

**Tab 1 CS/SB 996 by ED, Burgess; (Similar to CS/CS/H 01285) Education**

497338	A	S	RCS	AED, Burgess	Delete L.277 - 304:	02/09 03:33 PM
843952	A	S	RCS	AED, Burgess	Delete L.854 - 877:	02/09 03:33 PM

**Tab 2 CS/SB 1026 by ED, Grall (CO-INTRODUCERS) Osgood; (Similar to H 01353) Early Learning**

389728	D	S	RCS	AED, Grall	Delete everything after	02/09 03:34 PM
309898	AA	S	RCS	AED, Grall	Delete L.73 - 82:	02/09 03:34 PM

**Tab 3 CS/SB 1344 by ED, Calatayud; (Similar to CS/H 00483) Computer Science Education**

**Tab 4 CS/SB 460 by ED, Simon (CO-INTRODUCERS) Perry; (Similar to CS/H 00917) Career and Technical Education**

183852	D	S	RCS	AED, Simon	Delete everything after	02/09 03:35 PM
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**Tab 5 SB 1372 by Ingoglia (CO-INTRODUCERS) Yarborough, Perry; (Similar to CS/H 01291) Educator Preparation Programs**

603442	A	S	RCS	AED, Ingoglia	Delete L.64 - 91:	02/09 11:05 AM
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**The Florida Senate**  
**COMMITTEE MEETING EXPANDED AGENDA**

**APPROPRIATIONS COMMITTEE ON EDUCATION**

**Senator Perry, Chair**  
**Senator Jones, Vice Chair**

**MEETING DATE:** Thursday, February 8, 2024

**TIME:** 2:00—3:30 p.m.

**PLACE:** Pat Thomas Committee Room, 412 Knott Building

**MEMBERS:** Senator Perry, Chair; Senator Jones, Vice Chair; Senators Calatayud, Collins, Davis, Harrell, Hutson, and Simon

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	<b>CS/SB 996</b> Education Pre-K -12 / Burgess (Similar CS/H 1285, Compare CS/H 1151, CS/H 7039, S 634, S 1444, CS/S 7004)	Education; Providing that an annual application for exemption on property used to house a charter school is not required; providing responsibilities for approved virtual instruction program providers, virtual charter schools, and school districts relating to statewide assessments and progress monitoring for certain students; establishing the Purple Star School District Program; requiring school districts and charter schools to provide certain students with an opportunity to take the Armed Services Vocational Aptitude Battery and consult with a military recruiter; revising requirements for the assignment of students to disciplinary programs and alternative school settings or other programs, etc.  ED 01/30/2024 Fav/CS AED 02/08/2024 Fav/CS FP	Fav/CS Yeas 6 Nays 2
2	<b>CS/SB 1026</b> Education Pre-K -12 / Grall (Similar H 1353, Compare H 5101, S 2502, S 2516)	Early Learning; Revising requirements for prekindergarten instructors; prohibiting private prekindergarten provider and public school curricula from using a coordinated screening and progress monitoring program or other specified methods for direct student instruction; revising the percentage of funds an early learning coalition may retain and expend; providing that, subject to legislative appropriation, certain Voluntary Prekindergarten Education Program students are eligible to receive instructional support in early literacy skills through a specified program, etc.  ED 01/17/2024 Fav/CS AED 02/08/2024 Fav/CS FP	Fav/CS Yeas 7 Nays 0
3	<b>CS/SB 1344</b> Education Pre-K -12 / Calatayud (Similar CS/H 483)	Computer Science Education; Creating the AI in Education Task Force within the Department of Education; requiring the Commissioner of Education to serve as the chair of the task force; requiring the department to adopt and publish by a specified date a strategic plan for computer science education, etc.  ED 01/23/2024 Fav/CS AED 02/08/2024 Favorable FP	Favorable Yeas 8 Nays 0

**COMMITTEE MEETING EXPANDED AGENDA**

Appropriations Committee on Education  
Thursday, February 8, 2024, 2:00—3:30 p.m.

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TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
4	<b>CS/SB 460</b> Education Pre-K -12 / Simon (Similar CS/H 917)	Career and Technical Education; Providing an exemption for minors to work in specified conditions; providing an alternative to career fairs through other career and industry networking opportunities; revising a list of individuals who are required to review and comment on certain revisions to the state academic standards; revising the requirements for certain credits and certifications to meet specified graduation requirements, etc.  ED 01/17/2024 Fav/CS AED 01/24/2024 Temporarily Postponed AED 02/08/2024 Fav/CS FP	Fav/CS Yeas 7 Nays 0
5	<b>SB 1372</b> Ingoglia (Similar CS/H 1291)	Educator Preparation Programs; Prohibiting the courses and curriculum of teacher preparation programs, postsecondary educator preparation institutes, and school leader preparation programs from distorting certain events and including certain curriculum and instruction; requiring teacher preparation programs, postsecondary educator preparation institutes, and school leader preparation programs to afford candidates certain opportunities, etc.  HE 01/22/2024 Favorable AED 02/08/2024 Fav/CS RC	Fav/CS Yeas 4 Nays 1

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Other Related Meeting Documents

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**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

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

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

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BILL: CS/CS/SB 996

INTRODUCER: Appropriations Committee on Education; Education Pre-K -12 Committee; and Senator Burgess

SUBJECT: Education

DATE: February 12, 2024

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Palazes</u>	<u>Bouck</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	<u>Fav/CS</u>
3.	_____	_____	<u>FP</u>	_____

**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

CS/CS/SB 996 makes several changes to Florida’s K-12 public schools and postsecondary institutions.

For Florida’s K-12 public schools, the bill:

- Clarifies the process for students enrolled in an approved virtual instruction program provider or virtual charter school to participate in statewide, standardized assessments and assessments in the coordinated screening and progress monitoring system.
- Clarifies that it not necessary to make an annual application for exemption on property used to house a charter school.
- Defines a classical school and authorizes an enrollment preference at classical charter schools for students who were previously enrolled in a public school that implemented a classical school model.
- Creates the Purple Star School District program.
- Authorizes school districts to assign disruptive students to a disciplinary program or alternative-to-expulsion program.
- Authorizes alternate methods of communicating to parents regarding placement into a dropout prevention and academic intervention program.
- Prohibits school districts from identifying students as eligible to receive services through the dropout prevention and academic intervention program based solely on a student having a

disability, and requires an academic intervention plan for each student enrolled in a dropout prevention and academic intervention program.

- Revises the deadlines for submission of turnaround plans and requirements under a turnaround option available to low performing schools and specifies the responsibilities of a school district and charter school in implementing a turnaround plan for a public school reopening as a charter school.
- Provides that, beginning in the 2024-2025 school year, any changes made by the State Board of Education to components in the school grades model or to the school grading scale go into effect, at the earliest, in the following school year.
- Authorizes the Commissioner of Education to appoint and remove the executive director for the Education Practices Commission.
- Provides students in grades 11 and 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) and consult with a military recruiter during the school day.
- Provides that a private school may use certain facilities, under the facility's preexisting zoning and land use designations and without having to implement any mitigation requirements or conditions, if the facility was actively used within the past 5 years.

For postsecondary institutions, the bill:

- Allows documentation of the homestead exemption as a single piece of evidence proving residency for tuition purposes.
- Repeals the Florida College System's employment equity and accountability program.
- Requires that dual enrollment articulation agreements include consideration of online courses.
- Transitions the effective period for the amount paid by the Florida Prepaid College Board to state universities on behalf of qualified beneficiaries of advance payment contracts within the Prepaid Florida Program from 2009-2010 to 2022-2023.
- Creates a new Associates of Arts (AA) specialized transfer degree for students who need additional credit above the 60 hours in preparation for transfer to a baccalaureate degree program.
- Authorizes Florida College System institutions to charge an amount not to exceed \$290 per credit hour for nonresident tuition and fees for distance learning.

This bill could have a fiscal impact to the Department of Education and the Florida College System. The cost is indeterminate at this time. See Section V., Fiscal Impact Statement.

The bill takes effect July 1, 2024.

## **II. Present Situation:**

The present situation for the relevant portions of the bill is discussed under the Effect of Proposed Changes of this bill analysis.

### III. Effect of Proposed Changes:

#### Charter Schools

##### *Present Situation*

Charter schools are public schools that operate under a performance contract, or a “charter” which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results. The charter contract between the charter school governing board and the sponsor details the school’s mission, program, goals, students served, methods of assessment, and ways to measure success.<sup>1</sup> As part of the charter application to the sponsor, the charter school must disclose the name of each applicant, governing board member, and all proposed education services providers.<sup>2</sup>

##### *Classical Education*

In Florida, some charter schools implement a classical education curriculum, which is centered on “the pursuit of wisdom and virtue by means of a rich and ordered course of study grounded in the liberal arts tradition.”<sup>3</sup> A classical education curriculum incorporates the concept of the three ways of learning, or trivium. The trivium refers to the three learning stages: grammar, logic and rhetoric.<sup>4</sup> Students are taught all three states of the trivium in kindergarten through grade 12 but each stage is emphasized in certain grade bands:

- Kindergarten through Grade 6 focus on grammar.
- Grades 7 through Grade 3 focus on logic.
- Grades 10 through Grade 12 focus on rhetoric.<sup>5</sup>

There are currently 18 classical charter schools in Florida, operating in 9 districts.<sup>6</sup>

##### *Charter School Enrollment Preference*

Charter schools are allowed to provide enrollment preference to the following student populations:

- Students who are siblings of a student enrolled in a charter school.
- Students who are children of a member of the governing board of the charter school.
- Students who are children of an employee of the charter school.
- Students who are children of:
  - An employee of the business partner of a charter school-in-the-workplace or a resident of the municipality in which the charter school is located.

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<sup>1</sup> Florida Department of Education, *FAQ, What are charter schools?*, <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-faqs.shtml> (last visited Feb. 2, 2024). See also 1002.33(7), F.S.

<sup>2</sup> Section 1002.33(6), F.S.

<sup>3</sup> Thomas B. Fordham Institute, *Classical education is growing. Here’s how to keep it that way*, <https://fordhaminstitute.org/national/commentary/classical-education-growing-heres-how-keep-it-way>, (last visited Feb. 9, 2024).

<sup>4</sup> Classical Academic Press, *An Introduction to Classical Education: A Guide for Parents*, [https://cdn.shopify.com/s/files/1/0264/3014/4583/files/ICE\\_version2.6.pdf](https://cdn.shopify.com/s/files/1/0264/3014/4583/files/ICE_version2.6.pdf), (last visited Feb 9, 2024).

<sup>5</sup> *Id.*

<sup>6</sup> Email, Florida Department of Education, Legislative Affairs (Feb. 2, 2024).

- A resident or employee of a municipality that operates a charter school-in-a-municipality or allows a charter school to use a school facility or portion of land provided by the municipality for the operation of a charter school.
- Students who have successfully completed, during the previous year, a voluntary prekindergarten education program provided by the charter school, the charter school's governing board, or a voluntary prekindergarten provider that has a written agreement with the governing board.
- Students who are the children of an active duty member of any branch of the United States Armed Forces.
- Students who attended or are assigned to failing schools.
- Students who are the children of a safe-school officer at the school.<sup>7</sup>

### ***Charter School Facilities and Tax Exempt Status***

In the 2022-2023 school year, there were 726 charter schools in 46 Florida districts.<sup>8</sup> Similar to traditional public schools, charter schools may use capital outlay funding on the purchase of real property, construction of school facilities and purchase, lease-purchase, or lease of permanent or relocatable school facilities.<sup>9</sup> Charter schools are considered educational institutions<sup>10</sup> within the state and property used by them for educational purposes are exempt from taxation.<sup>11</sup> Unless waived by the county, persons or organizations eligible for a property tax exemption are required to file an application with the property appraiser on or before March 1 of each year in which the exemption is claimed.<sup>12</sup> For charter schools, any facility, or portion thereof, used to house a charter school whose charter has been approved by the sponsor<sup>13</sup> and the charter school governing board is exempt from ad valorem taxes. For leasehold properties, the landlord must certify by affidavit to the charter school that the required payments under the lease, whether paid to the landlord or on behalf of the landlord to a third party, will be reduced to the extent of the exemption received.<sup>14</sup>

It is not necessary for an annual application for exemption to be filed for:

- Houses of public worship, the lots on which they are located, personal property located therein or thereon, parsonages, burial grounds and tombs owned by houses of public worship, individually owned burial rights not held for speculation, or other such property not rented or hired out for other than religious or educational purposes at any time.
- Household goods and personal effects of permanent residents of this state.
- Property of the state or any county, any municipality, any school district, or community college district thereof.<sup>15</sup>

<sup>7</sup> Section 1002.33(10)(d), F.S.

<sup>8</sup> Florida Department of Education, *Florida's Charter Schools Fact Sheet*, <https://www.fldoe.org/core/fileparse.php/7778/urlt/Charter-Sept-2022.pdf> (last visited Feb. 2, 2024).

<sup>9</sup> Section 1013.62(4), F.S.

<sup>10</sup> Section 196.012(5), F.S.

<sup>11</sup> Section 196.198, F.S.

<sup>12</sup> Section 196.011(1)(a), F.S.

<sup>13</sup> Section 1002.33, F.S. Charter school sponsors include a district school board, a state university system, a Florida College System institution, a charter school-in-the-workplace, and a charter school in-a-municipality.

<sup>14</sup> Section 196.1983, F.S.

<sup>15</sup> Section 196.011(3), F.S.

### ***Effect of Proposed Changes***

The bill amends s. 1002.33, F.S., to remove outdated language referencing “charter school owners.” Charter schools operate as not-for-profit organizations administered by a governing board, not an owner. This bill provides that a classical charter school can give enrollment preference to students who transfer from another classical school in the state. The bill defines a classical school as a traditional public school or a charter school that implements a classical education model that emphasizes the development of students in the principles of moral character and civic virtue through a well-rounded education in the liberal arts and sciences which is based on the classical trivium stages of grammar, logic and rhetoric.

The bill amends s. 196.011, F.S., to prohibit counties from requiring any facility, or portion thereof, used to house a charter school from making an annual application for exemption on property. The bill requires that the owner or lessee notify the property appraiser promptly whenever the use of the property or the status or condition of the owner or lessee changes so as to change the exempt status of the property. If any owner or lessee fails to so notify the property appraiser and the property appraiser determines that for any year within the prior 10 years the owner or lessee was not entitled to receive such exemption, the owner or lessee of the property is subject to the taxes exempted as a result of such failure plus 15 percent interest per annum and a penalty of 50 percent of the taxes exempted.

The bill requires the property appraiser who is making the determination to record in the public records of the county a notice of tax lien against any property owned by that person or entity in the county, and such property must be identified in the notice of tax lien and the property is subject to the payment of all taxes and penalties. The bill also requires that when the lien is filed it must be attached to any property, identified in the notice of tax lien, owned by the person or entity who illegally or improperly received the exemption. If such person or entity no longer owns property in that county but owns property in some other county or counties in the state, the property appraiser is required to record a notice of tax lien in the other county or counties, identifying the property owned by such person or entity in such county or counties, and it becomes a lien against such property in such county or counties.

### **Private Schools**

#### ***Present Situation***

A private school is a nonpublic school defined as an individual, association, copartnership, or corporation, or department, division, or section of such organizations, that designates itself as an educational center that includes kindergarten through grade 12 or higher.<sup>16</sup> A private school that participates in the scholarship program must also:

- Comply with 42 U.S.C. s. 2000d which prohibits excluding a person from participating in federally assisted programs on the grounds of race, color, or national origin.
- Notify the Department of Education (DOE) of its intent to participate in the scholarship program.
- Notify the DOE of any changes in the school’s name, director, mailing address, or physical location within 15 days of change.

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<sup>16</sup> Section 1002.01(3), F.S.



- Provide to the DOE or the scholarship funding organization (SFO) all required documentation for student registration and payment.
- Provide to the SFO the school's fee schedule.
- Annually complete and submit to the DOE a notarized scholarship compliance statement verifying compliance with the background screening requirements.
- Demonstrate fiscal soundness in accordance with statutory requirements.
- Meet applicable state and local health, safety, and welfare laws, codes, and rules.
- Employ or contract with teachers that meet specified requirements.
- Maintain a physical location in the state at which each student has regular and direct contact with teachers.
- Provide to parents information regarding the school's programs, services, classroom teacher qualifications, and a statement that a private school student with a disability does not have a right to all of the services that the student would receive if enrolled in a public school under the Individuals with Disabilities Education Act (IDEA).
- Provide the parent, at least on a quarterly basis, a written report of the student's progress.
- Cooperate with a parent who wants a student to participate in Florida's statewide standardized assessments.
- Adopt policies establishing standards of ethical conduct for educational support employees, instructional personnel, and school administrators.
- Not to be owned or operated by a person or an entity domiciled in, owned by, or in any way controlled by a foreign country of concern or foreign principal, as identified in law.<sup>17</sup>

Private schools that participate in a state scholarship program must, complete a Scholarship Program Compliance form, which includes the following questions related to the school facility:

- Does the school facility meet the prescribed minimum requirements and standards of sanitation and safety for K-12 private schools, with current Florida law?
- If the school facility possesses a well, is it licensed or permitted pursuant to the Florida Safe Drinking Water Act?
- If the school facility stores, prepares, or serves food to students, does the school possess a current, food service establishment sanitation certificate in accordance with current Florida law?
- If the school facility is located in a non-exempt county, does the school possess a current and acceptable Mandatory Measurements Nonresidential Radon Measurement Report in accordance with current Florida Law?
- Does the school facility possess a current, violation free or satisfactory Fire Code inspection and compliance report in accordance with current Florida law and county and/or municipal ordinance?<sup>18</sup>

After a new private school applies to participate in a state scholarship program, the Department of Education (DOE) schedules and conducts a site visit at the school's physical location. A private school is ineligible to receive scholarship payments until a satisfactory site visit has been conducted by the DOE.<sup>19</sup>

<sup>17</sup> Section 1002.421(1)(a)-(s), F.S.; *see also* Rule 6A-6.03315, F.A.C.

<sup>18</sup> Rule 6A-6.03315, F.A.C.

<sup>19</sup> *Id.*

### ***Effect of Proposed Changes***

The bill amends s. 1002.42, F.S., to provide that a private school may use facilities on property that is owned or leased by, or purchased from a library, community service organization, museum, performing arts venue, theatre, cinema, or church facility under s. 170.201, F.S.,<sup>20</sup> which is or was actively used as such within 5 years of any executed agreement with a private school to use the facilities; any facility or land owned by a Florida College System institution or university; any similar public institutional facilities; and any facility recently used to house a school or child care facility licensed under s. 402.305, F.S.,<sup>21</sup> under any such facility's preexisting zoning and land use designations without rezoning or obtaining a special exception or a land use change, and without complying with any mitigation requirements or conditions. The facility must meet applicable state and local health, safety, and welfare laws, codes, and rules, including fire safety and building safety.

This provision is similar to an authorization in law for charter schools and Schools of Hope to use such facilities under preexisting zoning and land use designations.<sup>22</sup>

## **Virtual Schools**

### ***Present Situation***

#### **Virtual Instruction Programs**

Virtual instruction programs are provided in an interactive learning environment created through technology in which students are separated from their teachers by time or space, or both. Each school district is required to provide at least one option for part-time and full-time virtual instruction for students residing within the school district. To provide students residing within the school district the option of participating in virtual instruction programs, a school district may:

- Contract with the Florida Virtual School or establish a franchise of the Florida Virtual School.
- Contract with an approved virtual instruction program provider for the provision of a full-time or part-time.
- Enter into an agreement with other school districts to allow the participation of its students in an approved virtual instruction program provided by the other school district.
- Establish school district operated part-time or full-time kindergarten through grade 12 virtual instruction programs.
- Enter into an agreement with a virtual charter school authorized by the school district.<sup>23</sup>

The Department of Education is required to annually publish on its website a list of providers approved by the State Board of Education to offer virtual instruction programs.<sup>24</sup>

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<sup>20</sup> Section 170.201(2), F.S. defines a "religious institution" as any church, synagogue, or other established physical place for worship at which nonprofit religious services and activities are regularly conducted and carried on

<sup>21</sup> Section 402.305, F.S. provides for the licensing requirements for child care facilities.

