutions. The bill:

- Adds a list of approved apprenticeship programs, eligible postsecondary educational institutions, high-demand jobs and critical skill sets in the state, and a wage breakdown of jobs in the state to the required notification by the DOE of the availability of the Bright Futures scholarship program to students, teachers, parents, certified school counselors, and principals or other relevant school administrators of the criteria and application procedures.
- Clarifies that notification to the school community by the DOE of the Bright Futures Scholarship Program must begin with a student's freshman year.
- Adds alternative clock-hour equivalents to the provision of law specifying the percentage of the Bright Futures program award a student receives for various levels of semester credit-hour enrollment.

The bill modifies s. 1009.532, F.S., to add clock hours as an alternative to credit hours for requirements for student eligibility to renew a Bright Futures Scholarship award. The bill also provides flexibility for student eligibility to renew a Bright Futures Scholarship award by providing that a student is eligible to renew a scholarship for alternative scores or grades that are equivalent to cumulative grade point averages and grades that are currently required for a student to renew an award.

The bill adds, beginning with students who are initially eligible in the 2023-24 school year, to the list of programs students may receive a Bright Futures Scholarship award to complete:

- An industry certification, up to the number of hours required for a specific certificate not to exceed 36 credit hours or equivalent clock hours;
- A technical certificate, up to the number of hours required for a specific certificate not to exceed 15 credit hours or equivalent clock hours;
- An applied technology diploma, up to the number of hours required for a specific diploma not to exceed 50 credit hours or equivalent clock hours;
- A career and technical certificate, up to the number of hours required for a specific certificate not to exceed 19 credit hours or equivalent clock hours;
- A registered apprenticeship program, up to the number of credit hours or equivalent clock hours required for a registered apprenticeship certificate of completion if the student is not exempt from paying tuition and fees, including lab fees and 100 percent of the tools, books, and materials necessary to complete the apprenticeship program not to exceed \$2,000.

The bill modifies s. 1009.533, F.S., to add an entity that operates a registered apprenticeship program to the list of institutions at which a student may receive a Bright Futures Scholarship award for enrollment.

Florida Academic Scholarship

The bill modifies s. 1009.534, F.S., to allow a student, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, to satisfy the program of 100 hours of volunteer service or paid work required for eligibility for a Florida Academic Scholars award if the student performs a combination of volunteer service and paid work and includes as eligible paid work beginning on or after June 27, 2022.

Florida Medallion Scholarship

The bill modifies s. 1009.535, F.S., to amend the volunteer and work program requirements for student eligibility for a Florida Medallion Scholar award by authorizing a student, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, to complete a combination of 100 hours of paid work hours and volunteer service to be eligible for a Florida Medallion Scholar award and includes as eligible paid work beginning on or after June 27, 2022.

Florida Gold Seal Vocational Scholarship and Florida Gold Seal Career and Professional Education Scholarship (CAPE)

The bill modifies s. 1009.536, F.S., to provide an alternative to the Florida College Entry Level Placement Test by authorizing students to be eligible for a Gold Seal Vocational Scholars award if the student earns a passing score on other aptitude tests identified by the department, including, but not limited to, the Armed Services Vocational Aptitude Battery and ACT WorkKeys Assessments.

The bill modifies the volunteer and work program requirements for student eligibility for a CAPE or Gold Seal Vocational Scholars award by authorizing a student, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, to complete a

combination of 100 hours of paid work hours and volunteer service to be eligible for a CAPE or Florida Gold Seal Vocational Scholars award and includes as eligible paid work beginning on or after June 27, 2022.

The bill adds, beginning with students who are initially eligible in the 2023-24 school year, to the list of programs students may receive a Gold Seal Vocational Scholarship award to complete:

- An industry certification, up to the number of hours required for a specific certificate not to exceed 36 credit hours or equivalent clock hours;
- A technical certificate, up to the number of hours required for a specific certificate not to exceed 15 credit hours or equivalent clock hours;
- An applied technology diploma, up to the number of hours required for a specific diploma not to exceed 50 credit hours or equivalent clock hours;
- A career and technical certificate, up to the number of hours required for a specific certificate not to exceed 19 credit hours or equivalent clock hours;
- A registered apprenticeship program up to the number of credit hours or equivalent clock hours required for a registered apprenticeship certificate of completion if the student is not exempt from paying tuition and fees, including lab fees, and 100 percent of the tools, books, and materials necessary to complete the apprenticeship program not to exceed \$2,000.

