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LEGISLATIVE ACTION

Senate

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House

Senator Hutson moved the following:

Senate Amendment (with title amendment)

Delete lines 546 - 2470
and insert:
state board in researching and studying streamlined and
collaborative approaches to workforce development which result
in cost savings and efficiencies throughout the state.
CareerSource Florida, Inc., shall be administratively housed
within the department and shall operate under agreement with the
department. The Legislature finds that public policy dictates
that CareerSource Florida, Inc., operate in the most open and



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accessible manner consistent with its public purpose. To this end, the Legislature specifically declares that CareerSource Florida, Inc., its board, councils, and any advisory committees or similar groups created by CareerSource Florida, Inc., are subject to the provisions of chapter 119 relating to public records, and those provisions of chapter 286 relating to public meetings.

(4)

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

- a. The Chancellor of the Division of Public Schools.
- b. The Chancellor of the Division of Career and Adult Education.
- c. The Chancellor of the Florida College System.
- d. The Chancellor of the State University System.
- e. The director of the Office of Reimagining Education and Career Help, who shall serve as chair of the committee.
- f. Four members from local workforce development boards, with equal representation from urban and rural regions.
- g. Two members from nonpublic postsecondary institutions.



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41 h. Two members from industry associations.
42 i. Two members from Florida-based businesses.
43 j. Two members from the Department of Economic Opportunity.
44 k. One member from the Department of Agriculture and
45 Consumer Services.

46 2. All information pertaining to the Credentials Review
47 Committee, the process for the approval of credentials of value,
48 and the Master Credentials List must be made available and be
49 easily accessible to the public on all relevant state agency
50 websites.

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

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

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

69 b. Evidence that the competencies mastered upon completion



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of the credential are aligned with labor market demand.

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

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

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

7. The Credentials Review Committee shall establish a



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process for:

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

b. Annual review of the Master Credentials List.

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

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

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

f. If an application submitted to the Credentials Review Committee does not meet the required standards, the Credentials Review Committee must provide a notice of deficiency to the



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applicant and the provider who was identified as the point of contact provided on the application by the end of the next quarter after receipt of the application. The notice must include the basis for denial and the procedure to appeal the denial.

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

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

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

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

(a) Creating a state employment, education, and training policy that ensures workforce related programs are responsive to



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present and future business and industry needs and complement the initiatives of Enterprise Florida, Inc.

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

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

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

(e) Maintaining a Master Credentials List that:

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

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

3. Guides workforce education and training programs by informing the public of the credentials that have value in the



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current or future job market.

(f) Requiring administrative cost arrangements among planning regions.

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

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

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

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

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

445.007 Local workforce development boards.—

(15) Each local workforce development board shall create an education and industry consortium composed of representatives of educational entities and businesses in the designated service delivery area. Each consortium shall provide quarterly reports to the applicable local board which provide community-based information related to educational programs and industry needs to assist the local board in making decisions on programs, services, and partnerships in the service delivery area. The



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local board shall consider the information obtained from the consortium to determine the most effective ways to grow, retain, and attract talent to the service delivery area. The chair of the local workforce development board shall appoint the consortium members. A member of a local workforce development board may not serve as a member of the consortium. Consortium members shall be appointed for 2-year terms beginning on January 1 of the year of appointment, and any vacancy on the consortium must be filled for the remainder of the unexpired term in the same manner as the original appointment.

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

445.009 One-stop delivery system.—

(8)

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

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

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

445.038 Digital media; job training.—CareerSource Florida, Inc., through the Department of Economic Opportunity, may use funds dedicated for incumbent worker training for the digital



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

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

446.071 Apprenticeship sponsors.—

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

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

446.0915 Work-based learning opportunities.—

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

(a) Be developmentally appropriate.

(b) Identify learning objectives for the term of experience.

(c) Explore multiple aspects of an industry.



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- (d) Develop workplace skills and competencies.
- (e) Assess performance.
- (f) Provide opportunities for work-based reflection.
- (g) Link to next steps in career planning and preparation in a student's chosen career pathway.
- (h) Be provided in an equal and fair manner.
- (i) Be documented and reported in compliance with state and federal labor laws.