<sup>22</sup> Sections 1002.33(18)(c) and 1002.333(7)(b), F.S.

<sup>23</sup> Section 1002.45(1), F.S.

<sup>24</sup> Section 1002.45(2), F.S.

Students enrolled in a school district's virtual instruction program must participate in statewide assessments and participate in the coordinated screening and progress monitoring system.<sup>25</sup> Statewide assessments and progress monitoring may be administered within the school district in which such student resides, or as specified in the contract<sup>26</sup> with a qualified contractor to administer and proctor statewide, standardized assessments. If requested by the approved virtual instruction program provider or virtual charter school, the district of residence must provide the student with access to the district's testing facilities.<sup>27</sup>

### Statewide Assessments and the Coordinated Screening and Program Monitoring

Florida's statewide, standardized assessments measure the extent to which students have mastered the state academic standards. Florida and federal law require that all public school students participate in statewide, standardized English Language Arts (ELA) and Mathematics assessments at least annually beginning in the 3<sup>rd</sup> grade, and a science assessment at least once in each of grades 3 through 5, 6 through 9, and 10 through 12.<sup>28</sup> Students must also participate in statewide, standardized end-of-course (EOC) assessments in Algebra I, Geometry, Biology I, Civics, and U.S. History.<sup>29</sup>

All Voluntary Prekindergarten (VPK) providers and public schools in Florida are required to participate in a coordinated screening and progress monitoring system (CSPM) for students in VPK through grade 8 in mathematics and VPK through grade 10 in ELA.<sup>30</sup> The CSPM is administered three times a year. The end-of-year comprehensive progress monitoring assessment administered to students is considered the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.<sup>31</sup>

### *Effect of Proposed Changes*

The bill amends section 1002.45, F.S., to clarify the process for students enrolled in an approved virtual instruction program provider or virtual charter school to participate in all statewide standardized assessments and in the coordinated screening and progress monitoring system. The bill requires that the virtual instruction program provider or virtual charter school provide the school district a list of students to be tested, which includes student names, Florida Education Identifiers, grade levels, assessments to be administered and contact information. Additionally, the bill requires that, unless an alternative testing site is agreed upon, all assessments must be taken at the school to which the student would be assigned according to the district school board attendance areas. Finally, the bill requires school districts to provide the student with access to the school or district testing facilities and the date and time of the administration of each statewide assessment.

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<sup>25</sup> Section 1002.45(5), F.S.

<sup>26</sup> Section 1008.24(3), F.S.

<sup>27</sup> Section 1002.45(5), F.S.

<sup>28</sup> Section 1008.22(3), F.S.; 20 U.S.C. s. 6311(3)(c)(v)(II).

<sup>29</sup> Section 1008.22(3), F.S.

<sup>30</sup> Section 1008.25 (9) F.S.

<sup>31</sup> Section 1008.22(3), F.S.

## Armed Services Vocational Aptitude Battery

### *Present Situation*

School districts in Florida are required to grant military recruiters of the United States Armed Forces and United States Department of Homeland Security the same access to secondary school students, and to school facilities and grounds, that the district grants to postsecondary educational institutions or prospective employers of students. School districts are required to allow a student attending a public high school in the district to enroll in the Junior Reserve Officers' Training Corps at another public high school in the district unless:

- The student's school offers the Junior Reserve Officers' Training Corps for any branch of the United States Armed Forces or United States Department of Homeland Security.
- The student does not meet the Junior Reserve Officers' Training Corps' minimum enrollment qualifications.
- Scheduling of the student's courses of study does not allow the student to attend the Junior Reserve Officers' Training Corps at another public high school in the district.<sup>32</sup>

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students.<sup>33</sup> Most ASVAB testing is currently conducted at a Military Entrance Process Station. The ASVAB is administered via computer-based and paper-based tests and are designed to measure aptitudes in four domains:<sup>34</sup>

- Verbal
- Math
- Science
- Technical

Each branch of the military has different standards. The minimum scores each branch of the military requires depends on whether a potential recruit has a high school diploma or a high school equivalency diploma (GED). Those students with a GED need a higher Armed Forces Qualification Test (AFQT) score than students with a high school diploma. An AFQT score of 60 indicates that the examinee scored as well as or better than 60 percent of the nationally representative sample. For high school graduates earning a diploma, the minimum AFQT score by military branch are as follows:

- Air Force - 31
- Army - 31
- Coast Guard - 36
- Marine - 31
- National Guard - 31

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<sup>32</sup> Section 1003.451, F.S.

<sup>33</sup> Armed Services Vocational Aptitude Battery (ASVAB), *What is the ASVAB*, <https://www.officialasvab.com/>, (last visited Feb. 2, 2024).

<sup>34</sup> Armed Services Vocational Aptitude Battery, *ASVAB Fact Sheet*, [https://www.officialasvab.com/wp-content/uploads/2023/06/ASVAB-Fact\\_Sheet.pdf](https://www.officialasvab.com/wp-content/uploads/2023/06/ASVAB-Fact_Sheet.pdf), (last visited Feb 2, 2024).

- Navy - 31<sup>35</sup>

AFQT scores are divided into five categories:

- Category I - 93-99
- Category II - 65-92
- Category IIIa - 50-64
- Category IIIb - 31-49
- Category IVa - 21-30
- Category IVb - 16-20
- Category IVc - 10-15
- Category V - 1-9<sup>36</sup>

The school grading formula for high schools was modified to include the percentage of students who earned an AFQT score that falls within Category II or higher on the ASVAB and earned a minimum of two credits in Junior Reserve Officers' Training Corps courses from the same branch of the United States Armed Forces.<sup>37</sup>

### *Effect of Proposed Changes*

The bill amends s. 1003.451, F.S., to require school districts and charter schools to provide students in grades 11 and 12 an opportunity to take the ASVAB and consult with a military recruiter if the student selects. The bill requires that if a student in grade 11 and 12 chooses to take the ASVAB, the ASVAB must be scheduled during normal school hours.

### **Purple Star School Districts**

#### *Present Situation*

In 2021, the Legislature established Purple Star Campuses to identify schools that demonstrate a commitment to or provide critical transition supports for military-connected families.<sup>38</sup> For a school to earn a Purple Star School Distinction the school must:

- Designate a staff member as a military liaison.
- Maintain a web page on the school's website which includes resources for military students and their families.
- Maintain a student-led transition program that assists military students in transitioning into the school.
- Offer professional development training opportunities for staff members on issues relating to military students.
- Reserve at least five percent of controlled open enrollment seats for military students.<sup>39</sup>

The school must complete at least three of the following activities to support military families:

<sup>35</sup> Official ASVAB, *Enlistment Eligibility*, <https://www.officialasvab.com/applicants/enlistment-eligibility> (last visited Jan. 21, 2024).

<sup>36</sup> *Id.*

<sup>37</sup> Chapter 2020-75, s. 2, Laws of Fla. *See also* s. 1008.34(3), F.S.

<sup>38</sup> Chapter 2021-65, s. 1, Laws of Fla.

<sup>39</sup> Section 1003.051(2), F.S.

- The school hosts at least one of the following annual military recognition events: Month of the Military Child, Month of the Military Family, Purple-Up! For Military Kids, Veteran's Day, Memorial Day.
- The district school board where the school is located, or governing board in the case of a charter or private school, issues a resolution publicizing support for military students and families.
- The school partners with one or more military school liaison officer(s) to provide opportunities for active-duty parents to volunteer at the school.
- The school maintains a public display recognizing service members, veterans, or military students and families.
- The school participates in a service project that connects the school with the military community, such as adopt-a-school, sending letters or care packages to deployed troops, or Yellow Ribbon events.
- The school offers the Junior Reserve Officers' Training Corps (JROTC) program.<sup>40</sup>

Once awarded, schools maintain their designation as a Purple Star School of Distinction for three school years.<sup>41</sup> Seventy-three schools completed all of the requirements to earn the Purple Star School of Distinction Designation from the 2023-2024 school year through the 2025-2026 school year. One hundred and twenty-four schools completed all of requirements to earn the Purple Star School of Distinction Designation from the 2022-2023 school year through the 2024-2025 school year.<sup>42</sup>

### *Effect of Proposed Changes*

The bill creates s. 1003.052, F.S., to require the Department of Education (DOE) to establish the Purple Star School District program. The program requires that a participating school district:

- Have at least 75 percent of the schools in the school district designated as a Purple Star School of Distinction.
- Maintain a web page on the school district's website which includes resources for military students and their families and provides a link to each Purple Star School of Distinction's military web page.

The bill authorizes the DOE to establish additional criteria to identify school districts that demonstrate a commitment to or provide critical coordination of services for military-connected families, such as establishing a council consisting of a representative from each Purple Star School of Distinction in the school district and one school district-level representative to ensure alignment of military student-focused policies and procedures within the school district.

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<sup>40</sup> Rule 6A-1.0999, F.A.C.

<sup>41</sup> *Id.*

<sup>42</sup> Florida Department of Education, *Purple Star School of Distinction Designation*, <https://www.fldoe.org/schools/family-community/activities-programs/parental-involvement/purple-star.stml>, (last visited Jan. 26, 2024).

## Dropout Prevention and Academic Intervention

### *Present Situation*

#### Dropout Prevention and Academic Intervention

Dropout prevention and academic intervention programs can differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students. Students in grades 1-12 are eligible for dropout prevention and academic intervention programs. Eligible students are reported in the appropriate basic cost factor in the Florida Education Finance Program. The strategies and supports provided to eligible students are funded through the General Appropriations Act (GAA) and may include, but are not limited to, those services identified on the student's academic intervention plan.<sup>43</sup>

District school boards are required to establish course standards for dropout prevention and academic intervention programs and procedures for ensuring that teachers assigned to the programs possess the affective, pedagogical, and content-related skills necessary to meet the needs of these students.<sup>44</sup>

District school boards receiving state funding for dropout prevention and academic intervention programs through the GAA are required to submit information through an annual report to the Department of Education's (DOE) database documenting the extent to which each of the district's dropout prevention and academic intervention programs has been successful in the areas of graduation rate, dropout rate, attendance rate, and retention/promotion rate. The DOE compiles the information into an annual report which is submitted to the presiding officers of the Legislature by February 15.

A student is identified as being eligible to receive services funded through the dropout prevention and academic intervention program based upon one of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district achievement levels in reading, mathematics, or writing.
- The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
  - Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
  - Severely threatens the general welfare of students or others with whom the student comes into contact.

<sup>43</sup> Section 1003.53(1), F.S.

<sup>44</sup> Section 1003.53(4), F.S. *See also* Rule 6A-6.0521, F.A.C.

The school principal or his or her designee is required, prior to placement in a dropout prevention and academic intervention program or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt requested, to the student's parent. The parent of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within three days after receipt of the notice.<sup>45</sup>

### ***Effect of Proposed Changes***

The bill amends s. 1003.53, F.S., to authorize school districts to assign disruptive students to a disciplinary program or alternative-to-expulsion program. The bill authorizes a district school board to adopt a policy that allows a parent to agree to an alternative method of notification regarding a student's placement in a dropout prevention program or a suspension. The bill authorizes the agreement to be made before the need for the notification arises or at the time the notification is required.

The bill prohibits school districts from identifying students as eligible to receive services funded through the dropout prevention and academic intervention program based solely on a student having a disability. The bill requires that for each student enrolled in a dropout prevention and academic intervention program or school, an academic intervention plan must be developed to address eligibility for placement in the program, individualized student goals, and progress monitoring procedures. The academic intervention plan for exceptional student education students must be consistent with the student's individual education plan.

The bill modifies the requirement that district school boards submit specified dropout prevention and academic intervention program effectiveness information through an annual report to the Department of Education's database, to require reporting from districts that offer such programs rather than only those receiving state funds.

The bill requires that educators teaching at dropout prevention and academic intervention programs are certified under the law and rules of the State Board of Education.

## **Instructional Materials**

### ***Present Situation***

#### Instructional Materials

The Florida Department of Education (DOE) facilitates the statewide instructional materials adoption process through evaluation of materials submitted by publishers and manufacturers. Expert reviewers chosen by the DOE must objectively evaluate materials based on alignment to Florida's state-adopted standards, accuracy, and appropriateness for age and grade level.<sup>46</sup> Based on reviewer recommendations of materials that are "suitable, usable, and desirable," the Commissioner of Education (commissioner) then selects and adopts instructional materials for

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<sup>45</sup> Section 1003.53, F.S.

<sup>46</sup> Section 1006.31, F.S.



each grade and subject under consideration.<sup>47</sup> Currently, there is not a required timeline for DOE to adopt or publish a list of adopted instructional materials, often leading to the overlapping of the state-level adoption and district-level adoption of instructional materials. The DOE must provide training to instructional materials reviewers on competencies for making valid, culturally sensitive, and objective recommendations regarding the content and rigor of instructional materials prior to the beginning of the review and selection process.<sup>48</sup>

Instructional materials publishers and manufacturers, as a part of both state and local approval processes, must electronically deliver to the DOE fully developed sample copies of all instructional materials to support the materials bids.<sup>49</sup>

### Teacher Preparation Programs

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.<sup>50</sup> State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.<sup>51</sup>

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

- Initial Teacher Preparation programs in public and private colleges and universities requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.
- Educator Preparation Institutes (EPIs) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and education competence.
- District professional development certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts by which the instructional staff can satisfy the mastery of professional preparation and education competence requirements.<sup>52</sup>

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<sup>47</sup> Section 1006.34(2), F.S.

<sup>48</sup> Section 1006.29(5), F.S.

<sup>49</sup> Section 1006.38(2), F.S.

<sup>50</sup> Section 1004.04(1), F.S.

<sup>51</sup> See Florida Department of Education (DOE), *Professional Development in Florida*, <http://www.fldoe.org/teaching/professional-dev/> (last visited Jan 17, 2024). See also rule 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.

<sup>52</sup> Florida DOE, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Feb. 2, 2024). See also rule 6A-5.066, F.A.C.

In addition to completing the district program, candidates must demonstrate mastery of general knowledge<sup>53</sup> and subject area knowledge.<sup>54</sup>

There are 57 initial teacher preparation programs in Florida, at 10 state universities, 19 Florida College System institutions, and 28 private colleges and universities.<sup>55</sup>

### ***Effect of Proposed Changes***

The bill amends s. 1006.38, F.S., to require instructional materials publishers and manufactures to make available, electronically and freely, sample copies of instructional materials found on the Commissioner of Education's adopted list for each adoption cycle. The materials are used for online use by institutions and programs that prepare candidates for teacher preparation in teacher preparation programs, so that candidates can practice teaching with currently adopted instructional materials aligned to state academic standards.

## **School Improvement and School Grades**

### ***Present Situation***

#### **School Grades**

School grades are used to explain a school's performance in a familiar, easy-to-understand manner for parents and the public.<sup>56</sup> School grades are also used to determine whether a school must select or implement a turnaround option<sup>57</sup> or whether a school is eligible for school recognition funds as appropriated by the Legislature.<sup>58</sup>

Elementary, middle and high schools each share a basic model for determining school grades, based on the percentage of total points earned by a school for each component in the model. Middle and high school models include additional components beyond the basic model. Combination school models include the additional components for the grades served (*e.g.*, a school serving grades k-12 would include the additional components for the middle and high school models). Each school must receive a school grade based on the school's performance on the following components:

- The percentage of eligible students passing statewide, standardized assessments in ELA, mathematics, science, and social studies.
- The percentage of eligible students who make learning gains in ELA and mathematics as measured by statewide, standardized assessments.

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<sup>53</sup> See Florida DOE, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.shtml> (last visited Jan. 17, 2024).

<sup>54</sup> Florida DOE, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.shtml> (last visited Jan. 17, 2024).

<sup>55</sup> Florida Department of Education. *State-Approved Educator Preparation Programs, Colleges/Universities*, <https://www.fldoe.org/teaching/preparation/initial-teacher-preparation-programs/approved-teacher-edu-programs.shtml> (last visited Feb. 2, 2024).

<sup>56</sup> Section 1008.34(1), F.S.

<sup>57</sup> See s. 1008.33(4), F.S.

<sup>58</sup> See s. 1008.36, F.S.

- The percentage of eligible students in the lowest 25 percent in ELA and mathematics, as identified by prior year performance on statewide, standardized assessments, who make learning gains as measured by statewide, standardized ELA assessments.
- For schools comprised of grade levels that include grade 3, the percentage of eligible students who score an achievement level 3 or higher on the grade 3 statewide, standardized ELA assessment.
- For schools comprised of middle grades 6 through 8 or grades 7 and 8, the percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to SBE rule.<sup>59</sup>

For a school comprised of grades 9-12, or 10-12 the school's grade is based on the following components:

- The 4-year high school graduation rate of the school.
- The percentage of students who were eligible to earn college and career credit in a specified acceleration mechanism, who earn a specified industry certification, or who participate in Junior Reserve Officers' Training Corps courses and earn a qualifying score on the Armed Services Vocational Aptitude Battery.

The SBE must periodically review the school grading scale to determine if the scale should be adjusted upward to meet raised expectations and encourage increased student performance. The SBE must notify the public of any adjustments and explain the reasons for the adjustment and the impact it will have on school grades.<sup>60</sup>

### School Improvement

Florida's system of improving low-performing schools is referred to as "school improvement" (SI). Under SI, the lowest-performing schools receive more comprehensive, state-provided intervention and support than schools that are closer to meeting student achievement goals. Intervention and support is required for traditional public schools earning a letter grade of "D," or "F."<sup>61</sup> Upon receipt of its first grade of "D," a school is considered a Tier I SI school in need of support and intervention from the school district.<sup>62</sup> Intensive intervention and support strategies must be applied through turnaround plans to schools earning two consecutive grades of "D" or a grade of "F."<sup>63</sup>

Schools that earn two consecutive grades of "D" or a grade of "F" must also implement a two-year district-managed turnaround plan.<sup>64</sup> The school district is required to submit:

- By September 1, the memorandum of understanding negotiated with the school district teacher union under an educational emergency.
- By October 1, district-managed turnaround plan to the State Board of Education (SBE) for approval.

<sup>59</sup> See s. 1008.34(3), F.S.; See also Rule 6A-1.09981(4)(a)-(c), F.A.C.

<sup>60</sup> Section 1008.34(3), F.S.

<sup>61</sup> Section 1008.33, F.S.

<sup>62</sup> Rule 6A-1.099811(3), F.A.C.

<sup>63</sup> Section 1008.33(4), F.S.

<sup>64</sup> *Id.*; Rule 6A-1.099811(6), F.A.C.

The district-managed turnaround plan may include a proposal for the district to implement an extended school day, a summer program, or a combination of an extended school day and a summer program for SBE approval. A school district is not required to wait until a school earns a second consecutive grade of “D” to submit a turnaround plan for approval by the SBE.<sup>65</sup>

Once the district-managed turnaround plan is approved by the SBE, the school district must implement the plan for the remainder of the year and continue implementation for the next full school year. If the school’s grade does not improve to a “C” or higher after the second year, the school must select from the following turnaround options:

- Reassign students to another school and monitor the progress of each student.
- Close the school and reopen as one or more charter schools with a governing board that has a demonstrated record of effectiveness.
- Contract with an external operator that has a demonstrated record of effectiveness to operate the school.<sup>66</sup>

The SBE may allow a school an additional year of implementation before the school must implement a different turnaround option if it determines that the school is likely to improve to a grade of “C” or higher after the first full school year of implementation.<sup>67</sup>

In the 2023-2024 school year, there were 31 schools implementing a district-managed turnaround plan, one school implementing the charter school turnaround option, and one school implementing the external operator school turnaround option.<sup>68</sup>

### ***Effect of Proposed Changes***

The bill amends s. 1008.34, F.S., to require that beginning in the 2024-2025 school year, that if the SBE makes any changes to the school grades model or scale that the changes may not go into effect until the following school year, at the earliest.