The bill takes effect July 1, 2023.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The provisions of the bill modifying eligibility for awards from the Bright Futures Scholarship Program may have an indeterminate negative fiscal impact.

VI. Technical Deficiencies:

None.

VII. Related Issues:

The bill specifies that earning two credits in a foreign language through completion of a computer science courses and earning a certification or certificate will satisfy public postsecondary institution requirements. However, the bill does not extend the satisfaction of foreign language requirements to:

- The Scholar designation for a standard high school diploma, which requires the student to earn two credits in the same foreign language.⁶⁶
- Qualify for a Bright Futures Scholarship Program award under the Florida Academic Scholars and Florida Medallion Scholars programs, which require satisfaction of the same foreign language requirement as for the Scholar diploma designation.⁶⁷
- The Florida Seal of Biliteracy, which requires four foreign language courses in the same foreign language with a specified grade point average.⁶⁸

In addition, it will be important to advise students and parents who complete foreign language requirements under the bill that out-of-state colleges and universities may not accept computer science and certification completion in lieu of foreign language admissions requirements.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1007.2616, 1009.53, 1009.532, 1009.533, 1009.534, 1009.535, and 1009.536.

⁶⁶ Section 1003.4285(1)(a)4., F.S.

⁶⁷ Rule 6A-20.028(g)1., F.A.C. *See also* ss. 1009.534(1)(a) and 1009.535(1)(a), F.S.

⁶⁸ Section 1003.432(4)(a), F.S.

IX. Additional Information:

A. Committee Substitute – Statement of Changes:

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

By Senator Ingoglia

11-00855A-23

20231654__

1 A bill to be entitled
 2 An act relating to education; amending s. 1007.2616,
 3 F.S.; requiring high schools to offer certain computer
 4 science courses; requiring such courses to satisfy
 5 specified instruction requirements; requiring Florida
 6 College System institutions and state universities to
 7 recognize credits from such courses as foreign
 8 language credits; requiring such courses to be
 9 included in the Course Code Directory; amending s.
 10 1009.53, F.S.; conforming provisions to changes made
 11 by the act; requiring the Department of Education to
 12 include specified information in an annual
 13 notification to certain individuals; amending s.
 14 1009.532, F.S.; beginning in a specified academic
 15 year, authorizing students who earn a Florida Gold
 16 Seal Vocational Scholars award to enroll in certain
 17 programs; amending s. 1009.533, F.S.; providing that
 18 entities that operate apprenticeship programs are
 19 considered a postsecondary education institution
 20 eligible for participation in the program; amending
 21 ss. 1009.534 and 1009.535, F.S.; authorizing students
 22 to use a combination of volunteer service hours and
 23 paid work hours to meet certain program eligibility
 24 requirements; providing that paid work hours completed
 25 on or after a specified date shall be used to meet
 26 certain program eligibility requirements; amending s.
 27 1009.536, F.S.; authorizing the department to identify
 28 aptitude tests students may use to demonstrate
 29 readiness for postsecondary education for specified