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

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

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

446.54 Reimbursement for workers' compensation insurance premiums.—

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

(2) Subject to appropriation, ~~the Department of Education~~



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

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

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

2. An attestation that:

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

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

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

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

4. The total amount of reimbursement requested;

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



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information;

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

7. Any other information requested by the department.

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

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

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

464.0195 Florida Center for Nursing; goals.—

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

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

1. Conducting a statistically valid biennial data-driven



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gap analysis of the supply and demand of the health care workforce. ~~Demand must align with the Labor Market Estimating Conference created in s. 216.136.~~ The center shall:

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

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

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

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

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

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

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

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

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



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

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

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

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

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

1001.03 Specific powers of State Board of Education.—

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

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

1001.43 Supplemental powers and duties of district school board.—The district school board may exercise the following



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supplemental powers and duties as authorized by this code or
State Board of Education rule.

(14) RECOGNITION OF ACADEMIC AND CAREER ACHIEVEMENT.—

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

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

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

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

(c) Beginning with the 2023-2024 school year, each district
school board shall require each high school within its
jurisdiction to host an annual career fair during the school
year and establish a process to provide students in grades 11
and 12 the opportunity to meet or interview with potential



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employers during the career fair. The career fair must be held on the campus of the high school, except that a group of high schools in the district or a group of districts may hold a joint career fair at an alternative location to satisfy the requirement in this paragraph. A joint career fair must be held at a location located within reasonable driving distance for students at all participating schools. The career fair must be held during the school day and may use Florida's online career planning and work-based learning system as part of the career fair activities.

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

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

1001.706 Powers and duties of the Board of Governors.—

(5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

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

1. Include performance metrics and standards common for all institutions and metrics and standards unique to institutions



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

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

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

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



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established by the Credentials Review Committee under s. 445.004 for designating high-demand programs of emphasis. The Board of Governors must review designated programs of emphasis, at a minimum, every 3 years to ensure alignment with the prioritization of degree credentials and degree programs identified by the Credentials Review Committee.

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

1002.31 Controlled open enrollment; public school parental choice.—

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

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

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

1003.02 District school board operation and control of public K-12 education within the school district.—As provided in part II of chapter 1001, district school boards are constitutionally and statutorily charged with the operation and control of public K-12 education within their school districts. The district school boards must establish, organize, and operate their public K-12 schools and educational programs, employees, and facilities. Their responsibilities include staff



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development, public K-12 school student education including education for exceptional students and students in juvenile justice programs, special programs, adult education programs, and career education programs. Additionally, district school boards must:

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

(i) ~~Parental~~ Notification of acceleration, academic, and career planning options.—At the beginning of each school year, notify ~~parents of~~ students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses; career and professional academies; career-themed courses; the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10); work-based learning opportunities, including internships and apprenticeship and preapprenticeship programs; foundational and soft-skill credentialing programs under s. 445.06; ~~and Florida Virtual School courses;~~ and options for early graduation under s. 1003.4281, and provide those students and parents with guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students and parents on those options.



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

1003.4156 General requirements for middle grades promotion.—

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

(e) One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student, which must use, when available, Florida's online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually ~~that may be revised~~ as the student progresses through middle school and high school. The personalized academic and career plan ~~must emphasize the importance of entrepreneurship and employability skills~~ must emphasize the importance of entrepreneurship and employability skills and must include information from the Department of Economic Opportunity's economic security report under s. 445.07 and other state career planning resources. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285 and the career and technical education pathway to earn a standard high school



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592 diploma under s. 1003.4282(10); the requirements for each
593 scholarship in the Florida Bright Futures Scholarship Program;
594 state university and Florida College System institution
595 admission requirements; available opportunities to earn college
596 credit in high school, including Advanced Placement courses; the
597 International Baccalaureate Program; the Advanced International
598 Certificate of Education Program; dual enrollment, including
599 career dual enrollment; work-based learning opportunities,
600 including internships and preapprenticeship and apprenticeship
601 programs; and career education courses, including career-themed
602 courses, ~~preapprenticeship and apprenticeship programs,~~ and
603 course sequences that lead to industry certification pursuant to
604 s. 1003.492 or s. 1008.44. The course may be implemented as a
605 stand-alone course or integrated into another course or courses.