The bill amends s. 1008.33, F.S., to change several provisions related to the school improvement process and school turnaround options.

The bill requires that, beginning in the 2025-2026 school year, a school that has received an initial grade of “F” or a second consecutive grade of “D” must provide the Department of Education (DOE) the district-managed turnaround plan and memorandum of understanding to the DOE by August, instead of the current dates of October 1 and September 1, respectively. The bill requires that the plan must include measureable academic benchmarks that put the school on a path to earning and maintaining a grade of “C” or higher.

The bill requires that if a school district chooses to close and reopen the school as one or more charter schools as part of its turnaround process, the school district must continue to operate the school for the following school year and no later than October 1, execute a charter school

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<sup>65</sup> Section 1008.33(4), F.S.

<sup>66</sup> Section 1008.33(4), F.S.; rule 6-A 1.099811(6)(b), F.A.C

<sup>67</sup> Section 1008.33(4)(a), F.S.

<sup>68</sup> Email, Florida Department of Education (Dec. 12, 2023) (on file with the Senate Committee on Education Pre-K-12).

turnaround contract. This requirement allows the charter school an opportunity to conduct an evaluation of the educational program and personnel currently assigned to the school during the year in preparation for assuming full operational control of the school and facility by July 1. The bill requires that the school district may not reduce or remove resources from the school during this time. The bill requires charter schools to:

- Provide enrollment preference to students currently attending or who would have otherwise attended or been zoned for the school. The school district is required to consult and negotiate with the charter school every three years to determine whether realignment of the attendance zone is appropriate to ensure that students residing closest to the school are provided with an enrollment preference.
- Serve the existing grade levels served by the school at its current enrollment or higher but may, at its discretion, serve additional grade levels.

The bill requires that the school district may not withhold an administrative fee from the charter school for administrative and educational services specified in law. The school district also may not charge a rental or leasing fee for the existing facility or for the property normally inventoried to the school. The school and school district must agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to all other school facilities in the district. Finally, the bill requires the SBE to adopt a standard charter school turnaround contract, standard facility lease, and mutual management agreement.

### **Dual Enrollment Programs**

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. District school boards may not refuse to enter into a dual enrollment articulation agreement with a local Florida College System (FCS) institution if that FCS institution has the capacity to offer dual enrollment courses. Additionally, each district school superintendent and each public postsecondary institution president is required to develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution.<sup>69</sup>

The dual enrollment articulation agreement must be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1. The agreement must include, but is not limited to:

- A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.
- A delineation of courses and programs available to students eligible to participate in dual enrollment.
- Funding provision that delineates costs incurred by each entity.
- A description of the process by which students and their parents exercise options to participate in the dual enrollment program.
- A list of any additional initial student eligibility requirements for participation in the dual enrollment program.

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<sup>69</sup> Section 1007.271(1) F.S.

- A delineation of the high school credit earned for the passage of each dual enrollment course.<sup>70</sup>

Students who are enrolled in grades 6 through 12 in a Florida public school or in a Florida private school that meets certain conditions and provides a secondary curriculum are eligible for dual enrollment, if they meet certain academic requirements. Eligible students may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.<sup>71</sup> In the 2022-2023 school year, 79,208 students were enrolled in a dual enrollment course.<sup>72</sup>

### ***Effect of Proposed Changes***

The bill amends s. 1007.217, F.S., to require that district school boards must make reasonable efforts to enter into dual enrollment articulation agreements with an FCS institution that offers online dual enrollment courses.

### **Working Students**

#### ***Present Situation***

Nationally, about 74 percent of part-time undergraduate students and 40 percent of full-time students in the United States were employed in 2020, according to the most recent data from the National Center for Education Statistics. Being employed can help a student pay for classes and other living expenses; it can also be associated, either positively or negatively, with a student's academic performance.<sup>73</sup>

Overall, the percentages of undergraduates who worked at least 20 hours per week were higher for part-time students than for full-time students. Specifically, 40 percent of part-time students worked 35 or more hours, compared with 10 percent of full-time students. Additionally, 26 percent of part-time students worked 20 to 34 hours per week, compared with 15 percent of full-time students. In contrast, the percentages of undergraduates who worked less than 20 hours per week were higher for full-time students than for part-time students. Three percent of full-time undergraduates were employed less than 10 hours per week, and nine percent were employed 10 to 19 hours per week. In comparison, one percent of part-time students were employed less than 10 hours per week and six percent were employed 10 to 19 hours per week.<sup>74</sup>

#### **Foreign Country of Concern**

Under Florida statute, a “foreign country of concern” means the People’s Republic of China, the Russian Federation, the Islamic Republic of Iran, the Democratic People’s Republic of Korea,

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<sup>70</sup> Section 1007.271(21) F.S.

<sup>71</sup> Section 1007.271(2), F.S.

<sup>72</sup> Florida Department of Education, *Know Your School Portal*, <https://edudata.fl DOE.org/ReportCards/Schools.html?school=0000&district=00>, (last visited Feb. 2, 2024).

<sup>73</sup> National Center for Education Statistics, *College Student Employment* (May 2022), [https://nces.ed.gov/programs/coe/indicator/ssa/college-student-employment#:~:text=Many%20undergraduate%20students%20ages%2016,time%20students%20\(40%20percent](https://nces.ed.gov/programs/coe/indicator/ssa/college-student-employment#:~:text=Many%20undergraduate%20students%20ages%2016,time%20students%20(40%20percent) (last visited Feb 2, 2024).

<sup>74</sup> *Id.*

the Republic of Cuba, the Venezuelan regime of Nicolás Maduro, or the Syrian Arab Republic, including any agency of or any other entity under significant control of such foreign country of concern.<sup>75</sup>

### ***Effect of Proposed Changes***

The bill creates s. 1004.051, F.S., to prohibit a public postsecondary institution from implicitly or explicitly prohibiting applicants or currently enrolled students from being employed, either full time or part time, as a condition of admission to or enrollment in any of the institution's schools, colleges, or programs.

The prohibition on employment does not apply if the applicant or currently enrolled student is employed by an organization or agency that is affiliated or associated with a foreign country of concern.

### **Florida College System Tuition for Out-of-State Students**

#### ***Present Situation***

The standard tuition rate for Florida College System (FCS) institutions is currently set in statute at \$71.98 per credit hour for advanced and professional, postsecondary vocational, developmental education, and educator preparation institute programs and the out-of-state fee is \$215.94 per credit hour.<sup>76</sup>

For baccalaureate degree programs, tuition is set at \$91.79 per credit hour for students who are considered residents for tuition purposes.<sup>77</sup> The per credit hour for students who are considered non-residents for tuition purposes cannot exceed more than 85 percent of the sum of the tuition and out-of-state fee at the state university nearest the FCS institution.<sup>78</sup> For the 2022-2023 academic year, the average annual cost for the academic year for students taking 30 credit hours was \$3,206.<sup>79</sup>

The board of trustees at each FCS institution is authorized to establish a separate fee for capital improvements, technology enhancements, equipping student buildings, or the acquisition of improved real property which may not exceed 20 percent of the tuition for resident students or 20 percent of the sum of tuition and out-of-state fees for nonresident students.<sup>80</sup>

In the 2022-2023 FCS academic year, 430,985 students were considered a resident for tuition purposes and 44,041 students were considered a nonresident for tuition purposes.<sup>81</sup>

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<sup>75</sup> Section 288.860(1)(a), F.S.

<sup>76</sup> Section 1009.23(3)(a), F.S.

<sup>77</sup> Section 1009.23(3)(b)1., F.S.

<sup>78</sup> Section 1009.23(3)(b)2., F.S.

<sup>79</sup> See The Florida Department of Education "College and Textbook Affordability in the Florida College System 2023," at 2-3.

<sup>80</sup> Section 1009.23(11)(a)

<sup>81</sup> The Florida Department of Education, Division of Florida Colleges, FCS Resident and Nonresident Enrollment Report 2022-2023, <https://www.fldoe.org/schools/higher-ed/fl-college-system/about-us/policy-data.stml>, (last visited Feb 8, 2024).

### ***Effect of Proposed Change***

The bill amends s. 1009.23, F.S., to provide that beginning with the 2024-2025 academic year, Miami Dade College, Polk State College, Tallahassee Community College, and any other FCS institution are authorized to charge an amount not to exceed \$290 per credit hour for nonresident tuition and fees for distance learning. The bill also allows an FCS institution to phase in the nonresident tuition rate by degree program.

### **Specialized Transfer Degrees**

#### ***Present Situation***

Florida's 28 state and community colleges offer a wide range of academic opportunities for students throughout the state. At Florida College System (FCS) institutions, students are able to complete degree programs including Bachelor of Science and Bachelor of Applied Science, Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and career and technical certificate programs.<sup>82</sup>

#### **Associate in Arts Degree**

The AA degree is designed for students who plan to transfer from an FCS institution to a baccalaureate degree program, either at an FCS or a state university system (SUS) institution.<sup>83</sup> The AA degree requirements consist of 60 total credit hours and include 36 credit hours of general education and 24 credit hours of electives.<sup>84</sup> Students should choose elective courses required for admission to their intended program of study or major at the desired college or university. The Common Prerequisites Manual<sup>85</sup> is a catalog of lower-level courses that are prerequisites for entrance into baccalaureate programs offered by FCS and SUS institutions. Students are encouraged to discuss their intended program of study with an academic advisor at their college to ensure they are meeting all requirements to transfer upon completing their AA degree.<sup>86</sup>

A baccalaureate degree must be no more than 120 semester hours of college credit, unless prior approval has been granted by the BOG or the SBE, as applicable, and include 36 semester hours of general education coursework.<sup>87</sup>

#### **General Education Core Courses**

Students entering an FCS or SUS institution are required to complete at least one identified general education core course in each of the subject areas of communication, mathematics, social sciences, humanities, and natural sciences. All public postsecondary educational institutions are required to accept these courses as meeting general education core course requirements.<sup>88</sup>

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<sup>82</sup> DOE, Florida College System (FCS), *Academics*, <https://www.fldoe.org/schools/higher-ed/fl-college-system/academics/> (last visited Feb. 2, 2024).

<sup>83</sup> *Id.*

<sup>84</sup> Section 1007.25(9), F.S.

<sup>85</sup> Florida Shines, *Common Prerequisites Manual*, <https://cpm.flvc.org/advance-search> (last visited Feb. 2, 2024).

<sup>86</sup> DOE, FCS, *Academics*, <https://www.fldoe.org/schools/higher-ed/fl-college-system/academics/> (last visited Feb. 2, 2024).

<sup>87</sup> Section 1007.25(10), F.S.

<sup>88</sup> Section 1007.25, F.S.



General education core course options consist of a maximum of five courses in each identified subject area, but may exceed that limit with the approval of the SBE or the BOG. The general education core courses are established in SBE rule<sup>89</sup> and BOG regulation.<sup>90</sup>

#### Transfer of General Education Courses

Each public postsecondary institution must accept transfer general education core courses taken at another institution. After completing the general education core course requirements, the remaining courses and credits that fulfill the total 36-hour general education requirement for an AA or baccalaureate degree are at the discretion of the FCS or SUS institution.<sup>91</sup>

General education programs in Florida, while consistent with the general education core requirements and the total of 36 hours for completion, vary in the selection of institutionally-required courses. Students who transfer with an AA or AS degree or who have completed their block of 36 general education hours do not have to meet the receiving institution's general education program requirements. If a student does not complete the total 36-hour general education curriculum prior to transfer, each course, outside of courses taken as general education courses, will be reviewed individually to determine if it meets the general education requirements of the new institution.<sup>92</sup>

#### Articulation Coordinating Committee

The commissioner, in consultation with the Chancellor of the SUS, establishes the Articulation Coordinating Committee (ACC), whose primary role is to recommend statewide articulation policies. Specifically, the ACC must monitor articulation between education systems, propose guidelines for articulation agreements, publish lists of general education and common prerequisite courses, establish dual enrollment course equivalencies to high school credit, and annually review the Statewide Articulation Agreement. The Office of K-20 Articulation within the DOE provides administrative support to the ACC.<sup>93</sup>

#### Statewide Articulation Agreements

Each state university board of trustees, FCS institution board of trustees, and district school board must plan and adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit.<sup>94</sup>

Statewide articulation agreements help facilitate the seamless transition of students across and among Florida's educational entities. These agreements are intended to be a minimum guarantee

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<sup>89</sup> Rule 6A-14.0303, F.A.C.

<sup>90</sup> Board of Governors Regulation 8.005.

<sup>91</sup> *Id.* and r. 6A -14.0303(5), F.A.C.

<sup>92</sup> DOE, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 15, available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf>. (last visited Feb. 2, 2024).

<sup>93</sup> Section 1007.01(3), F.S.; s. 20.15(3)(h), F.S.

<sup>94</sup> Rule 6A-10.024(1), F.A.C.

of articulated credit and do not preclude institutions from granting additional credit based on local agreements.<sup>95</sup>

### ***Effect of Proposed Changes***

The bill amends s. 1007.25, F.S., to create a new Associates in Arts (AA) specialized transfer degree. The specialized transfer degrees are designed for FCS institution students who need supplemental lower-level coursework above the 60 credit hours of the traditional AA degree in preparation for transfer to a baccalaureate degree program. An AA specialized transfer degree must include 36 semester hours of general education coursework and require 60 semester hours or more of college credit.

The bill requires the SBE to establish criteria for the review and approval of new specialized transfer degrees. The approval process must require:

- An FCS institution to submit a notice of its intent to propose a new AA specialized degree program to the Division of Florida Colleges. The notice must include the recommended credit hours, the rationale for the specialization, the demand for students entering the field, and the coursework being proposed to be included beyond the 60 semester hours required for the general transfer degree, if applicable. Notices of intent may be submitted by an FCS institution at any time.
- The Division of Florida Colleges to forward the notice of intent within 10 business days after receipt to all FCS institutions and the Chancellor of the SUS, who must forward the notice to all state universities. State universities and FCS institutions have 60 days after receipt of the notice to submit comments to the proposed AA specialized transfer degree.
- After the submission of comments, the requesting FCS institution to submit a proposal that, at a minimum, includes:
  - Evidence that the coursework for the AA specialized transfer degree includes demonstration of competency in a foreign language<sup>96</sup> and demonstration of civic literacy competency.
  - Demonstration that all required coursework will count toward the AA degree or the baccalaureate degree.
  - An analysis of demand and unmet need for students entering the specialized field of study at the baccalaureate level.
  - Justification for the program length if it exceeds 60 credit hours, including references to the Common Prerequisite Manual or other requirements for the baccalaureate degree. This includes documentation of alignment between the exit requirements of an FCS institution and the admissions requirements of a baccalaureate program at a state university to which students would typically transfer.
  - Articulation agreements for graduates of the AA specialized transfer degree.
  - Responses to the comments received.

The Division of Florida Colleges must review the proposal and, within 30 days after receipt, provide written notification to the FCS institution of any deficiencies and provide the institution

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<sup>95</sup> DOE, *Statewide Postsecondary Articulation Manual* (Jan. 2021), at 20-21, available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/Statewide-Articulation-Manual.pdf>. (last visited Feb. 2, 2024) See also r. 6A-10.024(2)(c), F.A.C.

<sup>96</sup> Section 1007.262, F.S.

with an opportunity to correct the deficiencies. Within 45 days after receipt of a completed proposal by the Division of Florida Colleges, the commissioner must recommend approval or disapproval of the new specialized transfer degree to the SBE. The SBE must consider the recommendation at its next meeting.

Upon approval of an AA specialized transfer degree by the SBE, an FCS institution may offer the degree and must report data on student and program performance in a manner prescribed by the DOE.

The bill requires the SBE to adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, and compliance reviews for the AA specialized transfer degree.

### **Florida College System Institution Employment Equity Plan**

Each Florida College System (FCS) institution is required to include in its annual equity update, a plan for increasing the representation of women and minorities in senior-level administrative positions and in full-time faculty positions, and for increasing the representation of women and minorities who have attained continuing-contract status. The plan is required to include specific measurable goals and objectives, specific strategies and timelines for accomplishing these goals and objectives, and comparable national standards as provided by the Department of Education. The goals and objectives are based on meeting or exceeding comparable national standards and are reviewed and recommended by the State Board of Education as appropriate. The plans must be maintained until appropriate representation has been achieved and maintained for at least three consecutive reporting years.

The plan must show the following information for certain positions including, but not limited to:<sup>97</sup>

- Job classification title.
- Gender.
- Ethnicity.
- Appointment status.
- Salary information. At each Florida College System institution, salary information shall also include the salary ranges in which new hires were employed compared to the salary ranges for employees with comparable experience and qualifications.
- Other comparative information including, but not limited to, composite information regarding the total number of positions within the particular job title classification for the Florida College System institution by race, gender, and salary range compared to the number of new hires.
- A statement certifying diversity and balance in the gender and ethnic composition of the selection committee for each vacancy, including a brief description of guidelines used for ensuring balanced and diverse membership on selection and review committees.

Florida's K-12 public institutions and institutions within the state university system are not required to complete a similar report.

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<sup>97</sup> Section 1012.86, F.S.

***Effect of Proposed Changes***

The bill repeals s. 1012.86, F.S., to delete the requirement of the FCS Institution Employment Equity Accountability Program.

**Residency Status for Tuition Purposes*****Present Situation***

Students must be classified as residents or nonresidents for the purpose of assessing tuition in postsecondary educational programs offered by charter technical career centers, career centers operated by school districts, Florida College System (FCS) institutions, and state universities. Students pay differing tuition rates based on their status as a resident or nonresident of Florida.<sup>98</sup>

Specifically, to qualify as a resident for tuition purposes:

- A person or, if that person is a dependent child, his or her parent or parents must have established legal residence in Florida and must have maintained legal residence for at least 12 consecutive months immediately prior to his or her initial enrollment in an institution of higher education.
- Every applicant for admission to an institution of higher education must make a statement as to his or her length of residence and establish that his or her presence or, if the applicant is a dependent child, the presence of his or her parent or parents in Florida currently is, and during the requisite 12-month qualifying period was, for the purpose of maintaining a bona fide domicile.<sup>99</sup>

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

- Must include at least one of the following:
  - A Florida voter's registration card.
  - A Florida driver license.
  - A State of Florida identification card.
  - A Florida vehicle registration.
  - Proof of a permanent home in Florida which is occupied as a primary residence by the individual or by the individual's parent if the individual is a dependent child.
  - Proof of a homestead exemption in Florida.
  - Transcripts from a Florida high school for multiple years if the Florida high school diploma or high school equivalency diploma was earned within the last 12 months.
  - Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period.
- May include one or more of the following:
  - A declaration of domicile in Florida.

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<sup>98</sup> Section 1009.21, F.S.

<sup>99</sup> Section 1009.21(2), F.S.

- A Florida professional or occupational license.
- Florida incorporation.
- A document evidencing family ties in Florida.
- Proof of membership in a Florida-based charitable or professional organization.
- Any other documentation that supports the student's request for resident status, including, but not limited to, utility bills and proof of 12 consecutive months of payments; a lease agreement and proof of 12 consecutive months of payments; or an official state, federal, or court document evidencing legal ties to Florida.<sup>100</sup>

### ***Effect of Proposed Changes***

The bill amends s. 1009.21, F.S., to provide that proof of a homestead exemption can be used as a single, conclusive piece of evidence proving residency for tuition purposes.