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

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30 purposes; authorizing students to use a combination of
 31 volunteer service hours and paid work hours to meet
 32 certain program eligibility requirements; providing
 33 that paid work hours completed on or after a specified
 34 date shall be used to meet certain program eligibility
 35 requirements; authorizing students who earn a Florida
 36 Gold Seal Vocational Scholars award to enroll in
 37 certain programs; providing an effective date.
 38
 39 Be It Enacted by the Legislature of the State of Florida:
 40
 41 Section 1. Present subsections (7) and (8) of section
 42 1007.2616, Florida Statutes, are redesignated as subsections (8)
 43 and (9), respectively, and a new subsection (7) is added to that
 44 section, to read:
 45 1007.2616 Computer science and technology instruction.—
 46 (7) High schools must provide students opportunities to
 47 take computer science courses of sufficient rigor, as identified
 48 by the commissioner, such that two credits in such courses and
 49 the earning of a related industry certification or technical
 50 certificate satisfies two credits of sequential foreign language
 51 instruction. Florida College System institutions and state
 52 universities must recognize the credits as foreign language
 53 credits. Computer science courses identified by the commissioner
 54 and computer science courses taken to earn the related industry
 55 certification or technical certificate shall be included in the
 56 Course Code Directory.
 57 Section 2. Subsections (1), (3), and (6) of section
 58 1009.53, Florida Statutes, are amended to read:

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1009.53 Florida Bright Futures Scholarship Program.—

(1) The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program, ~~or~~ applied technology program, or apprenticeship program, as defined in s. 446.021(6), at an eligible Florida public or private postsecondary education institution.

(3) The Department of Education shall administer the Bright Futures Scholarship Program according to rules and procedures established by the State Board of Education. A single application must be sufficient for a student to apply for any of the awards. The department shall advertise the availability of the scholarship program and shall notify students, teachers, parents, certified school counselors, and principals or other relevant school administrators of the criteria and application procedures. The notification must also include a list of approved apprenticeship programs, eligible postsecondary educational institutions, high-demand jobs and critical skill sets in the state, and a wage breakdown of jobs in the state. The department must begin this process of notification no later than January 1 of each year beginning with a student's freshman year.

(6) A student enrolled in 6 to 8 semester credit hours or the equivalent clock hours may receive up to one-half of the maximum award; a student enrolled in 9 to 11 credit hours or the equivalent clock hours may receive up to three-fourths of the maximum award; and a student enrolled in 12 or more credit hours

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or the equivalent clock hours may receive up to the full award.

Section 3. Paragraphs (a) and (b) of subsection (1), subsection (2), and paragraph (a) of subsection (3) of section 1009.532, Florida Statutes, are amended to read:

1009.532 Florida Bright Futures Scholarship Program; student eligibility requirements for renewal awards.—

(1) To be eligible to renew a scholarship from any of the scholarships under the Florida Bright Futures Scholarship Program, a student must:

(a) Effective for students funded in the 2009-2010 academic year and thereafter, earn at least 24 semester credit hours or the equivalent clock hours in the last academic year in which the student earned a scholarship if the student was enrolled full time, or a prorated number of credit hours or clock hours as determined by the Department of Education if the student was enrolled less than full time for any part of the academic year.

(b) Maintain the cumulative grade point average or the equivalent required by the scholarship program, except that:

1. If a recipient's grades fall beneath the average required to renew a Florida Academic Scholarship, but are sufficient to renew a Florida Medallion Scholarship, a Florida Gold Seal CAPE Scholarship, or a Florida Gold Seal Vocational Scholarship, the Department of Education may grant a renewal from one of those other scholarship programs, if the student meets the renewal eligibility requirements; or

2. For students initially eligible in the 2010-2011 academic term and thereafter, if at any time during a student's first academic year the student's grades or the equivalent are insufficient to renew the scholarship, the student may restore

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eligibility by improving the grade point average or the equivalent to the required level. A student is eligible for such a restoration one time. The Legislature encourages education institutions to assist students to calculate whether or not it is possible to raise the grade point average or the equivalent during the summer term. If the education institution determines that it is possible, the institution may so inform the department, which may reserve the student's award if funds are available. The renewal, however, must not be granted until the student achieves the required cumulative grade point average or the equivalent. If the summer term is not sufficient to raise the grade point average or the equivalent to the required renewal level, the student's next opportunity for renewal is the fall semester of the following academic year.