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

608 1003.4203 Digital materials, CAPE Digital Tool
609 certificates, and technical assistance.—

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

616 ~~(a) Digital materials may include CAPE Digital Tool~~
617 ~~certificates, workplace industry certifications, and OSHA~~
618 ~~industry certifications identified pursuant to s. 1008.44 for~~
619 ~~students with disabilities; and~~

620 ~~(b) Each student's individual educational plan for students~~



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~~with disabilities developed pursuant to this chapter must identify the CAPE Digital Tool certificates and CAPE industry certifications the student seeks to attain before high school graduation.~~

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

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

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

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



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section are amended, to read:

1003.4282 Requirements for a standard high school diploma.—

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

(e) *One credit in fine or performing arts, speech and
debate, or career and technical education, or practical arts.*—A
The practical arts course that incorporates must incorporate
artistic content and techniques of creativity, interpretation,
and imagination satisfies the one credit requirement in fine or
performing arts, speech and debate, or career and technical
education. Eligible practical arts courses are identified in the
Course Code Directory.

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

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

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



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2. Career education courses must:

a. Include workforce and digital literacy skills.

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

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

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

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



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

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

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

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

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

1003.4285 Standard high school diploma designations.—

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

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

Section 24. Subsection (3) of section 1003.491, Florida



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Statutes, is amended to read:

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

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

(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference as factors in the criteria for the plan created in s. 216.136;

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

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

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

(e) Strategies to provide personalized student advisement,



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including a parent-participation component, and coordination with middle grades to promote and support career-themed courses and education planning;

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

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

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

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

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



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counselor or the school principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below a 2.0;

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

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

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

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

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

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

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

Section 25. Paragraph (b) of subsection (1) and paragraph



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(a) of subsection (2) of section 1003.5716, Florida Statutes,
are amended to read:

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

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

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

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

(a) A statement of intent to pursue a standard high school



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853 diploma and a Scholar or an Industry Scholar ~~Merit~~ designation,
854 pursuant to s. 1003.4285, as determined by the parent.

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

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

867 Section 26. Paragraph (a) of subsection (3) of section
868 1004.013, Florida Statutes, is amended to read:

869 1004.013 SAIL to 60 Initiative.—

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

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

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

881 1004.015 Florida Talent Development Council.—



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

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

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

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

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

(3) A career center may:

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



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

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

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

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



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and must be considered by the State Board of Education in making its decision to approve or deny a career center's proposal.

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

(f) The career center to obtain from the Council on



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Occupational Education accreditation as an associate in applied science or associate in science degree-granting institution if approved by the State Board of Education to offer its first associate in applied science or associate in science degree program.

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

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

1. Obtaining and maintaining Council on Occupational Education accreditation;

2. Maintaining qualified faculty and institutional resources;

3. Maintaining enrollment in previously approved programs;

4. Managing fiscal resources appropriately;

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

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

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



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(5) The State Board of Education shall adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, alternative proposals, and compliance reviews under subsection (4).

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

1008.41 Workforce education; management information system.—

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

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

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

1008.44 CAPE Industry Certification Funding List.—

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



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areas with regional or local demand as identified by the
Credentials Review Committee. The CAPE Industry Certification
Funding List may include the following certificates and,
~~certifications, and courses:~~

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

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

~~(c) CAPE ESE Digital Tool certificates, workplace industry~~
~~certifications, and OSHA industry certifications for students~~
~~with disabilities under s. 1003.4203(2). Such certificates and~~
~~certifications shall, if earned by a student, be eligible for~~
~~additional full-time equivalent membership under s.~~
~~1011.62(1)(o)1.~~

~~(d) CAPE Innovation Courses that combine academic and~~
~~career performance outcomes with embedded industry~~
~~certifications under s. 1003.4203(5)(a). Such courses shall, if~~



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~~completed by a student, be eligible for additional full-time
equivalent membership under s. 1011.62(1)(o)1.~~

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

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

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

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



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the certifications and certificates are specifically removed from the CAPE Industry Certification Funding List by the Commissioner of Education.

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

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

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

1009.22 Workforce education postsecondary student fees.—

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



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(3)

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

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

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

1009.77 Florida Work Experience Program.—

(1) There is established the Florida Work Experience Program to be administered by the Department of Education. The purpose of the program is to introduce eligible students to work



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experience that will complement and reinforce their educational program and career goals and provide a self-help student aid program that reduces student loan indebtedness. Additionally, the program's opportunities for employment at a student's school will serve as a retention tool because students employed on campus are more likely to complete their postsecondary education. The program shall be available to:

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

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

(a) Is enrolled:

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

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

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

However, a student may be employed during the break between two consecutive terms or employed, although not enrolled, during a term if the student was enrolled at least half time during the



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preceding term and preregisters as no less than a half-time student for the subsequent academic term. A student who attends an institution that does not provide preregistration shall provide documentation of intent to enroll as no less than a half-time student for the subsequent academic term.