## **Stanley G. Tate Florida Prepaid College Program**

### ***Present Situation***

The Stanley G. Tate Florida Prepaid College Program (Prepaid Program) was created to assist families to prepay the future cost of college tuition through advance payment contracts (Prepaid Plans). At the time of purchase, Prepaid Plans guarantee the future payment of certain costs associated with attendance at a postsecondary institution. Additionally, the benefits, in some cases, can be utilized at in-state private institutions and at out-of-state public and private colleges and universities that are able to accept Title IV funding (i.e., federal student aid).<sup>101</sup>

The administration of the prepaid program is overseen by the Florida Prepaid College Board (board). In its role as the administrator of the trust fund, the board is responsible for managing it in a financially sound manner, ensuring stability based on actuarial principles.<sup>102</sup> Over the past 35 years, the board has managed the largest and most successful prepaid program among similar initiatives enabling more than 626,000 students to attend college using the prepaid plans.<sup>103</sup>

The costs associated with attending a postsecondary institution encompass tuition and various fees designed to contribute to the overall operational expenses of the institution.<sup>104</sup> One such fee, known as the tuition differential fee, is charged by 11 of the 12 state universities. The tuition differential fee is intended to promote improvements in the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need.<sup>105</sup>

By statute, for the 2012-2013 fiscal year, the base rate for the tuition differential fee was established at \$37.03 per credit hour. In subsequent years, the statute requires this base rate to be

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<sup>100</sup> Section 1009.21(3), F.S.

<sup>101</sup> Section 1009.98, F.S.

<sup>102</sup> Section 1009.971, F.S.

<sup>103</sup> Florida Prepaid, *Our History*, <https://www.myfloridaprepaid.com/about-us/our-history/> (last visited Feb. 2, 2023).

<sup>104</sup> Florida Prepaid, *All About Florida College and State University Fees*, <https://www.myfloridaprepaid.com/existing-customers/tuition-and-fees/> (last visited Feb. 2, 2024).

<sup>105</sup> Section 1009.24(16), F.S.; see also State University System of Florida, *Tuition and Required Fees (2023-2024)*, available at <https://www.flbog.edu/wp-content/uploads/2023/07/2023-2024-SUS-Tuition-and-Fees-Report-PDF-1.pdf>. (last visited Feb. 2, 2024).

adjusted based on the amount assessed for the tuition differential in the preceding year. The adjustments are as follows:

- If the actuarial reserve is less than 5 percent of the expected liabilities of the trust fund, the board pays the state universities 5.5 percent above the base rate for the tuition differential fee in the preceding fiscal year.
- If the actuarial reserve is between 5 percent and 6 percent of the expected liabilities of the trust fund, the board pays the state universities 6 percent above the base rate for the tuition differential fee in the preceding fiscal year.
- If the actuarial reserve is between 6 percent and 7.5 percent of the expected liabilities of the trust fund, the board pays the state universities 6.5 percent above the base rate for the tuition differential fee in the preceding fiscal year.
- If the actuarial reserve is equal to or greater than 7.5 percent of the expected liabilities of the trust fund, the board pays the state universities 7 percent above the base rate for the tuition differential fee in the preceding fiscal year.<sup>106</sup>

Qualified beneficiaries of Prepaid Plans purchased before July 1, 2007, are exempt from paying any tuition differential fee.

Effective with the 2009-2010 academic year and thereafter, in addition to the differential fees, other fees are paid by the board to any state university on behalf of a qualified beneficiary of the Prepaid Plan, whose contract was purchased before July 1, 2024. Among these fees are:

- Registration Fee:
  - If the actuarial reserve is less than 5 percent of the expected liabilities of the trust fund, the board will pay the state universities 5.5 percent above the amount assessed for registration fees in the preceding fiscal year.
  - If the actuarial reserve is between 5 percent and 6 percent of the expected liabilities of the trust fund, the board shall pay the state universities 6 percent above the amount assessed for registration fees in the preceding fiscal year.
  - If the actuarial reserve is between 6 percent and 7.5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 6.5 percent above the amount assessed for registration fees in the preceding fiscal year.
  - If the actuarial reserve is equal to or greater than 7.5 percent of the expected liabilities of the trust fund, the board shall pay the state universities 7 percent above the amount assessed for registration fees in the preceding fiscal year, whichever is greater.
- Local Fees: The board is required to pay the state universities 5 percent above the amount assessed for local fees in the preceding fiscal year.<sup>107</sup>

Regardless of the specific amount assessed for registration fees, tuition differential, local fees, or dormitory fees, the board's payment to a state university on behalf of a qualified beneficiary, covered by a Prepaid Plan purchased before July 1, 2024, cannot exceed 100 percent of the total fees charged by the state university. The board will pay state universities the actual amount assessed for the registration fees, the tuition differential, local fees and dormitory fees for Prepaid Plans purchased on or before July 1, 2024.

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<sup>106</sup> Section 1009.98, F.S.

<sup>107</sup> Section 1009.98(10), F.S.

Regardless of credit hours used for fee assessment, the board's payment for Prepaid Plans purchased before July 1, 2024, cannot exceed the actual number of credit hours taken by the qualified beneficiary at the state university.<sup>108</sup>

### ***Effect of Proposed Changes***

The bill amends s. 1009.98, F.S., to transition the effective period for the amount paid by the Florida Prepaid College Board to state universities on behalf of qualified beneficiaries of advance payment contracts within the Prepaid Florida Program from 2009-2010 to 2022-2023. Additionally, it extends the applicability of the contracts to those purchased before July 1, 2034.

The bill clarifies that the base rate is the amount assessed.

The bill also removes obsolete language in regards to the differential fee amount paid for the 2012-2013 fiscal year.

### **Education Practices Commission**

#### ***Present Situation***

The Department of Education's (DOE's) Office of Professional Practices Services (OPPS) investigates misconduct by educators who hold a Florida Educator Certificate or a valid application for a Florida Educator Certificate. The OPPS investigates when there are ultimate facts to support the educator has broken the law or violated the Principles of Professional Conduct. These laws and rules outline the standards of conduct expected of certified educators in Florida.<sup>109</sup>

Penalties against an educator's certificate are not issued by the Commissioner of Education (commissioner) or the DOE; penalties are issued by the Education Practices Commission (commission). The commission is a quasi-judicial body of peers, law enforcement, and lay persons set forth in statute<sup>110</sup> that determines what penalty is issued in each case.<sup>111</sup>

Currently, the commission must employ an executive director by a vote of three-fourths of the membership who is exempt from career service and may be dismissed by a majority vote of the membership. The commission is assigned to the DOE for administrative purposes and, in the performance of its powers and duties, must not be subject to control, supervision, or direction by the DOE.<sup>112</sup>

The commission has the authority to make expenditures necessary to carry out its duties and responsibilities, including for personal services, general counsel or access to counsel, and rent at the seat of government and elsewhere; for books of reference, periodicals, furniture, equipment,

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<sup>108</sup> *Id.*

<sup>109</sup> DOE, *Role of Professional Practices Services*, <https://www.fldoe.org/teaching/professional-practices/role-of-professional-practices-service.stml> (lasted visited Feb. 2, 2024).

<sup>110</sup> Section 1012.79, F.S.

<sup>111</sup> DOE, *Role of Professional Practices Services*, <https://www.fldoe.org/teaching/professional-practices/role-of-professional-practices-service.stml> (lasted visited Feb. 2, 2024).

<sup>112</sup> Section 1012.79(5)-(6)(a), F.S.

and supplies; and for printing and binding. The expenditures of the commission are subject to the powers and duties of the Department of Financial Services.<sup>113</sup>

***Effect of Proposed Changes***

The bill amends s. 1012.79, F.S., to authorize the commissioner to appoint and remove the executive director of the Education Practices Commission (commission). The bill also requires the commission to be assigned to the Department of Education for fiscal accountability purposes and that the commission may make expenditures on legal services.

The bill takes effect July 1, 2024.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

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<sup>113</sup> Sections 17.03 and 1012.79(9), F.S.



**C. Government Sector Impact:**

There is an indeterminate fiscal impact for the Department of Education (DOE) to establish the Purple Star School District Program. The school districts could also incur a cost to provide the required webpage.

There is an indeterminate fiscal impact to the DOE and the Florida College System (FCS) for the creation of the new Associates in Arts (AA) specialized transfer degree.

There could be a negative fiscal impact to the FCS institutions for the inability to charge the current out-of-state tuition and fee rates for nonresident distance learners. The bill allows FCS institutions to phase in the nonresident tuition rate by degree program.

No agency analysis has been provided at this time.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 192.0105, 192.048, 196.011, 196.082, 1001.64, 1001.65, 1002.33, 1002.42, 1002.45, 1003.451, 1003.53, 1006.38, 1007.25, 1007.271, 1008.33, 1008.34, 1009.21, 1009.23, 1009.98, and 1012.79.

This bill creates the following sections of the Florida Statutes: 1003.052 and 1004.051.

This bill repeals section 1012.86 of the Florida Statutes.

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

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

**CS/CS by Appropriations Committee on Education on February 8, 2024:**

The committee substitute:

- Defines a classical school and authorizes an enrollment preference at classical charter schools for students who were previously enrolled in a public school that implemented a classical school model.
- Provides that a private school may use certain facilities, under the facility's preexisting zoning and land use designations and without having to implement any mitigation requirements or conditions, if the facility was actively used within the past five years.

- Restores current law that proof of homestead exemption is a single conclusive piece of evidence proving residency for tuition purposes, instead of an application for a property tax exemption approved by a property appraiser.
- Authorizes Florida College System institutions to charge an amount not to exceed \$290 per credit hour for nonresident tuition and fees for distance learning.

**CS by Education Pre-K-12 on January 29, 2024:**

The committee substitute:

- Maintains the authority of school districts to operate “second chance schools.”
- Authorizes alternate methods of communicating to parents regarding placement into a dropout prevention and academic intervention program.
- Provides that, beginning in school year 2024-2025, any changes made by the state board to components in the school grades model or to the school grading scale go into effect, at the earliest, in the following school year.
- Clarifies that it is not necessary to make an annual application for exemption on property used to house a charter school.
- Provides students in grades 11 and 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) and consult with a military recruiter during the school day.
- Allows documentation of the homestead exemption as a single piece of evidence proving residency for tuition purposes.
- Repeals the Florida College System’s employment equity and accountability program.
- Requires that dual enrollment articulation agreements include consideration of online courses.
- Transitions the effective period for the amount paid by the Florida Prepaid College Board to state universities on behalf of qualified beneficiaries of advance payment contracts within the Prepaid Florida Program from 2009-2010 to 2022-2023.
- Creates a new Associates of Arts (AA) specialized transfer degree for students who need additional credit above the 60 hours in preparation for transfer to a baccalaureate degree program.

**B. Amendments:**

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/09/2024	.	
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The Appropriations Committee on Education (Burgess) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 277 - 304

and insert:

Section 5. Paragraph (d) of subsection (10) and paragraph (a) of subsection (24) of section 1002.33, Florida Statutes, are amended to read:

1002.33 Charter schools.—

(10) ELIGIBLE STUDENTS.—

(d) A charter school may give enrollment preference to the



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11 following student populations:

12 1. Students who are siblings of a student enrolled in the  
13 charter school.

14 2. Students who are the children of a member of the  
15 governing board of the charter school.

16 3. Students who are the children of an employee of the  
17 charter school.

18 4. Students who are the children of:

19 a. An employee of the business partner of a charter school-  
20 in-the-workplace established under paragraph (15)(b) or a  
21 resident of the municipality in which such charter school is  
22 located; or

23 b. A resident or employee of a municipality that operates a  
24 charter school-in-a-municipality pursuant to paragraph (15)(c)  
25 or allows a charter school to use a school facility or portion  
26 of land provided by the municipality for the operation of the  
27 charter school.

28 5. Students who have successfully completed, during the  
29 previous year, a voluntary prekindergarten education program  
30 under ss. 1002.51-1002.79 provided by the charter school, the  
31 charter school's governing board, or a voluntary prekindergarten  
32 provider that has a written agreement with the governing board.

33 6. Students who are the children of an active duty member  
34 of any branch of the United States Armed Forces.

35 7. Students who attended or are assigned to failing schools  
36 pursuant to s. 1002.38(2).

37 8. Students who are the children of a safe-school officer,  
38 as defined in s. 1006.12, at the school.

39 9. Students who transfer from a classical school in this



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40 state to a charter classical school in this state. For purposes  
41 of this subparagraph, the term "classical school" means a  
42 traditional public school or charter school that implements a  
43 classical education model that emphasizes the development of  
44 students in the principles of moral character and civic virtue  
45 through a well-rounded education in the liberal arts and  
46 sciences which is based on the classical trivium stages of  
47 grammar, logic, and rhetoric.

48 (24) RESTRICTION ON EMPLOYMENT OF RELATIVES.—

49 (a) This subsection applies to charter school personnel in  
50 a charter school operated by a private entity. As used in this  
51 subsection, the term:

52 1. "Charter school personnel" means a ~~charter school owner,~~  
53 president, chairperson of the governing board of directors,  
54 superintendent, governing board member, principal, assistant  
55 principal, or any other person employed by the charter school  
56 who has equivalent decisionmaking authority and in whom is  
57 vested the authority, or to whom the authority has been  
58 delegated, to appoint, employ, promote, or advance individuals  
59 or to recommend individuals for appointment, employment,  
60 promotion, or advancement in connection with employment in a  
61 charter school, including the authority as a member of a  
62 governing body of a charter school to vote on the appointment,  
63 employment, promotion, or advancement of individuals.

64 2. "Relative" means father, mother, son, daughter, brother,  
65 sister, uncle, aunt, first cousin, nephew, niece, husband, wife,  
66 father-in-law, mother-in-law, son-in-law, daughter-in-law,  
67 brother-in-law, sister-in-law, stepfather, stepmother, stepson,  
68 stepdaughter, stepbrother, stepsister, half brother, or half



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69 sister.

70

71 Charter school personnel in schools operated by a municipality  
72 or other public entity are subject to s. 112.3135.

73 Section 6. Subsection (19) is added to s. 1002.42, Florida  
74 Statutes, to read:

75 1002.42 Private schools.—

76 (19) FACILITIES.—

77 (a) A private school may use facilities on property owned  
78 or leased by a library, community service organization, museum,  
79 performing arts venue, theatre, cinema, or church facility under  
80 s. 170.201, which is or was actively used as such within 5 years  
81 of any executed agreement with a private school to use the  
82 facilities; any facility or land owned by a Florida College  
83 System institution or university; any similar public  
84 institutional facilities; and any facility recently used to  
85 house a school or child care facility licensed under s. 402.305,  
86 under any such facility's preexisting zoning and land use  
87 designations without rezoning or obtaining a special exception  
88 or a land use change, and without complying with any mitigation  
89 requirements or conditions. The facility must meet applicable  
90 state and local health, safety, and welfare laws, codes, and  
91 rules, including firesafety and building safety.

92 (b) A private school may use facilities on property  
93 purchased from a library, community service organization,  
94 museum, performing arts venue, theatre, cinema, or church  
95 facility under s. 170.201, which is actively or was actively  
96 used as such within 5 years of any executed agreement with a  
97 private school to purchase the facilities; any facility or land



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98 owned by a Florida College System institution or university; any  
99 similar public institutional facilities; and any facility  
100 recently used to house a school or child care facility licensed  
101 under s. 402.305, under any such facility's preexisting zoning  
102 and land use designations without obtaining a special exception,  
103 rezoning, or a land use change, and without complying with any  
104 mitigation requirements or conditions. The facility must meet  
105 applicable state and local health, safety, and welfare laws,  
106 codes, and rules, including firesafety and building safety.

107

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

109 And the title is amended as follows:

110 Delete lines 9 - 11

111 and insert:

112 providing penalties; amending s. 1002.33, F.S.;

113 providing that students who transfer from certain

114 classical schools to certain charter classical schools

115 may be included as a student population to whom

116 charter schools may give enrollment preference;

117 defining the term "classical school"; revising the

118 definition of the term "charter school personnel";

119 amending s. 1002.42, F.S.; authorizing private schools

120 to use or purchase specified facilities; exempting

121 such facilities from specified zoning or land use

122 requirements; requiring that such facilities meet

123 specified laws, codes, and rules; amending s. 1002.45,

124 F.S.; providing



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/09/2024	.	
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The Appropriations Committee on Education (Burgess) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 854 - 877

and insert:

f. Proof of a homestead exemption in Florida.

g. Transcripts from a Florida high school for multiple years if the Florida high school diploma or high school equivalency diploma was earned within the last 12 months.

h. Proof of permanent full-time employment in Florida for at least 30 hours per week for a 12-month period.





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- 11           2. The documents may include one or more of the following:  
12           a. A declaration of domicile in Florida.  
13           b. A Florida professional or occupational license.  
14           c. Florida incorporation.  
15           d. A document evidencing family ties in Florida.  
16           e. Proof of membership in a Florida-based charitable or  
17 professional organization.

18           f. Any other documentation that supports the student's  
19 request for resident status, including, but not limited to,  
20 utility bills and proof of 12 consecutive months of payments; a  
21 lease agreement and proof of 12 consecutive months of payments;  
22 or an official state, federal, or court document evidencing  
23 legal ties to Florida.

24           Section 17. Subsection (22) is added to section 1009.23,  
25 Florida Statutes, to read:

26           1009.23 Florida College System institution student fees.—  
27           (22) Beginning with the 2024-2025 academic year, Miami Dade  
28 College, Polk State College, Tallahassee State College, and any  
29 other Florida College System institution pursuant to s.  
30 1000.21(5) are authorized to charge an amount not to exceed \$290  
31 per credit hour for nonresident tuition and fees for distance  
32 learning. A Florida College System institution may phase in this  
33 nonresident tuition rate by degree program.

34  
35 ===== T I T L E   A M E N D M E N T =====

36 And the title is amended as follows:

37           Delete lines 70 - 74

38 and insert:

39           school year; amending s. 1009.21, F.S.; providing that



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40 a specified method for a student to prove residency  
41 for tuition purposes is deemed a single, conclusive  
42 piece of evidence; amending s. 1009.23, F.S.;  
43 authorizing Florida College System institutions to  
44 charge a specified amount for nonresident tuition and  
45 fees for distance learning; amending s. 1009.98, F.S.;  
46 revising the

By the Committee on Education Pre-K -12; and Senator Burgess

581-02675-24

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1 A bill to be entitled  
 2 An act relating to education; amending ss. 192.0105,  
 3 192.048, and 196.082, F.S.; conforming cross-  
 4 references; amending s. 196.011, F.S.; providing that  
 5 an annual application for exemption on property used  
 6 to house a charter school is not required; requiring  
 7 the owner or lessee of such property to notify the  
 8 property appraiser in specified circumstances;  
 9 providing penalties; amending s. 1002.33, F.S.;  
 10 revising the definition of the term "charter school  
 11 personnel"; amending s. 1002.45, F.S.; providing  
 12 responsibilities for approved virtual instruction  
 13 program providers, virtual charter schools, and school  
 14 districts relating to statewide assessments and  
 15 progress monitoring for certain students; creating s.  
 16 1003.052, F.S.; establishing the Purple Star School  
 17 District Program; providing requirements for such  
 18 program; authorizing the Department of Education to  
 19 establish additional program criteria; authorizing the  
 20 State Board of Education to adopt rules; amending s.  
 21 1003.451, F.S.; requiring school districts and charter  
 22 schools to provide certain students with an  
 23 opportunity to take the Armed Services Vocational  
 24 Aptitude Battery and consult with a military  
 25 recruiter; providing requirements for the scheduling  
 26 of such test; amending s. 1003.53, F.S.; revising  
 27 requirements for the assignment of students to  
 28 disciplinary programs and alternative school settings  
 29 or other programs; revising requirements for dropout

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30 prevention and academic intervention programs;  
 31 requiring such programs to include academic  
 32 intervention plans for students; providing  
 33 requirements for such plans; providing that specified  
 34 provisions apply to all dropout prevention and  
 35 academic intervention programs; requiring school  
 36 principals or their designees to make a reasonable  
 37 effort to notify parents by specified means and to  
 38 document such effort; creating s. 1004.051, F.S.;  
 39 prohibiting a public postsecondary institution from  
 40 implicitly or explicitly prohibiting specified  
 41 students from being employed; providing applicability;  
 42 amending s. 1006.38, F.S.; requiring instructional  
 43 materials publishers and manufacturers or their  
 44 representatives to make sample copies of specified  
 45 instructional materials available electronically for  
 46 use by certain institutes for a specified purpose;  
 47 amending s. 1007.25, F.S.; creating associate in arts  
 48 specialized transfer degrees; providing requirements  
 49 for such degrees; providing a process for the approval  
 50 of such degree programs; requiring the state board to  
 51 adopt specified rules; amending s. 1007.271, F.S.;  
 52 requiring district school boards to make reasonable  
 53 efforts to enter into specified agreements with a  
 54 Florida College System institution for certain online  
 55 courses; amending s. 1008.33, F.S.; revising the date  
 56 by which a memorandum of understanding relating to  
 57 schools in turnaround status must be provided to the  
 58 department; revising requirements for district-managed

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59 turnaround plans; providing requirements for  
 60 turnaround schools that close and reopen as charter  
 61 schools and school districts in which such schools  
 62 reside; providing that specified provisions do not  
 63 apply to certain turnaround schools; requiring the  
 64 State Board of Education to adopt rules for a charter  
 65 school turnaround contract and specified leases and  
 66 agreements; amending s. 1008.34, F.S.; requiring that  
 67 any changes made by the state board to components in  
 68 the school grades model or the school grading scale  
 69 shall go into effect, at the earliest, the following  
 70 school year; amending s. 1009.21, F.S.; providing an  
 71 additional method for a student to prove residency for  
 72 tuition purposes; providing that such method is deemed  
 73 a single, conclusive piece of evidence proving  
 74 residency; amending s. 1009.98, F.S.; revising the  
 75 definition of the term "tuition differential";  
 76 revising provisions relating to payments the Florida  
 77 Prepaid College Board must pay to state universities  
 78 on behalf of beneficiaries of specified contracts;  
 79 amending s. 1012.79, F.S.; authorizing the  
 80 Commissioner of Education to appoint an executive  
 81 director of the Education Practices Commission;  
 82 revising the purpose of the commission; authorizing  
 83 the commission to expend funds for legal services;  
 84 repealing s. 1012.86, F.S., relating to the Florida  
 85 College System institution employment equity  
 86 accountability program; amending ss. 1001.64 and  
 87 1001.65, F.S.; conforming provisions to changes made

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88 by the act; providing an effective date.