(2) For students initially eligible in the 2010-2011 academic term and thereafter, and unless otherwise provided in this section, if a student does not meet the requirements for renewal of a scholarship because of lack of completion of sufficient credit hours or insufficient grades or the equivalent, the scholarship shall be renewed only if the student failed to complete sufficient credit hours or to meet sufficient grade requirements or the equivalent due to verifiable illness or other documented emergency, in which case the student may be granted an exception from academic requirements pursuant to s. 1009.40(1)(b)4.

(3)(a) A student who is initially eligible in the 2023-2024 ~~2012-2013~~ academic year and thereafter may receive an award for a maximum of 100 percent of the number of credit hours required to complete an associate degree program, a baccalaureate degree

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program, or a postsecondary career certificate program or, for a Florida Gold Seal Vocational Scholars award, may receive an award for a maximum of 100 percent of the number of credit hours or equivalent clock hours required to complete one of the following at a Florida public or nonpublic education institution that offers these specific programs: for an applied technology diploma program as defined in s. 1004.02(7), up to 60 credit hours or equivalent clock hours; for a technical degree education program as defined in s. 1004.02(13), up to the number of hours required for a specific degree not to exceed 72 credit hours or equivalent clock hours; ~~or~~ for a career certificate program as defined in s. 1004.02(20), up to the number of hours required for a specific certificate not to exceed 72 credit hours or equivalent clock hours; for an industry certification, up to the number of hours required for a specific certificate not to exceed 36 credit hours or equivalent clock hours; for a technical certificate, up to the number of hours required for a specific certificate not to exceed 15 credit hours or equivalent clock hours; for an applied technology diploma, up to the number of hours required for a specific diploma not to exceed 50 credit hours or equivalent clock hours; for a career and technical certificate, up to the number of hours required for a specific certificate not to exceed 19 credit hours or equivalent clock hours; or for an apprenticeship program, as defined in s. 446.021(6), up to the number of credit hours or equivalent clock hours required for a registered apprenticeship certificate of completion if the student is not exempt from paying tuition and fees, including lab fees, under s. 1009.25, and 100 percent of the tools, books, and materials necessary to complete the

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175 apprenticeship program not to exceed \$2,000. A student who
 176 transfers from one of these program levels to another program
 177 level becomes eligible for the higher of the two credit hour
 178 limits.

179 Section 4. Subsection (6) is added to section 1009.533,
 180 Florida Statutes, to read:

181 1009.533 Florida Bright Futures Scholarship Program;
 182 eligible postsecondary education institutions.—A student is
 183 eligible for an award or the renewal of an award from the
 184 Florida Bright Futures Scholarship Program if the student meets
 185 the requirements for the program as described in this act and is
 186 enrolled in a postsecondary education institution that meets the
 187 description in any one of the following subsections:

188 (6) An entity that operates an apprenticeship program, as
 189 defined in s. 446.021(6).

190 Section 5. Subsection (1) of section 1009.534, Florida
 191 Statutes, is amended to read:

192 1009.534 Florida Academic Scholars award.—

193 (1) A student is eligible for a Florida Academic Scholars
 194 award if he or she meets the general eligibility requirements
 195 for the Florida Bright Futures Scholarship Program and:

196 (a) Has achieved a 3.5 weighted grade point average as
 197 calculated pursuant to s. 1009.531, or its equivalent, in high
 198 school courses that are designated by the State Board of
 199 Education as college-preparatory academic courses and has
 200 attained at least the score required under s. 1009.531(6) (a) on
 201 the combined verbal and quantitative parts of the Scholastic
 202 Aptitude Test, the Scholastic Assessment Test, or the recentered
 203 Scholastic Assessment Test of the College Entrance Examination,

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204 or an equivalent score on the ACT Assessment Program;

205 (b) Has attended a home education program according to s.
 206 1002.41 during grades 11 and 12, has completed the International
 207 Baccalaureate curriculum but failed to earn the International
 208 Baccalaureate Diploma, or has completed the Advanced
 209 International Certificate of Education curriculum but failed to
 210 earn the Advanced International Certificate of Education
 211 Diploma, and has attained at least the score required under s.
 212 1009.531(6) (a) on the combined verbal and quantitative parts of
 213 the Scholastic Aptitude Test, the Scholastic Assessment Test, or
 214 the recentered Scholastic Assessment Test of the College
 215 Entrance Examination, or an equivalent score on the ACT
 216 Assessment Program;