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

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

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

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

1009.771 Workforce education partnership programs.—

(1) A state university may establish a workforce education partnership program to provide assistance to a student who is enrolled at the state university and is employed by a private employer participating in the program. The Board of Governors shall create a template for a state university to establish such



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workforce education partnership program. The Board of Governors shall consult with state and local workforce and economic development agencies to develop the template. The template must include all of the following:

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

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

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

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

1. Each designate a mentor to assist participating students.

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

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

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

(f) The requirement that the state university work with participating students to ensure that they have applied for and



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are receiving the maximum amount of financial aid in the form of scholarships and grants.

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

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

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

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

1009.895 Open Door Grant Program.—

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

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

~~(b) "Department" means the Department of Education.~~

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

~~(d) "Program" means a noncredit industry certification preparation, clock hour career certificate programs, or for-credit short-term career and technical education programs that~~



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~~result in the award of credentials identified under s.
445.004(4).~~

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

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

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

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

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

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

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

~~(b) Be enrolled in an integrated education and training
program in which institutions establish partnerships with local
workforce development boards to provide basic skills
instruction, contextually and concurrently, with workforce
training that results in the award of credentials under s.
445.004(4) or a workforce education program as defined under s.
1011.80(1)(b)-(f) that is included on the Master Credentials~~



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List under s. 445.004(4); and

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

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

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

(4) DISTRIBUTION OF FUNDS.—

(a) For the 2023-2024 fiscal year, funding for eligible institutions must consist of a base amount provided for in the General Appropriations Act plus each institution's proportionate share of full-time equivalent students enrolled in career and technical education programs. Beginning in fiscal year 2024-2025, the funds appropriated for the Open Door Grant Program must be distributed to eligible institutions in accordance with a formula approved by the State Board of Education. The formula must consider at least the prior year's distribution of funds



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and the number of eligible applicants who did not receive awards.

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

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

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

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

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

~~(3) The department shall provide grants to institutions on a first-come, first-serve basis for students who enroll in an eligible program. The department shall prioritize funding for integrated education and training programs in which institutions~~



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~~establish partnerships with local workforce development boards to provide basic skills instruction, contextually and concurrently, with workforce training that results in the award of credentials under s. 445.004(4). One-quarter of the appropriated funds must be prioritized to serve students attending rural institutions. No more than one-quarter of the appropriated funds may be disbursed annually to any eligible institution.~~

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

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

~~(b) A student receiving state or federal financial aid who enrolls in an eligible program offered by an institution may~~



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~~apply for and be awarded a grant to cover the unmet need of the cost of the program after the application of all eligible financial aid. Financial aid and grants received by the student shall be credited first to the student's costs before the award of an open door grant. After a student is enrolled in an eligible program, the department shall award the grant to the institution for the amount of unmet need for the eligible student.~~

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

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

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

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

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

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

- ~~1. A list of the programs offered.~~
- ~~2. The number of students who enrolled in the programs.~~



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3. The number of students who completed the programs.

4. The number of students who attained workforce credentials, categorized by credential name and relevant occupation, after completing training programs.

~~5. The average cost per workforce credential attained, categorized by credential name and relevant occupation.~~

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

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

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

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

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

(c) *Determination of programs.*—Cost factors based on



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

1. Basic programs.—

a. Kindergarten and grades 1, 2, and 3.

b. Grades 4, 5, 6, 7, and 8.

c. Grades 9, 10, 11, and 12.

2. Programs for exceptional students.—

a. Support Level IV.

b. Support Level V.