89

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

91

92 Section 1. Paragraph (f) of subsection (1) and paragraphs  
 93 (b) and (c) of subsection (2) of section 192.0105, Florida  
 94 Statutes, are amended to read:

95 192.0105 Taxpayer rights.—There is created a Florida  
 96 Taxpayer's Bill of Rights for property taxes and assessments to  
 97 guarantee that the rights, privacy, and property of the  
 98 taxpayers of this state are adequately safeguarded and protected  
 99 during tax levy, assessment, collection, and enforcement  
 100 processes administered under the revenue laws of this state. The  
 101 Taxpayer's Bill of Rights compiles, in one document, brief but  
 102 comprehensive statements that summarize the rights and  
 103 obligations of the property appraisers, tax collectors, clerks  
 104 of the court, local governing boards, the Department of Revenue,  
 105 and taxpayers. Additional rights afforded to payors of taxes and  
 106 assessments imposed under the revenue laws of this state are  
 107 provided in s. 213.015. The rights afforded taxpayers to assure  
 108 that their privacy and property are safeguarded and protected  
 109 during tax levy, assessment, and collection are available only  
 110 insofar as they are implemented in other parts of the Florida  
 111 Statutes or rules of the Department of Revenue. The rights so  
 112 guaranteed to state taxpayers in the Florida Statutes and the  
 113 departmental rules include:

114 (1) THE RIGHT TO KNOW.—

115 (f) The right of an exemption recipient to be sent a  
 116 renewal application for that exemption, the right to a receipt

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117 for homestead exemption claim when filed, and the right to  
 118 notice of denial of the exemption (see ss. 196.011(7)  
 119 ~~196.011(6)~~, 196.131(1), 196.151, and 196.193(1)(c) and (5)).  
 120  
 121 Notwithstanding the right to information contained in this  
 122 subsection, under s. 197.122 property owners are held to know  
 123 that property taxes are due and payable annually and are charged  
 124 with a duty to ascertain the amount of current and delinquent  
 125 taxes and obtain the necessary information from the applicable  
 126 governmental officials.  
 127 (2) THE RIGHT TO DUE PROCESS.—  
 128 (b) The right to petition the value adjustment board over  
 129 objections to assessments, denial of exemption, denial of  
 130 agricultural classification, denial of historic classification,  
 131 denial of high-water recharge classification, disapproval of tax  
 132 deferral, and any penalties on deferred taxes imposed for  
 133 incorrect information willfully filed. Payment of estimated  
 134 taxes does not preclude the right of the taxpayer to challenge  
 135 his or her assessment (see ss. 194.011(3), 196.011(7) and  
 136 (10)(a), 196.151, 196.193(1)(c) and (5), 193.461(2), 193.503(7),  
 137 193.625(2), 197.2425, 197.301(2), and 197.2301(11) ~~ss.~~  
 138 ~~194.011(3)~~, ~~196.011(6)~~ and ~~(9)(a)~~, ~~196.151~~, ~~196.193(1)(c)~~ and  
 139 ~~(5)~~, ~~193.461(2)~~, ~~193.503(7)~~, ~~193.625(2)~~, ~~197.2425~~, ~~197.301(2)~~,  
 140 and ~~197.2301(11)~~).  
 141 (c) The right to file a petition for exemption or  
 142 agricultural classification with the value adjustment board when  
 143 an application deadline is missed, upon demonstration of  
 144 particular extenuating circumstances for filing late (see ss.  
 145 193.461(3)(a) and 196.011(1), (8), (9), and (10)(e) ~~ss.~~

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146 ~~193.461(3)(a) and 196.011(1), (7), (8), and (9)(e)~~ .  
 147 Section 2. Paragraphs (b), (c), and (d) of subsection (1)  
 148 of section 192.048, Florida Statutes, are amended to read:  
 149 192.048 Electronic transmission.—  
 150 (1) Subject to subsection (2), the following documents may  
 151 be transmitted electronically rather than by regular mail:  
 152 (b) The tax exemption renewal application required under s.  
 153 196.011(7)(a) ~~s. 196.011(6)(a)~~.  
 154 (c) The tax exemption renewal application required under s.  
 155 196.011(7)(b) ~~s. 196.011(6)(b)~~.  
 156 (d) A notification of an intent to deny a tax exemption  
 157 required under s. 196.011(10)(e) ~~s. 196.011(9)(e)~~.  
 158 Section 3. Subsections (3) and (4) of section 196.082,  
 159 Florida Statutes, are amended to read:  
 160 196.082 Discounts for disabled veterans; surviving spouse  
 161 carryover.—  
 162 (3) If the partially or totally and permanently disabled  
 163 veteran predeceases his or her spouse and if, upon the death of  
 164 the veteran, the spouse holds the legal or beneficial title to  
 165 the homestead and permanently resides thereon as specified in s.  
 166 196.031, the discount from ad valorem tax that the veteran  
 167 received carries over to the benefit of the veteran's spouse  
 168 until such time as he or she remarries or sells or otherwise  
 169 disposes of the property. If the spouse sells or otherwise  
 170 disposes of the property, a discount not to exceed the dollar  
 171 amount granted from the most recent ad valorem tax roll may be  
 172 transferred to his or her new residence, as long as it is used  
 173 as his or her primary residence and he or she does not remarry.  
 174 An applicant who is qualified to receive a discount under this

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175 section and who fails to file an application by March 1 may file  
 176 an application for the discount and may file a petition pursuant  
 177 to s. 194.011(3) with the value adjustment board requesting that  
 178 the discount be granted. Such application and petition shall be  
 179 subject to the same procedures as for exemptions set forth in s.  
 180 196.011(9) ~~s. 196.011(8)~~.

181 (4) To qualify for the discount granted under this section,  
 182 an applicant must submit to the county property appraiser by  
 183 March 1:

184 (a) An official letter from the United States Department of  
 185 Veterans Affairs which states the percentage of the veteran's  
 186 service-connected disability and evidence that reasonably  
 187 identifies the disability as combat-related;

188 (b) A copy of the veteran's honorable discharge; and

189 (c) Proof of age as of January 1 of the year to which the  
 190 discount will apply.

191 Any applicant who is qualified to receive a discount under this  
 192 section and who fails to file an application by March 1 may file  
 193 an application for the discount and may file, pursuant to s.  
 194 194.011(3), a petition with the value adjustment board  
 195 requesting that the discount be granted. Such application and  
 196 petition shall be subject to the same procedures as for  
 197 exemptions set forth in s. 196.011(9) ~~s. 196.011(8)~~.

198 Section 4. Present subsections (5) through (12) of section  
 199 196.011, Florida Statutes, are redesignated as subsections (6)  
 200 through (13), respectively, a new subsection (5) is added to  
 201 that section, and subsection (1) and present subsections (10)  
 202 and (11) of that section are amended, to read:  
 203

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204 196.011 Annual application required for exemption.-

205 (1) (a) Except as provided in s. 196.081(1) (b), every person  
 206 or organization who, on January 1, has the legal title to real  
 207 or personal property, except inventory, which is entitled by law  
 208 to exemption from taxation as a result of its ownership and use  
 209 shall, on or before March 1 of each year, file an application  
 210 for exemption with the county property appraiser, listing and  
 211 describing the property for which exemption is claimed and  
 212 certifying its ownership and use. The Department of Revenue  
 213 shall prescribe the forms upon which the application is made.  
 214 Failure to make application, when required, on or before March 1  
 215 of any year shall constitute a waiver of the exemption privilege  
 216 for that year, except as provided in subsection (7) or  
 217 subsection (9) ~~(8)~~.

218 (b) The form to apply for an exemption under s. 196.031, s.  
 219 196.081, s. 196.091, s. 196.101, s. 196.102, s. 196.173, or s.  
 220 196.202 must include a space for the applicant to list the  
 221 social security number of the applicant and of the applicant's  
 222 spouse, if any. If an applicant files a timely and otherwise  
 223 complete application, and omits the required social security  
 224 numbers, the application is incomplete. In that event, the  
 225 property appraiser shall contact the applicant, who may refile a  
 226 complete application by April 1. Failure to file a complete  
 227 application by that date constitutes a waiver of the exemption  
 228 privilege for that year, except as provided in subsection (7) or  
 229 subsection (9) ~~(8)~~.

230 (5) It is not necessary to make annual application for  
 231 exemption on property used to house a charter school pursuant to  
 232 s. 196.1983. The owner or lessee of any property used to house a

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233 charter school pursuant to s. 196.1983 who is not required to  
 234 file an annual application shall notify the property appraiser  
 235 promptly whenever the use of the property or the status or  
 236 condition of the owner or lessee changes so as to change the  
 237 exempt status of the property. If any owner or lessee fails to  
 238 so notify the property appraiser and the property appraiser  
 239 determines that for any year within the prior 10 years the owner  
 240 or lessee was not entitled to receive such exemption, the owner  
 241 or lessee of the property is subject to the taxes exempted as a  
 242 result of such failure plus 15 percent interest per annum and a  
 243 penalty of 50 percent of the taxes exempted. The property  
 244 appraiser making such determination shall record in the public  
 245 records of the county a notice of tax lien against any property  
 246 owned by that person or entity in the county, and such property  
 247 must be identified in the notice of tax lien. Such property is  
 248 subject to the payment of all taxes and penalties. Such lien  
 249 when filed shall attach to any property, identified in the  
 250 notice of tax lien, owned by the person or entity who illegally  
 251 or improperly received the exemption. If such person or entity  
 252 no longer owns property in that county but owns property in some  
 253 other county or counties in the state, the property appraiser  
 254 shall record a notice of tax lien in such other county or  
 255 counties, identifying the property owned by such person or  
 256 entity in such county or counties, and it shall become a lien  
 257 against such property in such county or counties.

258 ~~(11)(10)~~ At the option of the property appraiser and  
 259 notwithstanding any other provision of this section, initial or  
 260 original applications for homestead exemption for the succeeding  
 261 year may be accepted and granted after March 1. Reapplication on

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262 a short form as authorized by subsection (6) ~~(5)~~ shall be  
 263 required if the county has not waived the requirement of an  
 264 annual application. Once the initial or original application and  
 265 reapplication have been granted, the property may qualify for  
 266 the exemption in each succeeding year pursuant to the provisions  
 267 of subsection (7) ~~(6)~~ or subsection (10) ~~(9)~~.

268 ~~(12)(11)~~ For exemptions enumerated in paragraph (1) (b),  
 269 social security numbers of the applicant and the applicant's  
 270 spouse, if any, are required and must be submitted to the  
 271 department. Applications filed pursuant to subsection (6) ~~(5)~~ or  
 272 subsection (7) ~~(6)~~ shall include social security numbers of the  
 273 applicant and the applicant's spouse, if any. For counties where  
 274 the annual application requirement has been waived, property  
 275 appraisers may require refiling of an application to obtain such  
 276 information.

277 Section 5. Paragraph (a) of subsection (24) of section  
 278 1002.33, Florida Statutes, is amended to read:  
 279 1002.33 Charter schools.—  
 280 (24) RESTRICTION ON EMPLOYMENT OF RELATIVES.—  
 281 (a) This subsection applies to charter school personnel in  
 282 a charter school operated by a private entity. As used in this  
 283 subsection, the term:  
 284 1. "Charter school personnel" means a ~~charter school owner,~~  
 285 president, chairperson of the governing board of directors,  
 286 superintendent, governing board member, principal, assistant  
 287 principal, or any other person employed by the charter school  
 288 who has equivalent decisionmaking authority and in whom is  
 289 vested the authority, or to whom the authority has been  
 290 delegated, to appoint, employ, promote, or advance individuals

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291 or to recommend individuals for appointment, employment,  
 292 promotion, or advancement in connection with employment in a  
 293 charter school, including the authority as a member of a  
 294 governing body of a charter school to vote on the appointment,  
 295 employment, promotion, or advancement of individuals.

296 2. "Relative" means father, mother, son, daughter, brother,  
 297 sister, uncle, aunt, first cousin, nephew, niece, husband, wife,  
 298 father-in-law, mother-in-law, son-in-law, daughter-in-law,  
 299 brother-in-law, sister-in-law, stepfather, stepmother, stepson,  
 300 stepdaughter, stepbrother, stepsister, half brother, or half  
 301 sister.

302

303 Charter school personnel in schools operated by a municipality  
 304 or other public entity are subject to s. 112.3135.

305 Section 6. Paragraph (b) of subsection (5) of section  
 306 1002.45, Florida Statutes, is amended to read:

307 1002.45 Virtual instruction programs.—

308 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student  
 309 enrolled in the school district's virtual instruction program  
 310 authorized pursuant to paragraph (1) (c) must:

311 (b) Take statewide assessments pursuant to s. 1008.22 and  
 312 participate in the coordinated screening and progress monitoring  
 313 system under s. 1008.25(9). Statewide assessments and progress  
 314 monitoring may be administered within the school district in  
 315 which such student resides, or as specified in the contract  
 316 ~~under in accordance with~~ s. 1008.24(3). If requested by the  
 317 approved virtual instruction program provider or virtual charter  
 318 school, the district of residence must provide the student with  
 319 access to the district's testing facilities. It is the

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320 responsibility of the approved virtual instruction program  
 321 provider or virtual charter school to provide a list of students  
 322 to be administered statewide assessments and progress monitoring  
 323 to the school district, including the students' names, Florida  
 324 Education Identifiers, grade levels, assessments and progress  
 325 monitoring to be administered, and contact information. Unless  
 326 an alternative testing site is mutually agreed to by the  
 327 approved virtual instruction program provider or virtual charter  
 328 school and the school district, or as specified in the contract  
 329 under s. 1008.24, all assessments and progress monitoring must  
 330 be taken at the school to which the student would be assigned  
 331 according to district school board attendance policies. A school  
 332 district must provide the student with access to the school's or  
 333 district's testing facilities and provide the student with the  
 334 date and time of the administration of each assessment and  
 335 progress monitoring.

336 Section 7. Section 1003.052, Florida Statutes, is created  
 337 to read:

338 1003.052 The Purple Star School District Program.—

339 (1) (a) The Department of Education shall establish the  
 340 Purple Star School District Program. At a minimum, the program  
 341 must require a participating school district to:

342 1. Have at least 75 percent of the schools within the  
 343 district be designated as Purple Star Campuses under s.  
 344 1003.051.

345 2. Maintain a web page on the district's website which  
 346 includes resources for military students and their families and  
 347 a link to each Purple Star Campus's web page that meets the  
 348 requirements of s. 1003.051(2) (a)2.

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349 (b) The department may establish additional program  
 350 criteria to identify school districts that demonstrate a  
 351 commitment to or provide critical coordination of services for  
 352 military students and their families, including, but not limited  
 353 to, establishing a council consisting of a representative from  
 354 each Purple Star Campus in the district and one district-level  
 355 representative to ensure the alignment of military student-  
 356 focused policies and procedures within the district.

357 (2) The State Board of Education may adopt rules to  
 358 administer this section.

359 Section 8. Present subsection (4) of section 1003.451,  
 360 Florida Statutes, is redesignated as subsection (5), and a new  
 361 subsection (4) is added to that section, to read:

362 1003.451 Junior Reserve Officers' Training Corps; military  
 363 recruiters; access to public school campuses; Armed Services  
 364 Vocational Aptitude Battery (ASVAB).—

365 (4) Each school district and charter school shall provide  
 366 students in grades 11 and 12 an opportunity to take the Armed  
 367 Services Vocational Aptitude Battery (ASVAB) and consult with a  
 368 military recruiter if the student selects. To optimize student  
 369 participation, the ASVAB must be scheduled during normal school  
 370 hours.

371 Section 9. Paragraphs (a) and (c) of subsection (1),  
 372 paragraph (a) of subsection (2), and subsections (3) through (7)  
 373 of section 1003.53, Florida Statutes, are amended, and paragraph  
 374 (c) is added to subsection (2) of that section, to read:

375 1003.53 Dropout prevention and academic intervention.—

376 (1) (a) Dropout prevention and academic intervention  
 377 programs may differ from traditional educational programs and

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378 schools in scheduling, administrative structure, philosophy,  
 379 curriculum, or setting and shall employ alternative teaching  
 380 methodologies, curricula, learning activities, and diagnostic  
 381 and assessment procedures in order to meet the needs, interests,  
 382 abilities, and talents of eligible students. The educational  
 383 program shall provide curricula, character development and law  
 384 education, and related services that support the program goals  
 385 and lead to improved performance in the areas of academic  
 386 achievement, attendance, and discipline. Student participation  
 387 in such programs shall be voluntary. District school boards may,  
 388 however, assign students to a disciplinary program for  
 389 disruptive students or an alternative school setting or other  
 390 program pursuant to s. 1006.13. Notwithstanding any other  
 391 provision of law to the contrary, no student shall be identified  
 392 as being eligible to receive services ~~funded~~ through the dropout  
 393 prevention and academic intervention program based solely on the  
 394 student being from a single-parent family or having a  
 395 disability.

396 (c) A student shall be identified as being eligible to  
 397 receive services ~~funded~~ through the dropout prevention and  
 398 academic intervention program based upon one of the following  
 399 criteria:

400 1. The student is academically unsuccessful as evidenced by  
 401 low test scores, retention, failing grades, low grade point  
 402 average, falling behind in earning credits, or not meeting the  
 403 state or district achievement levels in reading, mathematics, or  
 404 writing.

405 2. The student has a pattern of excessive absenteeism or  
 406 has been identified as a habitual truant.

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407 3. The student has a history of disruptive behavior in  
 408 school or has committed an offense that warrants out-of-school  
 409 suspension or expulsion from school according to the district  
 410 school board's code of student conduct. For the purposes of this  
 411 program, "disruptive behavior" is behavior that:

412 a. Interferes with the student's own learning or the  
 413 educational process of others and requires attention and  
 414 assistance beyond that which the traditional program can provide  
 415 or results in frequent conflicts of a disruptive nature while  
 416 the student is under the jurisdiction of the school either in or  
 417 out of the classroom; or

418 b. Severely threatens the general welfare of students or  
 419 others with whom the student comes into contact.