217 (c) Has been awarded an International Baccalaureate Diploma
 218 from the International Baccalaureate Office or an Advanced
 219 International Certificate of Education Diploma from the
 220 University of Cambridge International Examinations Office;

221 (d) Has been recognized by the merit or achievement
 222 programs of the National Merit Scholarship Corporation as a
 223 scholar or finalist; or

224 (e) Has been recognized by the National Hispanic
 225 Recognition Program as a scholar recipient.

226 The student must complete a program of volunteer service or,
 227 beginning with a high school student graduating in the 2022-2023
 228 academic year and thereafter, paid work, as approved by the
 229 district school board, the administrators of a nonpublic school,
 230 or the Department of Education for home education program
 231 students, which must include 100 hours of volunteer service, ~~or~~

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paid work, or a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in the student's total of paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Section 6. Subsection (1) of section 1009.535, Florida Statutes, is amended to read:

1009.535 Florida Medallion Scholars award.—

(1) A student is eligible for a Florida Medallion Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(a) Has achieved a weighted grade point average of 3.0 as calculated pursuant to s. 1009.531, or the equivalent, in high school courses that are designated by the State Board of Education as college-preparatory academic courses and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered

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Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(b) Has completed the International Baccalaureate curriculum but failed to earn the International Baccalaureate Diploma or has completed the Advanced International Certificate of Education curriculum but failed to earn the Advanced International Certificate of Education Diploma, and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(c) Has attended a home education program according to s. 1002.41 during grades 11 and 12 and has attained at least the score required under s. 1009.531(6)(b) on the combined verbal and quantitative parts of the Scholastic Aptitude Test, the Scholastic Assessment Test, or the recentered Scholastic Assessment Test of the College Entrance Examination, or an equivalent score on the ACT Assessment Program;

(d) Has been recognized by the merit or achievement program of the National Merit Scholarship Corporation as a scholar or finalist but has not completed the program of volunteer service or paid work required under s. 1009.534; or

(e) Has been recognized by the National Hispanic Recognition Program as a scholar, but has not completed the program of volunteer service or paid work required under s. 1009.534.

A high school student must complete a program ~~at least 75 hours~~

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of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, ~~100 hours of~~ paid work approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, which must include 75 hours of volunteer service, 100 hours of paid work, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Section 7. Paragraphs (b) and (e) of subsection (1), paragraph (b) of subsection (2), and paragraph (a) of subsection (5) of section 1009.536, Florida Statutes, are amended to read:

1009.536 Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars awards.—The Florida Gold Seal Vocational Scholars award and the Florida Gold Seal CAPE Scholars award are

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created within the Florida Bright Futures Scholarship Program to recognize and reward academic achievement and career preparation by high school students who wish to continue their education.

(1) A student is eligible for a Florida Gold Seal Vocational Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and:

(b) Demonstrates readiness for postsecondary education by earning a passing score on:

1. The Florida College Entry Level Placement Test or its equivalent as identified by the Department of Education; or

2. Other aptitude tests identified by the department, including, but not limited to, the Armed Services Vocational Aptitude Battery and ACT WorkKeys Assessments.

(e) Completes at least 30 hours of volunteer service or, beginning with high school students graduating in the 2022-2023 academic year and thereafter, 100 hours of paid work, approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, or 100 hours of a combination of both.

Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or

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 governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

(2) A student is eligible for a Florida Gold Seal CAPE Scholars award if he or she meets the general eligibility requirements for the Florida Bright Futures Scholarship Program, and the student:

(b) Completes at least 30 hours of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, 100 hours of paid work, approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total required paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the

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 document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

(5) (a) A student who is initially eligible in the 2023-2024 ~~2012-2013~~ academic year and thereafter may earn a Florida Gold Seal Vocational Scholarship for a maximum of 100 percent of the number of credit hours or equivalent clock hours required to complete one of the following at a Florida public or nonpublic education institution that offers these specific programs: for an applied technology diploma program as defined in s. 1004.02(7), up to 60 credit hours or equivalent clock hours; for a technical degree education program as defined in s. 1004.02(13), up to the number of hours required for a specific degree not to exceed 72 credit hours or equivalent clock hours; ~~or~~ for a career certificate program as defined in s. 1004.02(20), up to the number of hours required for a specific certificate not to exceed 72 credit hours or equivalent clock hours; for an industry certification, up to the number of hours required for a specific certificate not to exceed 36 credit hours or equivalent clock hours; for a technical certificate, up to the number of hours required for a specific certificate not to exceed 15 credit hours or equivalent clock hours; for an applied technology diploma, up to the number of hours required for a specific diploma not to exceed 50 credit hours or equivalent clock hours; for a career and technical certificate, up to the number of hours required for a specific certificate not to exceed 19 credit hours or equivalent clock hours; or for an apprenticeship program, as defined in s. 446.021(6), up to the number of credit hours or equivalent clock hours required

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407 for a registered apprenticeship certificate of completion if the
408 student is not exempt from paying tuition and fees, including
409 lab fees, under s. 1009.25, and 100 percent of the tools, books,
410 and materials necessary to complete the apprenticeship program
411 not to exceed \$2,000.

412 Section 8. This act shall take effect July 1, 2023.

The Florida Senate

APPEARANCE RECORD

3/22/2023

Meeting Date

Deliver both copies of this form to
Senate professional staff conducting the meeting

1654

Bill Number or Topic

Ed Post Secondary

Committee

Amendment Barcode (if applicable)

Name Carol BOWEN

Phone (954) 465-6811

Address PO Box 880448

Street

Email cbowen@abefl.com

Boca Raton

City

FL

State

33488

Zip

Speaking: ☒ For ☐ Against ☐ Information

OR

Waive Speaking: ☐ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

Associated Builders and Contractors of FL

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate
APPEARANCE RECORD

3/22/23
Meeting Date

1654
Bill Number or Topic

Deliver both copies of this form to
Senate professional staff conducting the meeting

Committee
Name Edward Briggs

Amendment Barcode (if applicable)

Phone _____

Address _____
Street

Email _____

City _____ State _____ Zip _____

Speaking: ☐ For ☐ Against ☐ Information **OR** Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

American Frac Service Assoc.
- FL Chapter

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate
APPEARANCE RECORD

3/22/23

Meeting Date

1654

Bill Number or Topic

Deliver both copies of this form to
Senate professional staff conducting the meeting

Committee

Amendment Barcode (if applicable)

Name

Edward Briggs

Phone

Address

Email

Street

City

State

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

Florida Refrigeration & Air Conditioning
Contractors Assoc.

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

3/22/23

APPEARANCE RECORD

SB 1654

Meeting Date

Education Postsecondary

Deliver both copies of this form to
Senate professional staff conducting the meeting

Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name **Amanda Prater**

Phone **850-766-0679**

Address **4035 Swift Way**
Street

Email **amanda@thefga.org**

Tallahassee
City

FL
State

32311
Zip

Speaking: ☐ For ☐ Against ☐ Information **OR** Waive Speaking: ☒ In Support ☐ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☒ I am a registered lobbyist,
representing:

Opportunity Solutions Project

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

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3/22/23

Meeting Date

Education Postsecondary

Committee

SB 1654

Bill Number or Topic

Amendment Barcode (if applicable)

Name Scarlett Semack

Phone

Address 11145 Optan St

Street

Email

Spring Hill

City

FL

State

34608

Zip

Speaking: ☐ For ☐ Against ☐ Information

OR

Waive Speaking: ☐ In Support ☒ Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I am appearing without
compensation or sponsorship.