3. Secondary career education programs.

4. English for Speakers of Other Languages.

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

1. Full-time equivalent students.—Students enrolled in dual enrollment instruction pursuant to s. 1007.271 may be included in calculations of full-time equivalent student memberships for basic programs for grades 9 through 12 by a district school board. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). Dual



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1491 enrollment full-time equivalent student membership shall be
1492 calculated in an amount equal to the hours of instruction that
1493 would be necessary to earn the full-time equivalent student
1494 membership for an equivalent course if it were taught in the
1495 school district. Students in dual enrollment courses may also be
1496 calculated as the proportional shares of full-time equivalent
1497 enrollments they generate for a Florida College System
1498 institution or university conducting the dual enrollment
1499 instruction. Early admission students shall be considered dual
1500 enrollments for funding purposes. Students may be enrolled in
1501 dual enrollment instruction provided by an eligible independent
1502 college or university and may be included in calculations of
1503 full-time equivalent student memberships for basic programs for
1504 grades 9 through 12 by a district school board. However, those
1505 provisions of law which exempt dual enrolled and early admission
1506 students from payment of instructional materials and tuition and
1507 fees, including laboratory fees, shall not apply to students who
1508 select the option of enrolling in an eligible independent
1509 institution. An independent college or university, which is not
1510 for profit, is accredited by a regional or national accrediting
1511 agency recognized by the United States Department of Education,
1512 and confers degrees as defined in s. 1005.02 shall be eligible
1513 for inclusion in the dual enrollment or early admission program.
1514 Students enrolled in dual enrollment instruction shall be exempt
1515 from the payment of tuition and fees, including laboratory fees.
1516 No student enrolled in college credit mathematics or English
1517 dual enrollment instruction shall be funded as a dual enrollment
1518 unless the student has successfully completed the relevant
1519 section of the entry-level examination required pursuant to s.



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1008.30.

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



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membership bonus. Each school district shall allocate at least 50 percent of the funds received from the dual enrollment bonus FTE funding, in accordance with this paragraph, to the schools that generated the funds to support student academic guidance and postsecondary readiness.

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

(o) *Calculation of additional full-time equivalent membership based on successful completion of a career-themed course pursuant to ss. 1003.491, 1003.492, and 1003.493, or courses with embedded CAPE industry certifications or CAPE Digital Tool certificates, and issuance of industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education or CAPE Digital Tool certificates pursuant to s. 1003.4203.—*

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

b. A value of 0.1 or 0.2 full-time equivalent student membership shall be calculated for each student who completes a course as defined in s. 1003.493(1)(b) or courses with embedded CAPE industry certifications and who is issued an industry certification identified annually on the CAPE Industry Certification Funding List approved under rules adopted by the State Board of Education. A value of 0.2 full-time equivalent



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1578 membership shall be calculated for each student who is issued a
1579 CAPE industry certification that has a statewide articulation
1580 agreement for college credit approved by the State Board of
1581 Education. For CAPE industry certifications that do not
1582 articulate for college credit, the Department of Education shall
1583 assign a full-time equivalent value of 0.1 for each
1584 certification. Middle grades students who earn additional FTE
1585 membership for a CAPE Digital Tool certificate pursuant to sub-
1586 subparagraph a. may not rely solely on use the previously funded
1587 examination to satisfy the requirements for earning an industry
1588 certification under this sub-subparagraph. ~~Additional FTE~~
1589 ~~membership for an elementary or middle grades student may not~~
1590 ~~exceed 0.1 for certificates or certifications earned within the~~
1591 ~~same fiscal year.~~ The State Board of Education shall include the
1592 assigned values on the CAPE Industry Certification Funding List
1593 under rules adopted by the state board. Such value shall be
1594 added to the total full-time equivalent student membership for
1595 grades 6 through 12 in the subsequent year. CAPE industry
1596 certifications earned through dual enrollment must be reported
1597 and funded pursuant to s. 1011.80. However, if a student earns a
1598 certification through a dual enrollment course and the
1599 certification is not a fundable certification on the
1600 postsecondary certification funding list, or the dual enrollment
1601 certification is earned as a result of an agreement between a
1602 school district and a nonpublic postsecondary institution, the
1603 bonus value shall be funded in the same manner as other nondual
1604 enrollment course industry certifications. In such cases, the
1605 school district may provide for an agreement between the high
1606 school and the technical center, or the school district and the



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postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.

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

d. A value of 0.5 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 15 to 29 college credit hours, and 1.0 full-time equivalent student membership shall be calculated for CAPE Acceleration Industry Certifications that articulate for 30 or more college credit hours pursuant to CAPE Acceleration Industry Certifications approved by the commissioner pursuant to ss. 1003.4203(4) and 1008.44 ~~ss. 1003.4203(5)(b) and 1008.44.~~

2. Each district must allocate at least 80 percent of the funds provided for CAPE industry certification, in accordance with this paragraph, to the program that generated the funds, and any remaining funds provided for CAPE industry certification for school district career and technical education programs.