420 4. The student is identified by a school's early warning  
 421 system pursuant to s. 1001.42(18)(b).

422 (2)(a) Each district school board may establish dropout  
 423 prevention and academic intervention programs at the elementary,  
 424 middle, junior high school, or high school level. Programs  
 425 designed to eliminate patterns of excessive absenteeism or  
 426 habitual truancy shall emphasize academic performance and may  
 427 provide specific instruction in the areas of career education,  
 428 preemployment training, and behavioral management. Such programs  
 429 shall utilize instructional teaching methods and student  
 430 services that lead to improved student behavior as appropriate  
 431 to the specific needs of the student.

432 (c) For each student enrolled in a dropout prevention and  
 433 academic intervention program, an academic intervention plan  
 434 shall be developed to address eligibility for placement in the  
 435 program and to provide individualized student goals and progress

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436 monitoring procedures. A student's academic intervention plan  
 437 must be consistent with the student's individual education plan  
 438 (IEP).

439 (3) Each district school board providing ~~receiving state~~  
 440 ~~funding for~~ dropout prevention and academic intervention  
 441 programs ~~through the General Appropriations Act~~ shall submit  
 442 information through an annual report to the Department of  
 443 Education's database documenting the extent to which each of the  
 444 district's dropout prevention and academic intervention programs  
 445 has been successful in the areas of graduation rate, dropout  
 446 rate, attendance rate, and retention/promotion rate. The  
 447 department shall compile this information into an annual report  
 448 which shall be submitted to the presiding officers of the  
 449 Legislature by February 15.

450 (4) Each district school board shall establish course  
 451 standards, as defined by rule of the State Board of Education,  
 452 for dropout prevention and academic intervention programs and  
 453 procedures for ensuring that teachers assigned to the programs  
 454 are certified pursuant to s. 1012.55 and possess the affective,  
 455 pedagogical, and content-related skills necessary to meet the  
 456 needs of these students.

457 (5) Each district school board providing a dropout  
 458 prevention and academic intervention program pursuant to this  
 459 section shall maintain for each participating student records  
 460 documenting the student's eligibility, the length of  
 461 participation, the type of program to which the student was  
 462 assigned or the type of academic intervention services provided,  
 463 and an evaluation of the student's academic and behavioral  
 464 performance while in the program. The school principal or his or

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465 her designee shall, prior to placement in a dropout prevention  
 466 and academic intervention program or the provision of an  
 467 academic service, provide written notice of placement or  
 468 services by certified mail, return receipt requested, to the  
 469 student's parent. The parent of the student shall sign an  
 470 acknowledgment of the notice of placement or service and return  
 471 the signed acknowledgment to the principal within 3 days after  
 472 receipt of the notice. District school boards may adopt a policy  
 473 that allows a parent to agree to an alternative method of  
 474 notification. Such agreement may be made before the need for  
 475 notification arises or at the time the notification becomes  
 476 required. The parents of a student assigned to such a dropout  
 477 prevention and academic intervention program shall be notified  
 478 in writing and entitled to an administrative review of any  
 479 action by school personnel relating to such placement pursuant  
 480 to ~~the provisions of~~ chapter 120.

481 (6) District school board dropout prevention and academic  
 482 intervention programs shall be coordinated with social service,  
 483 law enforcement, prosecutorial, and juvenile justice agencies  
 484 and juvenile assessment centers in the school district.  
 485 Notwithstanding ~~the provisions of~~ s. 1002.22, these agencies are  
 486 authorized to exchange information contained in student records  
 487 and juvenile justice records. Such information is confidential  
 488 and exempt from ~~the provisions of~~ s. 119.07(1). District school  
 489 boards and other agencies receiving such information shall use  
 490 the information only for official purposes connected with the  
 491 certification of students for admission to and for the  
 492 administration of the dropout prevention and academic  
 493 intervention program, and shall maintain the confidentiality of

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494 such information unless otherwise provided by law or rule.

495 (7) The State Board of Education shall have the authority  
 496 pursuant to ss. 120.536(1) and 120.54 to adopt rules necessary  
 497 to implement ~~the provisions of~~ this section; such rules shall  
 498 require the minimum amount of necessary paperwork and reporting.

499 Section 10. Section 1004.051, Florida Statutes, is created  
 500 to read:

501 1004.051 Regulation of working students.—

502 (1) A public postsecondary institution may not, as a  
 503 condition of admission to or enrollment in any of the  
 504 institution's schools, colleges, or programs, implicitly or  
 505 explicitly prohibit an applicant or currently enrolled student  
 506 from being employed, either full time or part time.

507 (2) This section does not apply if the applicant or  
 508 currently enrolled student is employed by an organization or  
 509 agency that is affiliated or associated with a foreign country  
 510 of concern as defined in s. 288.860(1).

511 Section 11. Present subsections (3) through (16) of section  
 512 1006.38, Florida Statutes, are redesignated as subsections (4)  
 513 through (17), respectively, a new subsection (3) is added to  
 514 that section, and present subsections (14) and (16) of that  
 515 section are amended, to read:

516 1006.38 Duties, responsibilities, and requirements of  
 517 instructional materials publishers and manufacturers.—This  
 518 section applies to both the state and district approval  
 519 processes. Publishers and manufacturers of instructional  
 520 materials, or their representatives, shall:

521 (3) For each adoption cycle, make sample copies of all  
 522 instructional materials on the commissioner's list of state-

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523 adopted instructional materials available electronically for use  
 524 by educator preparation institutes as defined in s. 1004.85(1)  
 525 to enable educators to practice teaching with currently adopted  
 526 instructional materials aligned to state academic standards.

527 ~~(15)(14)~~ Accurately and fully disclose only the names of  
 528 those persons who actually authored the instructional materials.  
 529 In addition to the penalties provided in subsection ~~(17) (16)~~,  
 530 the commissioner may remove from the list of state-adopted  
 531 instructional materials those instructional materials whose  
 532 publisher or manufacturer misleads the purchaser by falsely  
 533 representing genuine authorship.

534 ~~(17)(16)~~ Upon the willful failure of the publisher or  
 535 manufacturer to comply with the requirements of this section, be  
 536 liable to the department in the amount of three times the total  
 537 sum which the publisher or manufacturer was paid in excess of  
 538 the price required under subsections ~~(5) and~~ (6) and (7) and in  
 539 the amount of three times the total value of the instructional  
 540 materials and services which the district school board is  
 541 entitled to receive free of charge under subsection ~~(8) (7)~~.

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

544 1007.25 General education courses; common prerequisites;  
 545 other degree requirements.-

546 (9) (a) An associate in arts degree must ~~shall~~ require no  
 547 more than 60 semester hours of college credit and include 36  
 548 semester hours of general education coursework. Beginning with  
 549 students initially entering a Florida College System institution  
 550 or state university in the 2014-2015 academic year and  
 551 thereafter, coursework for an associate in arts degree must

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552 ~~shall~~ include demonstration of competency in a foreign language  
 553 pursuant to s. 1007.262. Except for developmental education  
 554 required pursuant to s. 1008.30, all required coursework must  
 555 ~~shall~~ count toward the associate in arts degree or the  
 556 baccalaureate degree.

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

566 1. A Florida College System institution to submit a notice  
 567 of its intent to propose a new associate in arts specialized  
 568 degree program to the Division of Florida Colleges. The notice  
 569 must include the recommended credit hours, the rationale for the  
 570 specialization, the demand for students entering the field, and  
 571 the coursework being proposed to be included beyond the 60  
 572 semester hours required for the general transfer degree, if  
 573 applicable. Notices of intent may be submitted by a Florida  
 574 College System institution at any time.

575 2. The Division of Florida Colleges to forward the notice  
 576 of intent within 10 business days after receipt to all Florida  
 577 College System institutions and to the Chancellor of the State  
 578 University System, who shall forward the notice to all state  
 579 universities. State universities and Florida College System  
 580 institutions shall have 60 days after receipt of the notice to

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581 submit comments to the proposed associate in arts specialized  
582 transfer degree.

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

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

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

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

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

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

604 f. Responses to the comments received under subparagraph 2.

605 (c) The Division of Florida Colleges shall review the  
606 proposal and, within 30 days after receipt, shall provide  
607 written notification to the Florida College System institution  
608 of any deficiencies and provide the institution with an  
609 opportunity to correct the deficiencies. Within 45 days after

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610 receipt of a completed proposal by the Division of Florida  
611 Colleges, the Commissioner of Education shall recommend approval  
612 or disapproval of the new specialized transfer degree to the  
613 State Board of Education. The State Board of Education shall  
614 consider the recommendation at its next meeting.

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

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

624 (12) A student who received an associate in arts degree ~~for~~  
625 successfully completing 60 semester credit hours may continue to  
626 earn additional credits at a Florida College System institution.  
627 The university must provide credit toward the student's  
628 baccalaureate degree for an additional Florida College System  
629 institution course if, according to the statewide course  
630 numbering, the Florida College System institution course is a  
631 course listed in the university catalog as required for the  
632 degree or as prerequisite to a course required for the degree.  
633 Of the courses required for the degree, at least half of the  
634 credit hours required for the degree ~~shall~~ be achievable  
635 through courses designated as lower division, except in degree  
636 programs approved by the State Board of Education for programs  
637 offered by Florida College System institutions and by the Board  
638 of Governors for programs offered by state universities.

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639 Section 13. Subsection (4) of section 1007.271, Florida  
640 Statutes, is amended to read:

641 1007.271 Dual enrollment programs.—

642 (4) (a) District school boards may not refuse to enter into  
643 a dual enrollment articulation agreement with a local Florida  
644 College System institution if that Florida College System  
645 institution has the capacity to offer dual enrollment courses.

646 (b) District school boards must make reasonable efforts to  
647 enter into dual enrollment articulation agreements with a  
648 Florida College System institution that offers online dual  
649 enrollment courses.

650 Section 14. Subsections (4) and (5) of section 1008.33,  
651 Florida Statutes, are amended to read:

652 1008.33 Authority to enforce public school improvement.—

653 (4) (a) The state board shall apply intensive intervention  
654 and support strategies tailored to the needs of schools earning  
655 two consecutive grades of "D" or a grade of "F." In the first  
656 full school year after a school initially earns a grade of "D,"  
657 the school district must immediately implement intervention and  
658 support strategies prescribed in rule under paragraph (3) (c).  
659 For a school that initially earns a grade of "F" or a second  
660 consecutive grade of "D," the school district must either  
661 continue implementing or immediately begin implementing  
662 intervention and support strategies prescribed in rule under  
663 paragraph (3) (c) and for the 2024-2025 school year provide the  
664 department, by September 1, with the memorandum of understanding  
665 negotiated pursuant to s. 1001.42(21) and, by October 1, a  
666 district-managed turnaround plan for approval by the state  
667 board. For the 2025-2026 school year and thereafter, the school

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668 district must provide the department, by August 1, with the  
669 memorandum of understanding negotiated pursuant to s.  
670 1001.42(21) and a district-managed turnaround plan for approval  
671 by the state board. The plan must include measurable academic  
672 benchmarks that put the school on a path to earning and  
673 maintaining a grade of "C" or higher ~~The district-managed~~  
674 ~~turnaround plan may include a proposal for the district to~~  
675 ~~implement an extended school day, a summer program, a~~  
676 ~~combination of an extended school day and a summer program, or~~  
677 ~~any other option authorized under paragraph (b) for state board~~  
678 ~~approval. A school district is not required to wait until a~~  
679 ~~school earns a second consecutive grade of "D" to submit a~~  
680 ~~turnaround plan for approval by the state board under this~~  
681 ~~paragraph.~~ Upon approval by the state board, the school district  
682 must implement the plan for the remainder of the school year and  
683 continue the plan for 1 full school year. The state board may  
684 allow a school an additional year of implementation before the  
685 school must implement a turnaround option required under  
686 paragraph (b) if it determines that the school is likely to  
687 improve to a grade of "C" or higher after the first full school  
688 year of implementation.

689 (b) Unless an additional year of implementation is provided  
690 pursuant to paragraph (a), a school that completes a plan cycle  
691 under paragraph (a) and does not improve to a grade of "C" or  
692 higher must ~~implement one of the following~~:

- 693 1. Reassign students to another school and monitor the
- 694 progress of each reassigned student;
- 695 2. Close the school and reopen the school as one or more
- 696 charter schools, each with a governing board that has a

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697 demonstrated record of effectiveness. Upon reopening as a  
 698 charter school:

699 a. The school district shall continue to operate the school  
 700 for the following school year and, no later than October 1,  
 701 execute a charter school turnaround contract that will allow the  
 702 charter school an opportunity to conduct an evaluation of the  
 703 educational program and personnel currently assigned to the  
 704 school during the year in preparation for assuming full  
 705 operational control of the school and facility by July 1. The  
 706 school district may not reduce or remove resources from the  
 707 school during this time.

708 b. The charter school operator must provide enrollment  
 709 preference to students currently attending or who would have  
 710 otherwise attended or been zoned for the school. The school  
 711 district shall consult and negotiate with the charter school  
 712 every 3 years to determine whether realignment of the attendance  
 713 zone is appropriate to ensure that students residing closest to  
 714 the school are provided with an enrollment preference.

715 c. The charter school operator must serve the existing  
 716 grade levels served by the school at its current enrollment or  
 717 higher, but may, at its discretion, serve additional grade  
 718 levels.

719 d. The school district may not charge rental or leasing  
 720 fees for the existing facility or for the property normally  
 721 inventoried to the school. The school and the school district  
 722 shall agree to reasonable maintenance provisions in order to  
 723 maintain the facility in a manner similar to all other school  
 724 facilities in the school district.

725 e. The school district may not withhold an administrative

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726 fee for the provision of services identified in s.  
 727 1002.33(20)(a); or

728 3. Contract with an outside entity that has a demonstrated  
 729 record of effectiveness to provide turnaround services  
 730 identified in state board rule, which may include school  
 731 leadership, educational modalities, teacher and leadership  
 732 professional development, curriculum, operation and management  
 733 services, school-based administrative staffing, budgeting,  
 734 scheduling, other educational service provider functions, or any  
 735 combination thereof. Selection of an outside entity may include  
 736 one or a combination of the following:

737 a. An external operator, which may be a district-managed  
 738 charter school or a high-performing charter school network in  
 739 which all instructional personnel are not employees of the  
 740 school district, but are employees of an independent governing  
 741 board composed of members who did not participate in the review  
 742 or approval of the charter.

743 b. A contractual agreement that allows for a charter school  
 744 network or any of its affiliated subsidiaries to provide  
 745 individualized consultancy services tailored to address the  
 746 identified needs of one or more schools under this section.

747  
 748 A school district and outside entity under this subparagraph  
 749 must enter, at minimum, a 2-year, performance-based contract.  
 750 The contract must include school performance and growth metrics  
 751 the outside entity must meet on an annual basis. The state board  
 752 may require the school district to modify or cancel the  
 753 contract.

754 (c) Implementation of the turnaround option is no longer

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755 required if the school improves to a grade of "C" or higher,  
 756 unless the school district has already executed a charter school  
 757 turnaround contract pursuant to this section.

758 (d) If a school earning two consecutive grades of "D" or a  
 759 grade of "F" does not improve to a grade of "C" or higher after  
 760 2 school years of implementing the turnaround option selected by  
 761 the school district under paragraph (b), the school district  
 762 must implement another turnaround option. Implementation of the  
 763 turnaround option must begin the school year following the  
 764 implementation period of the existing turnaround option, unless  
 765 the state board determines that the school is likely to improve  
 766 to a grade of "C" or higher if additional time is provided to  
 767 implement the existing turnaround option.

768 (5) The state board shall adopt rules pursuant to ss.  
 769 120.536(1) and 120.54 to administer this section. The rules  
 770 shall include timelines for submission of implementation plans,  
 771 approval criteria for implementation plans, ~~and~~ timelines for  
 772 implementing intervention and support strategies, a standard  
 773 charter school turnaround contract, a standard facility lease,  
 774 and a mutual management agreement. The state board shall consult  
 775 with education stakeholders in developing the rules.

776 Section 15. Paragraph (c) of subsection (3) of section  
 777 1008.34, Florida Statutes, are amended to read:

778 1008.34 School grading system; school report cards;  
 779 district grade.—

780 (3) DESIGNATION OF SCHOOL GRADES.—

781 (c)1. The calculation of a school grade shall be based on  
 782 the percentage of points earned from the components listed in  
 783 subparagraph (b)1. and, if applicable, subparagraph (b)2. The

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784 State Board of Education shall adopt in rule a school grading  
 785 scale that sets the percentage of points needed to earn each of  
 786 the school grades listed in subsection (2). There shall be at  
 787 least five percentage points separating the percentage  
 788 thresholds needed to earn each of the school grades. The state  
 789 board shall annually review the percentage of school grades of  
 790 "A" and "B" for the school year to determine whether to adjust  
 791 the school grading scale upward for the following school year's  
 792 school grades. The first adjustment would occur no earlier than  
 793 the 2023-2024 school year. An adjustment must be made if the  
 794 percentage of schools earning a grade of "A" or "B" in the  
 795 current year represents 75 percent or more of all graded schools  
 796 within a particular school type, which consists of elementary,  
 797 middle, high, and combination. The adjustment must reset the  
 798 minimum required percentage of points for each grade of "A,"  
 799 "B," "C," or "D" at the next highest percentage ending in the  
 800 numeral 5 or 0, whichever is closest to the current percentage.  
 801 Annual reviews of the percentage of schools earning a grade of  
 802 "A" or "B" and adjustments to the required points must be  
 803 suspended when the following grading scale for a specific school  
 804 type is achieved:

805 a. Ninety percent or more of the points for a grade of "A."  
 806 b. Eighty to eighty-nine percent of the points for a grade  
 807 of "B."

808 c. Seventy to seventy-nine percent of the points for a  
 809 grade of "C."

810 d. Sixty to sixty-nine percent of the points for a grade of  
 811 "D."

812



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813 When the state board adjusts the grading scale upward, the state  
814 board must inform the public of the degree of the adjustment and  
815 its anticipated impact on school grades. Beginning in the 2024-  
816 2025 school year, any changes made by the state board to  
817 components in the school grades model or to the school grading  
818 scale shall go into effect, at the earliest, in the following  
819 school year.

820 2. The calculation of school grades may not include any  
821 provision that would raise or lower the school's grade beyond  
822 the percentage of points earned. Extra weight may not be added  
823 in the calculation of any components.

824 Section 16. Paragraph (c) of subsection (3) of section  
825 1009.21, Florida Statutes, is amended to read:

826 1009.21 Determination of resident status for tuition  
827 purposes.—Students shall be classified as residents or  
828 nonresidents for the purpose of assessing tuition in  
829 postsecondary educational programs offered by charter technical  
830 career centers or career centers operated by school districts,  
831 in Florida College System institutions, and in state  
832 universities.

833 (3)

834 (c) Each institution of higher education shall  
835 affirmatively determine that an applicant who has been granted  
836 admission to that institution as a Florida resident meets the  
837 residency requirements of this section at the time of initial  
838 enrollment. The residency determination must be documented by  
839 the submission of written or electronic verification that  
840 includes two or more of the documents identified in this  
841 paragraph, unless the document provided is the document

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842 described in sub-subparagraph 1.f., which is deemed a single,  
843 conclusive piece of evidence proving residency. No single piece  
844 of evidence shall be conclusive.

845 1. The documents must include at least one of the  
846 following:

- 847 a. A Florida voter's registration card.
- 848 b. A Florida driver license.
- 849 c. A State of Florida identification card.
- 850 d. A Florida vehicle registration.
- 851 e. Proof of a permanent home in Florida which is occupied  
852 as a primary residence by the individual or by the individual's  
853 parent if the individual is a dependent child.