☐ I am a registered lobbyist,
representing:

☐ I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

3-23-23

Meeting Date

SB 1254

Bill Number or Topic

Deliver both copies of this form to
Senate professional staff conducting the meeting

Committee

Amendment Barcode (if applicable)

Name

Joanne M. Sarejani

Phone

jotheriper@yahoo.com

Address

13613 Francis Ave

Email

727-226-7459

Street

Hudson, Fl. 34667

City

State

Zip

Speaking:

☐ For

☐ Against

☐ Information

OR

Waive Speaking:

☐ In Support

☒

Against

PLEASE CHECK ONE OF THE FOLLOWING:

☐

I am appearing without
compensation or sponsorship.

☐

I am a registered lobbyist,
representing:

☒

I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

Deliver both copies of this form to
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3/23/23

Meeting Date

Ed Post 2

Committee

1654

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Shemsa Kup

Phone

850 228 8940

Address

Street

Email

City

State

Zip

Speaking:



For



Against



Information

OR

Waive Speaking:



In Support



Against

PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without
compensation or sponsorship.



I am a registered lobbyist,
representing:

FL Building Trades



I am not a lobbyist, but received
something of value for my appearance
(travel, meals, lodging, etc.),
sponsored by:

While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)

This form is part of the public record for this meeting.

S-001 (08/10/2021)

CourtSmart Tag Report

Room: SB 110
Caption: Senate Education Postsecondary Committee

Case No.:

Type:
Judge:

Started: 3/22/2023 11:01:14 AM

Ends: 3/22/2023 11:35:42 AM

Length: 00:34:29

11:01:12 AM Chair Grall calls meeting to order
11:01:20 AM Roll call
11:01:26 AM Quorum announced
11:01:39 AM Senator Garcia is excused
11:01:44 AM Chair with opening comments
11:01:52 AM Tab 3 SB 1060 Apprenticeship and Preapprenticeship Direct Funding Grant Program
11:02:05 AM Senator Ingoglia explains
11:02:49 AM Questions
11:02:52 AM Senator Harrell
11:02:56 AM Senator Ingoglia
11:03:37 AM Appearance Forms
11:03:56 AM Edward Briggs, Florida Refrigeration & Air Conditioning Contractors Association waives
11:04:06 AM Carol Bowen, Associated Builders and Contractors of FL speaks
11:04:51 AM Sabrinha Sandifer-White waives
11:04:57 AM Sarah Katherine Massey, Florida Chamber of Commerce waives
11:05:01 AM Willie C. DeBerry II, waives
11:05:15 AM Kirk Barras, State Apprenticeship waives
11:06:52 AM Sean Donnelly, Central FL Electrical JATC speaks
11:07:27 AM Theresa Kings, FL Building Trades speaks
11:09:22 AM Debate
11:09:24 AM Senator Harrell
11:10:22 AM Senator Jones
11:10:50 AM Senator Stewart
11:11:17 AM Senator Ingoglia
11:11:52 AM Roll call
11:12:52 AM SB 1060 is reported favorably
11:13:17 AM Tab 4 SB 1654 Education
11:13:27 AM Senator Ingoglia explains
11:13:35 AM Questions
11:14:13 AM Appearance Forms
11:14:23 AM Carol Bowen, Associated Builders and Contractor of FL speaks
11:15:32 AM Edward Briggs American Freezer Sprinkler Association-FL Chapter waives
11:15:39 AM Edward Briggs, Florida Refrigeration & Air Conditioning Contractors Assn., waives
11:15:47 AM Amanda Prater, Opportunity Solutions Project waives
11:15:54 AM Scarlett Semack waives
11:16:00 AM Joann M. Sarejani waives
11:16:07 AM Theresa Kings, FL Building Trades waives
11:17:49 AM Debate
11:17:53 AM Senator Ingoglia
11:17:56 AM Roll call
11:18:02 AM SB 1654 is reported favorably
11:18:23 AM Tab 2 SB 958 Postsecondary Educational Institutions
11:18:39 AM Senator Perry explains
11:18:51 AM Amendment Barcode 657040
11:19:51 AM Senator Perry explains
11:19:55 AM Questions
11:20:35 AM Debate
11:20:39 AM Senator Perry - Amendment adopted
11:20:45 AM Back on the bill
11:20:52 AM Questions
11:20:55 AM Senator Book
11:20:57 AM Senator Perry