This allocation may not be used to supplant funds provided for basic operation of the program.

3. For CAPE industry certifications earned in the 2013-2014 school year and in subsequent years, the school district shall distribute to each classroom teacher who provided direct instruction toward the attainment of a CAPE industry



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certification that qualified for additional full-time equivalent membership under subparagraph 1.:

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

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

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

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

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



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maintain the security of any CAPE industry certification examination or who otherwise violates the security or administration protocol of any assessment instrument that may result in a bonus being awarded to the teacher under this paragraph.

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

1011.80 Funds for operation of workforce education programs.—

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

(a) To be responsive to industry needs for a skilled workforce, Florida College System institutions and school



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

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

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

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



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

b. The geographic region to be served.

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

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

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

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

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

(7)

(b) Performance funding for industry certifications for school district workforce education programs is contingent upon



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specific appropriation in the General Appropriations Act and
must ~~shall~~ be determined as follows:

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

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



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~~as differences in population and wages across school districts.~~

(8)

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

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

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

(1) Funds awarded for a workforce development capitalization incentive grant may be used for instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with the creation or expansion of a career and technical education program that



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1810 serves secondary students ~~workforce development program.~~

1811 Expansion of a program may include either the expansion of
1812 enrollments in a program or expansion into new areas of
1813 specialization within a program. No grant funds may be used for
1814 recurring instructional costs or for institutions' indirect
1815 costs.

1816 (2) The Department of Education shall administer the State
1817 ~~Board of Education shall accept applications from school~~
1818 ~~districts or Florida College System institutions for workforce~~
1819 ~~development capitalization incentive grants. Applications from~~
1820 ~~school districts or Florida College System institutions shall~~
1821 ~~contain projected enrollments and projected costs for the new or~~
1822 ~~expanded workforce development program. The State Board of~~
1823 Education may adopt rules for program administration, ~~in~~
1824 ~~consultation with CareerSource Florida, Inc., shall review and~~
1825 ~~rank each application for a grant according to subsection (3)~~
1826 ~~and shall submit to the Legislature a list in priority order of~~
1827 ~~applications recommended for a grant award.~~

1828 (3) ~~The State Board of Education shall give highest~~
1829 ~~priority to programs that train people to enter high-skill,~~
1830 ~~high-wage occupations identified by the Labor Market Estimating~~
1831 ~~Conference and other programs approved by the state board as~~
1832 ~~defined in s. 445.002, programs that train people to enter~~
1833 ~~occupations under the welfare transition program, or programs~~
1834 ~~that train for the workforce adults who are eligible for public~~
1835 ~~assistance, economically disadvantaged, disabled, not proficient~~
1836 ~~in English, or dislocated workers. The State Board of Education~~
1837 ~~shall consider the statewide geographic dispersion of grant~~
1838 ~~funds in ranking the applications and shall give priority to~~



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applications from education agencies that are making maximum use of their workforce development funding by offering high-performing, high-demand programs.

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

1011.802 Florida Pathways to Career Opportunities Grant Program.—

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

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

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

(a)1. Address a critical statewide or regional shortage,



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with consideration given to the information provided as
~~identified by the Labor Market Statistics Center within the~~
~~Department of Economic Opportunity, the Labor Market Estimating~~
~~Conference, and the Credentials Review Committee created in s.~~
~~216.136 and are industry sectors not adequately represented~~
~~throughout the state, such as health care;~~

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

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

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

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

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

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

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

(c) Starting and ending salaries, as categorized by program



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and provider, for participants who complete the program.

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

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

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

1011.803 Money-back Guarantee Program.—

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

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

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

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

1. Student attendance.
2. Student program performance.
3. Career Service or Career Day attendance.
4. Participation in internship or work-study programs.



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5. Job search documentation.

6. Development of a student career plan with the institution's career services department.

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

1011.81 Florida College System Program Fund.—

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

(b) Unless otherwise specified in the General Appropriations Act, each Florida College System institution shall be provided \$1,000 for each industry certification earned by a student under paragraph (a). If funds are insufficient to fully fund the calculated total award, such funds must ~~shall~~ be prorated. The Department shall annually, by October 1, report to the Legislature industry certifications sorted into three tiers based upon the anticipated average wages of all occupations to which each certification is linked on the Master

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

And the title is amended as follows:

Delete line 31

and insert:

the state board in researching and studying approaches to workforce