854 f. An application for property tax exemption for homestead  
855 property that has been approved by a property appraiser,  
856 provided that such property has been continuously maintained as  
857 the primary residence for at least 12 months before the first  
858 day of the semester for which the resident status is being  
859 claimed ~~Proof of a homestead exemption in Florida.~~

860 g. Transcripts from a Florida high school for multiple  
861 years if the Florida high school diploma or high school  
862 equivalency diploma was earned within the last 12 months.

863 h. Proof of permanent full-time employment in Florida for  
864 at least 30 hours per week for a 12-month period.

865 2. The documents may include one or more of the following:

- 866 a. A declaration of domicile in Florida.
- 867 b. A Florida professional or occupational license.
- 868 c. Florida incorporation.
- 869 d. A document evidencing family ties in Florida.
- 870 e. Proof of membership in a Florida-based charitable or

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871 professional organization.

872 f. Any other documentation that supports the student's  
873 request for resident status, including, but not limited to,  
874 utility bills and proof of 12 consecutive months of payments; a  
875 lease agreement and proof of 12 consecutive months of payments;  
876 or an official state, federal, or court document evidencing  
877 legal ties to Florida.

878 Section 17. Paragraphs (a) through (f) of subsection (10)  
879 of section 1009.98, Florida Statutes, are amended to read:

880 1009.98 Stanley G. Tate Florida Prepaid College Program.—

881 (10) PAYMENTS ON BEHALF OF QUALIFIED BENEFICIARIES.—

882 (a) As used in this subsection, the term:

883 1. "Actuarial reserve" means the amount by which the  
884 expected value of the assets exceeds the expected value of the  
885 liabilities of the trust fund.

886 2. "Dormitory fees" means the fees included under advance  
887 payment contracts pursuant to paragraph (2) (d).

888 3. "Fiscal year" means the fiscal year of the state  
889 pursuant to s. 215.01.

890 4. "Local fees" means the fees covered by an advance  
891 payment contract provided pursuant to subparagraph (2) (b) 2.

892 5. "Tuition differential" means the fee covered by advance  
893 payment contracts sold pursuant to subparagraph (2) (b) 3. ~~The~~  
894 ~~base rate for the tuition differential fee for the 2012-2013~~  
895 ~~fiscal year is established at \$37.03 per credit hour. The base~~  
896 ~~rate for the tuition differential in subsequent years is the~~  
897 ~~amount assessed for the tuition differential for the preceding~~  
898 ~~year adjusted pursuant to subparagraph (b) 2.~~

899 (b) Effective with the 2022-2023 ~~2009-2010~~ academic year

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900 and thereafter, and notwithstanding s. 1009.24, the amount paid  
901 by the board to any state university on behalf of a qualified  
902 beneficiary of an advance payment contract whose contract was  
903 purchased before July 1, 2034 ~~2024~~, shall be:

904 1. As to registration fees, if the actuarial reserve is  
905 less than 5 percent of the expected liabilities of the trust  
906 fund, the board shall pay the state universities 5.5 percent  
907 above the amount assessed for registration fees in the preceding  
908 fiscal year. If the actuarial reserve is between 5 percent and 6  
909 percent of the expected liabilities of the trust fund, the board  
910 shall pay the state universities 6 percent above the amount  
911 assessed for registration fees in the preceding fiscal year. If  
912 the actuarial reserve is between 6 percent and 7.5 percent of  
913 the expected liabilities of the trust fund, the board shall pay  
914 the state universities 6.5 percent above the amount assessed for  
915 registration fees in the preceding fiscal year. If the actuarial  
916 reserve is equal to or greater than 7.5 percent of the expected  
917 liabilities of the trust fund, the board shall pay the state  
918 universities 7 percent above the amount assessed for  
919 registration fees in the preceding fiscal year, whichever is  
920 greater.

921 2. As to the tuition differential, if the actuarial reserve  
922 is less than 5 percent of the expected liabilities of the trust  
923 fund, the board shall pay the state universities 5.5 percent  
924 above the amount assessed ~~base rate~~ for the tuition differential  
925 fee in the preceding fiscal year. If the actuarial reserve is  
926 between 5 percent and 6 percent of the expected liabilities of  
927 the trust fund, the board shall pay the state universities 6  
928 percent above the amount assessed ~~base rate~~ for the tuition

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929 differential fee in the preceding fiscal year. If the actuarial  
 930 reserve is between 6 percent and 7.5 percent of the expected  
 931 liabilities of the trust fund, the board shall pay the state  
 932 universities 6.5 percent above the amount assessed base rate for  
 933 the tuition differential fee in the preceding fiscal year. If  
 934 the actuarial reserve is equal to or greater than 7.5 percent of  
 935 the expected liabilities of the trust fund, the board shall pay  
 936 the state universities 7 percent above the amount assessed base  
 937 ~~rate~~ for the tuition differential fee in the preceding fiscal  
 938 year.

939 3. As to local fees, the board shall pay the state  
 940 universities 5 percent above the amount assessed for local fees  
 941 in the preceding fiscal year.

942 4. As to dormitory fees, the board shall pay the state  
 943 universities 6 percent above the amount assessed for dormitory  
 944 fees in the preceding fiscal year.

945 5. Qualified beneficiaries of advance payment contracts  
 946 purchased before July 1, 2007, are exempt from paying any  
 947 tuition differential fee.

948 (c) Notwithstanding the amount assessed for registration  
 949 fees, the tuition differential, or local fees, the amount paid  
 950 by the board to any state university on behalf of a qualified  
 951 beneficiary of an advance payment contract purchased before July  
 952 1, 2034 ~~July 1, 2024~~, may not exceed 100 percent of the amount  
 953 charged by the state university for the aggregate sum of those  
 954 fees.

955 (d) Notwithstanding the amount assessed for dormitory fees,  
 956 the amount paid by the board to any state university on behalf  
 957 of a qualified beneficiary of an advance payment contract

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958 purchased before July 1, 2034 ~~July 1, 2024~~, may not exceed 100  
 959 percent of the amount charged by the state university for  
 960 dormitory fees.

961 (e) Notwithstanding the number of credit hours used by a  
 962 state university to assess the amount for registration fees,  
 963 tuition, tuition differential, or local fees, the amount paid by  
 964 the board to any state university on behalf of a qualified  
 965 beneficiary of an advance payment contract purchased before July  
 966 1, 2034 ~~July 1, 2024~~, may not exceed the number of credit hours  
 967 taken by that qualified beneficiary at the state university.

968 (f) The board shall pay state universities the actual  
 969 amount assessed in accordance with law for registration fees,  
 970 the tuition differential, local fees, and dormitory fees for  
 971 advance payment contracts purchased on or after July 1, 2034  
 972 ~~July 1, 2024~~.

973 Section 18. Subsection (5), paragraph (a) of subsection  
 974 (6), and subsection (9) of section 1012.79, Florida Statutes,  
 975 are amended to read:

976 1012.79 Education Practices Commission; organization.—  
 977 (5) The Commissioner of Education may, at his or her  
 978 discretion, appoint and remove ~~commission, by a vote of three-~~  
 979 ~~fourths of the membership, shall employ~~ an executive director,  
 980 who shall be exempt from career service. ~~The executive director~~  
 981 ~~may be dismissed by a majority vote of the membership.~~

982 (6) (a) The commission shall be assigned to the Department  
 983 of Education for administrative and fiscal accountability  
 984 purposes. The commission, in the performance of its powers and  
 985 duties, may shall not be subject to control, supervision, or  
 986 direction by the Department of Education.

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987 (9) The commission shall make such expenditures as may be  
 988 necessary in exercising its authority and powers and carrying  
 989 out its duties and responsibilities, including expenditures for  
 990 personal services, legal services ~~general counsel or access to~~  
 991 ~~counsel~~, and rent at the seat of government and elsewhere; for  
 992 books of reference, periodicals, furniture, equipment, and  
 993 supplies; and for printing and binding. The expenditures of the  
 994 commission shall be subject to the powers and duties of the  
 995 Department of Financial Services as provided in s. 17.03.

996 Section 19. Section 1012.86, Florida Statutes, is repealed.  
 997 Section 20. Subsection (19) of section 1001.64, Florida  
 998 Statutes, is amended to read:  
 999 1001.64 Florida College System institution boards of  
 1000 trustees; powers and duties.—

1001 (19) Each board of trustees shall appoint, suspend, or  
 1002 remove the president of the Florida College System institution.  
 1003 The board of trustees may appoint a search committee. The board  
 1004 of trustees shall conduct annual evaluations of the president in  
 1005 accordance with rules of the State Board of Education and submit  
 1006 such evaluations to the State Board of Education for review. The  
 1007 evaluation must address the achievement of the performance goals  
 1008 established by the accountability process implemented pursuant  
 1009 to s. 1008.45 and the performance of the president in achieving  
 1010 the annual and long-term goals and objectives ~~established in the~~  
 1011 ~~Florida College System institution's employment accountability~~  
 1012 ~~program implemented pursuant to s. 1012.86.~~

1013 Section 21. Subsection (22) of section 1001.65, Florida  
 1014 Statutes, is amended to read:  
 1015 1001.65 Florida College System institution presidents;

Page 35 of 36

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

581-02675-24 2024996c1

1016 powers and duties.—The president is the chief executive officer  
 1017 of the Florida College System institution, shall be corporate  
 1018 secretary of the Florida College System institution board of  
 1019 trustees, and is responsible for the operation and  
 1020 administration of the Florida College System institution. Each  
 1021 Florida College System institution president shall:  
 1022 ~~(22) Submit an annual employment accountability plan to the~~  
 1023 ~~Department of Education pursuant to the provisions of s.~~  
 1024 ~~1012.86.~~  
 1025 Section 22. This act shall take effect July 1, 2024.

Page 36 of 36

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



The Florida Senate

## Committee Agenda Request

**To:** Senator Keith Perry, Chair  
Appropriations Committee on Education

**Subject:** Committee Agenda Request

**Date:** January 31, 2024

---

I respectfully request that **Senate Bill #996**, relating to Education, be placed on the:

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

A handwritten signature in blue ink that reads "Danny".

---

Senator Danny Burgess  
Florida Senate, District 23

The Florida Senate

APPEARANCE RECORD

SB 996

2/8/21

Meeting Date

Bill Number or Topic

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

Appropriations Committee on Education

Committee

Amendment Barcode (if applicable)

Name

Nathan Hoffman

Phone

(217) 509-7368

Address

215 South Monroe St.

Email

nathan@afloridapromise.org

Street

Tallahassee

FL

32301

City

State

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Excel in Ed

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

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

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

S-001 (08/10/2021)

2/8/24

# The Florida Senate APPEARANCE RECORD

SB 996

Meeting Date

Ed Appropriations

Committee

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

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Cory Dowd - FL Dept of Education

Phone

Address

352 W. Gaines St.

Email

Street

Tallahassee

City

FL

State

32399

Zip

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without  
compensation or sponsorship.

I am a registered lobbyist,  
representing:

FDOE

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

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

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

S-001 (08/10/2021)

# APPEARANCE RECORD

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

2/8/24

Meeting Date

Edu Approps

Committee

994

Bill Number or Topic

497388

Amendment Barcode (if applicable)

Name

Natalie King

Phone

813 924-8218

Address

235 W Brandon Blvd #1040

Email

natalie@teamrsa.com

Street

Brandon FL 33511

City

State

Zip

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Florida Coalition of Scholarship Schools

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

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

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The Florida Senate

APPEARANCE RECORD

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2/8/24

Meeting Date

996

Bill Number or Topic

Education Appropriations

Committee

497338

Amendment Barcode (if applicable)

Name Michael Barrett

Phone (850) 205-6823

Address 201 W. Park Ave. Street

Email mbarrett@flaccb.org

Tallahassee City

FL State

32301 Zip

Speaking: [ ] For [ ] Against [ ] Information OR Waive Speaking: [x] In Support [ ] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[ ] I am appearing without compensation or sponsorship.

[x] I am a registered lobbyist, representing: Florida Conference of Catholic Bishops

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

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

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The Florida Senate

APPEARANCE RECORD

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

2/8/24

Meeting Date

996

Bill Number or Topic

Education Approps

Committee

497338

Amendment Barcode (if applicable)

Name David Cruz

Phone 701-3476

Address P.O. Box 1757

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Email DCruz@flcities.com

Tallahassee FL

City

State

32302

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Florida League of Cities

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

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

2.8.24

Meeting Date

996

Bill Number or Topic

497338

Amendment Barcode (if applicable)

Ed Approps  
Committee

Name Chris Moya

Phone 850 . 321 . 6692

Address Street

Email cmoya@joneswalker.com

City

State

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

SPARK LEARNING

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

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

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The Florida Senate

APPEARANCE RECORD

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

2/8/24

Meeting Date

Ed. Approps.

Committee

996

Bill Number or Topic

497338

Amendment Barcode (if applicable)

Name Alexis Laroe, Step Up for Students Phone

Address Street Email

Street

Tallahassee

City

FL

State

32303

Zip

Speaking: [ ] For [ ] Against [ ] Information OR Waive Speaking: [X] In Support [ ] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[ ] I am appearing without compensation or sponsorship.

[X] I am a registered lobbyist, representing:

Step Up for Students

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

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

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**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

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

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

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BILL: CS/CS/SB 1026

INTRODUCER: Appropriations Committee on Education; Education Pre-K -12 Committee; and Senator Grall and others

SUBJECT: Early Learning

DATE: February 12, 2024

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Sabitsch</u>	<u>Bouck</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	<u>Fav/CS</u>
3.	_____	_____	<u>FP</u>	_____

---

**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

CS/CS/SB 1026 provides programmatic and administrative changes to support the Voluntary Prekindergarten (VPK) and the School Readiness (SR) programs, as well as, additional support to struggling students entering kindergarten. The bill also modifies training requirements for licensed child care facility personnel. Specifically, the bill:

- Requires in-person training on cardiopulmonary resuscitation.
- Allows additional VPK instructors to qualify to be a lead instructor in the summer VPK program.
- Sets guardrails for use of progress monitoring and the use of electronic devices in VPK classrooms the SR program.
- Modifies specific areas related to VPK performance standards and accountability including the calculation methodology and timing issuance of the performance metric.
- Revises early learning standards domains to replace “self-regulation” with “executive functioning.”
- Allows early learning coalitions (ELCs) to add a law enforcement representation to coalition boards.
- Modifies allowable uses of School Readiness funding by ELCs.
- Increases the amount of administrative funding allowed for the VPK Program.
- Creates a summer bridge program for VPK students with early literacy deficiencies prior to entering kindergarten.

This bill has a significant negative fiscal impact to state government. See Section V., Fiscal Impact Statement.

The bill takes effect on July 1, 2024.

## II. Present Situation:

### Child Care Personnel

#### *Present Situation*

The child-care licensing program is a component of the services provided by the Department of Children and Families (DCF). The program is accountable for the statewide licensure of Florida's child-care facilities, specialized child-care facilities for the care of mildly ill children, large family child-care homes and licensure or registration of family day care homes. The purpose of the program is to ensure a healthy and safe environment for the children in child-care settings and to improve the quality of their care. The DCF ensures that licensing requirements are met through on-going inspections of child-care facilities and homes.<sup>1</sup>

The DCF also establishes minimum training requirements for child care personnel. The DCF has adopted the Child Care Facility Handbook to describe these requirements in detail.<sup>2</sup> The minimum standards for training must ensure that all child care personnel take an approved 40-clock-hour introductory course in child care covering the following topic areas:

- State and local rules and regulations which govern child care.
- Health, safety, and nutrition.
- Identifying and reporting child abuse and neglect.
- Child development, including typical and atypical language, cognitive, motor, social, and self-help skills development.
- Observation of developmental behaviors, including using a checklist or other similar observation tools and techniques to determine the child's developmental age level.
- Specialized areas, including computer technology for professional and classroom use and early literacy and language development of children from birth to 5 years of age, as determined by the DCF, for owner-operators and child care personnel of a child care facility.
- Developmental disabilities, including autism spectrum disorder and Down syndrome, and early identification, use of available state and local resources, classroom integration, and positive behavioral supports for children with developmental disabilities.<sup>3</sup>

The DCF is required to evaluate or contract for an evaluation to determine the status of and means to improve staff training requirements and testing procedures. The evaluation must be conducted every two years. The evaluation must include, but is not be limited to, determining:

- The availability, quality, scope, and sources of current staff training.

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<sup>1</sup> DCF, *About Child Care Licensure*, <https://www.myflfamilies.com/services/child-family/child-care/about-child-care-licensure> (last visited Jan 27, 2024).

<sup>2</sup> Florida Department of Children and Families, *Child Care Facility Handbook*, October 2021, available at [https://www.myflfamilies.com/sites/default/files/2022-12/FacilityHandbook\\_0.pdf](https://www.myflfamilies.com/sites/default/files/2022-12/FacilityHandbook_0.pdf) (last visited Feb. 9, 2024).

<sup>3</sup> Section. 402.305, F.S.

- The need for specialty training.
- Ways to increase in-service training.
- Ways to increase the accessibility, quality, and cost-effectiveness of current and proposed staff training.<sup>4</sup>

The DCF also establishes minimum standards for:

- Sanitary and safety conditions, first aid treatment, emergency procedures, and pediatric cardiopulmonary resuscitation. The minimum standards must require that at least one staff person trained in cardiopulmonary resuscitation, as evidenced by current documentation of course completion, must be present at all times that children are present.<sup>5</sup>
- Admissions and recordkeeping. Each year, each child care facility must provide parents of children enrolled in the facility detailed information regarding:
  - The causes, symptoms, and transmission of the influenza virus and the importance of immunizing their children.
  - The potential for a distracted adult to fail to drop off a child at the facility and instead leave the child in the adult's vehicle upon arrival at the adult's destination.<sup>6</sup>

### **Florida's Voluntary Prekindergarten (VPK) Program**

The VPK program prepares children for success in school and in life. Implemented in 2005, the program is a free, high-quality education program available to all four-year-old children residing in the state.<sup>7</sup> Parents of four-year-olds with birthdays from February 2 through September 1 may wait to enroll their child the following year when they are five.<sup>8</sup>

The Division of Early Learning (DEL) at the Department of Education (DOE) administers the VPK program at the state level. Data collected by the DOE show that children who participate in VPK are better prepared to enter kindergarten ready to learn. Parents can select from one of several VPK program options available from private and public providers. Providers have flexibility to structure daily hours per week to meet the required number of instructional hours: the School-Year Program is 540 instructional hours; the Summer Program is 300 instructional hours.

VPK Specialized Instructional Services is a program option available for VPK-age children with current individual educational plans (IEPs). This option allows parents of a VPK-age child to choose additional therapy services consistent with the child's IEP in lieu of attending VPK in a traditional classroom setting.

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<sup>4</sup> Section. 402.305(2), F.S.

<sup>5</sup> Section. 402.305(7), F.S.

<sup>6</sup> Section. 402.305(9), F.S.

<sup>7</sup> FLA. CONST., Art. IX, s. 1.

<sup>8</sup> FDOE, *Division of Early Learning, Annual Report 2022-2023*, available at: <https://www.fldoe.org/core/fileparse.php/20628/urlt/2223-DEL-AnnualReport.pdf> (last visited Jan. 30, 2024).