11:21:30 AM	Senator Book
11:21:33 AM	Senator Perry
11:22:13 AM	Senator Book
11:22:15 AM	Senator Perry
11:22:38 AM	Senator Book
11:23:20 AM	Senator Perry
11:23:30 AM	Senator Book
11:24:06 AM	Senator Perry
11:24:18 AM	Senator Stewart
11:24:25 AM	Senator Perry
11:25:41 AM	Appearance Forms
11:25:44 AM	Amanda Prater, Opportunity Solutions Project waives in support
11:25:51 AM	Abdelilah Skhir, ACLU of Florida waives against
11:26:02 AM	Debate
11:26:06 AM	Senator Perry
11:26:16 AM	Roll call
11:27:04 AM	CS/SB 958 is reported favorably
11:27:38 AM	Recording Paused
11:31:47 AM	Recording Resumed
11:31:57 AM	Chair calls meeting to order
11:32:08 AM	Tab 1 SB 750 Articulation Agreements
11:32:15 AM	Senator Calatayud explains
11:33:34 AM	Questions
11:33:54 AM	Debate
11:33:58 AM	Senator Calatayud
11:34:04 AM	Roll call
11:34:49 AM	SB 750 is reported favorably
11:35:13 AM	Vote After motion
11:35:16 AM	Senator Book - Tab 4 yes
11:35:26 AM	Favorable without objection
11:35:31 AM	Senator Perry moves to adjourn
11:35:32 AM	Meeting adjourned



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Children, Families, and Elder Affairs, *Chair*
Appropriations Committee on Health and
Human Services, *Vice Chair*
Appropriations Committee on Agriculture, Environment,
and General Government
Education Postsecondary
Ethics and Elections
Fiscal Policy
Health Policy
Rules

SENATOR ILEANA GARCIA

36th District

March 21, 2023

Chair Grall,

I am writing to respectfully request an absence excusal from the Committee on Education Postsecondary scheduled for Wednesday, March 22nd, at 11 AM. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Ileana Garcia", written over a light blue horizontal line.

Senator Ileana Garcia
District 36

REPLY TO:

- ☐ 2828 Coral Way, Suite 208, Miami, Florida 33145 (305) 442-6841
- ☐ 322 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5036

Senate's Website: www.flsenate.gov

KATHLEEN PASSIDOMO
President of the Senate

DENNIS BAXLEY
President Pro Tempore



THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

COMMITTEES:

Agriculture, *Chair*
Appropriations Committee on Education
Appropriations Committee on Transportation, Tourism,
and Economic Development
Education Postsecondary
Education Pre-K -12
Fiscal Policy
Military and Veterans Affairs, Space, and
Domestic Security

SELECT COMMITTEE:

Select Committee on Resiliency

JOINT COMMITTEE:

Joint Select Committee on Collective Bargaining

SENATOR JAY COLLINS

14th District

March 22, 2023

Senator Erin Grall
306 Senate Building
404 South Monroe Street
Tallahassee, FL 32399-1100

Chair Grall and Staff,

Please excuse my absence from the Education Postsecondary Meeting for today, Wednesday, March 22nd, as I was managing conflicting responsibilities at the time.

I would like my vote to be recorded in the affirmative for SB 1060, SB 1654, SB 958, and SB 750.

Best,

Senator Collins
District 14

Cc: Matthew Bouck, Staff Director
Holly Sagues, Deputy Staff Director
Secret Williams, Committee Administrative Assistant

REPLY TO:

- ☐ 405 North Reo Street, Suite 170, Tampa, Florida 33609 (813) 281-2538
- ☐ 305 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 387-4014

Senate's Website: www.flsenate.gov

KATHLEEN PASSIDOMO
President of the Senate

DENNIS BAXLEY
President Pro Tempore