In FY 2022-2023, there were 158,408 children enrolled with 6,237 providers in Florida's VPK Program, with 97 percent of children enrolled in a school year program and three percent enrolled in a summer program.<sup>9</sup>

### **Summer Voluntary Prekindergarten (VPK) Instructor Requirements**

Since the inception of the VPK program, parents have had the option of choosing to have his or her child attend a school year or a summer VPK program. Since the 2016-2017 VPK program year, the summer program has seen declining enrollment. The program served over 5,000 children in 2016-2017 and showed a decline that was accelerated by the effects of the national health crisis (COVID-19) that began in 2020 but has yet to recover and served less than 2,500 children in the 2022-2023 summer program.<sup>10</sup>

For the summer VPK program, each public school and private prekindergarten provider must have, for each prekindergarten class, at least one prekindergarten instructor who is a certified teacher or holds a specified bachelor's or higher degree in an early education-related field.<sup>11</sup> For the VPK program, the term "certified teacher" means a teacher holding a valid Florida educator certificate under s. 1012.56 who has the qualifications required by the district school board to instruct students in the summer VPK program.<sup>12</sup>

### **VPK Performance Standards**

The DOE is required to develop and adopt performance standards for students in the VPK Program. The performance standards must address the age-appropriate progress of students in the development of required capabilities, capacities, and skills; emergent literacy skills grounded in the science of reading, including oral communication, knowledge of print and letters, phonemic and phonological awareness, vocabulary and comprehension development, and foundational background knowledge designed to correlate with the content that students will encounter in grades K-12; and mathematical thinking and early math skills. The DOE is required to review standards at least every three years.<sup>13</sup>

Each private prekindergarten provider and public school is allowed to select or design the curriculum that the provider or school uses to implement the program, except for a provider or school that fails to meet the minimum performance requirements included in the state's accountability measures. Each private prekindergarten provider's and public school's curriculum must be:

- Developmentally appropriate.
- Designed to prepare a student for early literacy and provide for instruction in early math skills.
- Develop students' background knowledge through a content-rich and sequential knowledge building early literacy curriculum.

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<sup>9</sup> *Id.*

<sup>10</sup> EDR, *Voluntary Prekindergarten Estimating Conference, Jan. 9, 2024, available at: <http://edr.state.fl.us/Content/conferences/vpk/index.cfm>* (last visited Jan. 30, 2024)

<sup>11</sup> See s. 1002.55(4)(a) or (b).

<sup>12</sup> Section 1002.61(4), F.S.

<sup>13</sup> Section 1002.67, F.S.



- Enhance the age-appropriate progress of students in attaining the performance standards adopted by the DOE.
- Support student learning gains through differentiated instruction that is measured by the coordinated screening and progress monitoring (CSPM) program.<sup>14</sup>

The DOE is required to adopt procedures for the review and approval of curricula for use by private prekindergarten providers and public schools that fail to meet performance standards.<sup>15</sup>

### **VPK Program Accountability**

VPK program accountability is in a transition period from historical VPK provider kindergarten readiness rates of which the last rates were released for the 2020-2021 program year. Future accountability measures will be based on a yet to be calculated VPK performance metric.

Each private prekindergarten provider and public school participating in the VPK Program is required to participate in the coordinated screening and progress monitoring (CSPM) program.<sup>16</sup> The CSPM program results shall be used by the DOE to identify student learning gains, index development learning outcomes upon program completion, and inform a private prekindergarten provider's and public school's performance metric. The DOE is required to adopt minimum requirements for those administering the initial and final progress monitoring or screening.

Private prekindergarten providers and public schools are required to provide a student's performance results to the student's parents within seven days after the administration of the CSPM.<sup>17</sup>

Each private prekindergarten provider and public school is required to participate in a program assessment of each voluntary prekindergarten education classroom. The program assessment measures the quality of teacher-child interactions, including emotional support, classroom organization, and instructional support for children ages three to five years. The DOE is required to report the results of the program assessment for each classroom within 14 days after the observation. Early learning coalitions (ELCs) are responsible for the administration of the program assessments.<sup>18</sup>

Beginning with the 2023-2024 program year,<sup>19</sup> the DOE is required to adopt a methodology for calculating each private prekindergarten provider's and public school provider's performance metric, which must be based on a combination of the following:

- Program assessment composite scores which must be weighted at no less than 50 percent.
- Learning gains from the initial and final administration of the CSPM.
- Norm-referenced developmental learning outcomes from the CSPM.<sup>20</sup>

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<sup>14</sup> Section 1002.67(2), F.S.

<sup>15</sup> *Id.*

<sup>16</sup> Section 1002.68(1), F.S.

<sup>17</sup> *Id.*

<sup>18</sup> Section 1002.68(2), F.S.

<sup>19</sup> The program year was changed by ch. 2023-240, s. 5, Laws of Fla., and will revert to the 2022-2023 program year on June 30, 2023, unless acted upon by the Legislature.

<sup>20</sup> Section 1002.68(4), F.S.

The program assessment composite score and performance metric are required to be calculated for each private prekindergarten or public school site. The scores of the performance metric are required to produce profiles which include the following designations: “unsatisfactory,” “emerging proficiency,” “proficient,” “highly proficient,” and “excellent” or comparable terminology. They may not include letter grades.<sup>21</sup>

The DOE is required to annually calculate each private prekindergarten provider’s and public school’s performance metric. Beginning with the 2024-2025 program year, each private prekindergarten provider or public school will be assigned a designation within 45 days after the conclusion of the school-year program or the summer program. A private prekindergarten provider or public school designated “proficient,” “highly proficient,” or “excellent” demonstrates the provider’s or school’s satisfactory delivery of the VPK program. The designations are required to be displayed in the early learning provider performance profiles.<sup>22</sup>

If a private prekindergarten provider’s or public school’s performance metric or designation falls below the minimum performance metric or designation, the ELC is required to place the provider or school on probation. Each provider or school placed on probation is required to submit to the ELC for approval an improvement plan that includes implementation of and approved curriculum and an approved staff development plan. A provider placed on probation remains in that status until the provider has earned a satisfactory performance metric or designation.<sup>23</sup>

A private prekindergarten provider or public school that remains on probation for two consecutive years and subsequently fails to meet the minimum performance metric or designation is subject to removal from eligibility to deliver the VPK program and receive state funds for the program for a period of at least two years but no more than five years.<sup>24</sup> A private prekindergarten provider or public school may request and receive a good cause exemption in order to remain eligible for the VPK program based on certain criteria including health and safety standards. Exemptions are valid for one year but may be renewed.<sup>25</sup>

### **Administrative Funding for the VPK Program**

Administrative expenditures for the VPK program must be kept to the minimum necessary for efficient and effective administration of the program. Policies and procedures, to the maximum extent practicable, are required to incorporate the use of automation and electronic submission of forms, including those required for child eligibility and enrollment, provider and class registration, and monthly certification of attendance for payment. Florida’s 30 ELCs are allowed to retain and expend no more than 4.0 percent of the funds paid by the coalition to private prekindergarten providers and public schools for the VPK program. The funds retained by an early learning coalition can only be used only for administering the VPK program and cannot be used for the school readiness program or other programs.<sup>26</sup>

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<sup>21</sup> *Id.*

<sup>22</sup> *Id.*

<sup>23</sup> Section 1002.68(5), F.S.

<sup>24</sup> Section 1002.68(5)(c), F.S.

<sup>25</sup> Section 1002.68(6), F.S.

<sup>26</sup> Section 1002.71(7), F.S.

In 2022-2023, Florida's 30 ELCs administered the VPK program to 158,408 children enrolled in 6,237 private and public providers. For the same year, direct expenditures totaled \$396,563,661 and ELCs collectively withheld \$13,907,380 in total administrative expenditures or 3.51 percent of expenditures. The ELC of Northwest Florida withheld the lowest percentage at 2.3 percent while the ELC of Marion County withheld the highest percentage at 4.51 percent.<sup>27</sup> All but seven ELCs withheld less than the 4.0 percent allowed in statute.

At the inception of the VPK program, ELCs were allowed to retain 5.0 percent in administrative expenses for the 2005-2006 program year.<sup>28</sup> In 2009 the percentage was dropped to 4.85 percent effective for the 2008-2009 program year.<sup>29</sup> For the 2020-2011 program year the percentage was reduced again to 4.5 percent.<sup>30</sup> Finally, in 2011 the percentage was further reduced to 4.0 percent for the 2011-2012 program year, where it has remained until present.<sup>31</sup>

### **Florida Early Learning Standards**

The DOE is required to monitor the alignment and consistency of the standards and benchmarks developed and adopted that address the age-appropriate progress of children in the development of the skills needed to be successful in school. The standards for children from birth to kindergarten entry in the school readiness program are required to be aligned with the performance standards adopted for children in the VPK program. Statute requires the standards to address the following domains:

- Approaches to learning.
- Cognitive development and general knowledge.
- Numeracy, language, and communication.
- Physical development.
- Self-regulation.<sup>32</sup>

### **Early Learning Coalition Governance**

Florida statutes authorize 30 or fewer early learning coalitions (ELC) which are established to maintain direct services for VPK and school readiness (SR) programs at the local level and provide services in all 67 counties. Each ELC must have at least 15 members but not more than 30 members. The Governor appoints the chair and two other members of each ELC, who must each meet certain qualifications.

Each ELC must include the following member positions:

- A Department of Children and Families regional administrator.
- A district superintendent of schools.
- A local workforce development board executive director.

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<sup>27</sup> FDOE, *Division of Early Learning, Annual Report 2023-2023*, available at: <https://www.fdoe.org/core/fileparse.php/20628/urlt/2223-DEL-AnnualReport.pdf>. (Last visited Jan. 30, 2024)

<sup>28</sup> Chapter 2004-484, s. 1, Laws of Florida

<sup>29</sup> Chapter 2009-3, s. 7, Laws of Fla.

<sup>30</sup> Chapter 2010-154, s. 10, Laws of Fla.

<sup>31</sup> Chapter 2011-55, s. 13, Laws of Fla.

<sup>32</sup> Section 1002.82(2), F.S.

- A children's services council or juvenile welfare board chair or executive director from each county, if applicable.
- A Department of Children and Families child care regulation representative or an agency head of a local licensing agency.
- A president of a Florida College System institution.
- One member appointed by a board of county commissioners or the governing board of a municipality.
- A Head Start director.
- A representative of private for-profit child care providers, including private for-profit family day care homes.
- A representative of faith-based child care providers.
- A representative of programs for children with disabilities.

An ELC may appoint additional members who must be private sector business members, either for-profit or nonprofit with certain criteria.<sup>33</sup>

### **School Readiness Program Provider Standards**

Florida's School Readiness (SR) program offers low-income families financial assistance to facilitate access to high-quality child care and early education for their children while parents work or participate in job training. The Division of Early Learning (DEL) administers the program at the state level while the ELCs administer the SR program at the county and regional levels. In fiscal year 2022-2023, there were 209,986 children enrolled with 6,790 early learning providers in Florida's SR program.<sup>34</sup>

In order to be eligible to deliver the SR program, each school provider is required to:

- Meet requirements regarding licensing.
- Provide instruction and activities to enhance the age-appropriate progress of each child in attaining approved standards.
- Provide basic health and safety in the premises and facilities and maintain compliance with requirements for age-appropriate immunizations of children enrolled in SR.
- Provide an appropriate group size and staff-to-children ration.
- Employ child care personnel who have satisfied the screening requirements.
- Implement one of the curricula approved by the department that meets the child development standards.
- Implement a character development program.
- Participate in the program assessment.
- Collaborate with the respective ELC to complete initial screening to identify a child who may need individualized supports.
- Implement minimum standards for child discipline practices that are age-appropriate and consistent with the requirements.

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<sup>33</sup> Section 1002.83, F.S.

<sup>34</sup> FDOE, *Division of Early Learning, Annual Report 2023-2023*, available at: <https://www.fldoe.org/core/fileparse.php/20628/urlt/2223-DEL-AnnualReport.pdf> (Last visited Feb. 9, 2024).

- Obtain and keep on file records of the child immunizations, physical development, and other health requirements.
- Implement before-school or after-school programs that meet or exceed requirements.
- Maintain general liability insurance.
- Obtain and maintain any required workers' compensation insurance.
- Execute the standard statewide provider contract.
- Operate on a full-time basis to meet the needs of parents who work.
- Collect all parent copayments.<sup>35</sup>

### **School Readiness Program Funding**

Funding comes from four sources; the Child Care and Development Block Grant, the Temporary Assistance for Needy Families Block Grant, the Social Services Block Grant, and the State of Florida. The program's two main goals are to help families become financially self-sufficient and help each child from a qualifying family develop school readiness skills.<sup>36</sup>

Costs for the School Readiness (SR) program must be kept to the minimum necessary for the efficient and effective administration of the SR program with the highest priority of expenditure being direct services for eligible children. No more than five percent of the funds allocated in the General Appropriations Act may be used for administrative costs and no more than 22 percent of the funds allocated may be used in any fiscal year for any combination of administrative costs, quality activities, and nondirect services.

Non-direct services include:

- Administrative costs as described in 45 C.F.R. s. 98.54.
- Activities to improve the quality of child care as described in 45 C.F.R. s. 98.53, limited to the following:
- Developing, establishing, expanding, operating, and coordinating resource and referral programs.
- Awarding grants and providing financial support to school readiness program providers and their staff to assist them in meeting applicable state requirements for the program assessment, child care performance standards, implementing developmentally appropriate curricula and related classroom resources that support curricula, providing literacy supports, and providing continued professional development and training.
- Providing training, technical assistance, and financial support to school readiness program providers, staff, and parents on standards, child screenings, child assessments, child development research and best practices, developmentally appropriate curricula, character development, teacher-child interactions, age-appropriate discipline practices, health and safety, nutrition, first aid, cardiopulmonary resuscitation, the recognition of communicable diseases, and child abuse detection, prevention, and reporting.
- Providing adequate funding for infants and toddlers as necessary to meet federal requirements related to expenditures for quality activities for infant and toddler care.

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<sup>35</sup> Section 1002.88, F.S.

<sup>36</sup> FDOE, *Division of Early Learning, Annual Report 2023-2023*, available at: <https://www.fldoe.org/core/fileparse.php/20628/urlt/2223-DEL-AnnualReport.pdf> (Last visited Jan. 31, 2024)

- Improving the monitoring of compliance with, and enforcement of, applicable state and local requirements as described in and limited by 45 C.F.R. s. 98.40.
- Responding to Warm-Line requests by providers and parents, including providing developmental and health screenings to school readiness program children.<sup>37</sup>

### **Instructional Support for Early Literacy**

A VPK program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the final CSPM must be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A prekindergarten student with an individual education plan who has been retained and has demonstrated a substantial deficiency in early literacy skills is required to receive instruction in early literacy skills.<sup>38</sup>

## **III. Effect of Proposed Changes:**

### **Child Care Personnel**

**Section 1** modifies s. 402.305, F.S., to require at least one individual who has been trained in-person on cardiopulmonary resuscitation be present at the child care facility during any time children are present.

### **Summer Voluntary Prekindergarten (VPK) Instructor Requirements**

**Section 2** modifies s. 1002.61, F.S., to allow an instructor who has completed a child development associate or a credential approved by the Department of Children and Families as being equivalent to a child development associate to be the lead voluntary prekindergarten (VPK) instructor in a summer program, provided the individual has completed the early literacy micro-credential program. This modification may increase the number of available candidates that can be the lead instructor in summer VPK classrooms.

### **VPK Performance Standards**

**Section 3** modifies s. 1002.67, F.S., to prohibit a VPK provider from using the Coordinated Screening and Progress Monitoring (CSPM) program or, another progress monitoring program for direct student instruction. The bill limits the allowable “screen time” a student may be engaged in during the VPK instructional hours to 10 percent of the instructional hours in any given day and provides examples of such devices. The provision requires that any such allowable screen time directly involve activities related to the VPK standards. The prohibition is intended to avoid inappropriate use of the CSPM or other progress monitoring programs and limit the use of screen time in VPK classrooms.

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<sup>37</sup> Section 1002.89(4), F.S.

<sup>38</sup> Section 1008.25(5), F.S.

## VPK Program Accountability

**Section 4** The bill modifies the health and safety standards under which a provider cannot be granted a good cause exemption based on failing to meet the minimum performance metric score or designation for three consecutive years. The bill changes the standard from two or more Class II violations within the past two years to three or more of the same Class II violations.

**Section 5** modifies s. 1002.68, F.S., to change the program year that the Department of Education (DOE) is required to adopt a methodology for calculation of the performance metric to the 2023-2024 program year, and changes the program year to issue the performance metric designation to VPK programs to the 2024-2025 program year.<sup>39</sup>

The bill restores a provision of law removed in 2023<sup>40</sup> regarding the accountability measures for the VPK program related to the program assessment.

## Administrative Funding for the VPK Program

**Section 6** modifies s. 1002.71, F.S., to increase from four percent to five percent the amount of funds paid to private prekindergarten providers and public schools for the VPK program each ELC may retain and expend for administrative purposes.

## Florida Early Learning Standards

**Section 7** modifies s. 1002.82, F.S., to change the “self-regulation” domain in the early learning standards (birth to kindergarten) to “executive functioning.”<sup>41</sup>

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<sup>41</sup> Executive function skills are the attention-regulation skills that make it possible to sustain attention, keep goals and information in mind, refrain from responding immediately, resist distraction, tolerate frustration, consider the consequences of different behaviors, reflect on past experiences, and plan for the future. Zelazo, P.D., Blair, C.B., and Willoughby, M.T. (2016). *Executive Function: Implications for Education* (NCER 2017-2000) Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education, available at <https://ies.ed.gov/ncer/pubs/20172000/pdf/20172000.pdf>, at 1 (Last visited Jan. 31, 2024).

<sup>41</sup> Executive function skills are the attention-regulation skills that make it possible to sustain attention, keep goals and information in mind, refrain from responding immediately, resist distraction, tolerate frustration, consider the consequences of different behaviors, reflect on past experiences, and plan for the future. Zelazo, P.D., Blair, C.B., and Willoughby, M.T. (2016). *Executive Function: Implications for Education* (NCER 2017-2000) Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education, available at <https://ies.ed.gov/ncer/pubs/20172000/pdf/20172000.pdf>, at 1 (Last visited Jan. 31, 2024).

<sup>41</sup> Executive function skills are the attention-regulation skills that make it possible to sustain attention, keep goals and information in mind, refrain from responding immediately, resist distraction, tolerate frustration, consider the consequences of different behaviors, reflect on past experiences, and plan for the future. Zelazo, P.D., Blair, C.B., and Willoughby, M.T. (2016). *Executive Function: Implications for Education* (NCER 2017-2000) Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education, available at <https://ies.ed.gov/ncer/pubs/20172000/pdf/20172000.pdf>, at 1 (Last visited Jan. 31, 2024).

### **Early Learning Coalition Governance**

**Section 8** modifies s. 1002.83, F.S., to allow each ELC to appoint an additional public sector board member in order to include a representative of local law enforcement.

### **School Readiness Provider Program Standards**

**Section 9** modifies s. 1008.88, F.S., to require an SR provider to prohibit a child from birth to the beginning of the year the child is eligible for admission to kindergarten from being engaged in individual screen time for direction instruction in the SR program. Under the bill, a screen includes, but is not limited to, a television, a computer, a tablet, a virtual reality device, a mobile phone, or a gaming console.

### **School Readiness Program Funding**

**Section 10** modifies s. 1002.89, F.S., to add activities to improve the quality of child care that each ELC can use SR program funds. For grants and providing financial support, the bill adds:

- Resources that support parent engagement, rather than curricula.
- Professional development through the Teacher Education and Compensation Helps (TEACH) scholarship program.
- Training aligned to the early learning professional development standards and career pathways by July 1, 2026.
- Reimbursement for background screening and in-person training on cardiopulmonary resuscitation.

The bill removes from the list of specified allowable activities to improve the quality of child care activities associated with providing training, technical assistance, and financial support to SR program providers, staff, and parents on:

- Standards, child screenings, and child assessments.
- Child development research and best practices.
- Developmentally appropriate curricula and character development.
- Age appropriate discipline practices.
- Teacher-child interactions.
- Health and safety, including nutrition, first aid, cardiopulmonary resuscitation, recognition of communicable diseases, and child abuse detection, prevention and reporting.

### **Instructional Support for Early Literacy**

**Section 11** modifies s. 1008.25, F.S., to create, subject to legislative appropriation, a summer bridge program for VPK students who have attended at least 80 percent of the school year VPK program and have a substantial deficiency in early literacy under specified performance standards and have scored below the 20<sup>th</sup> percentile on the final administration of the CSPM. Students identified are eligible to receive early instructional support services that meet the requirements established by DOE and consisting of no more than four hours of instruction per day for a minimum of 100 total program hours.

The bill takes effect on July 1, 2024.



**IV. Constitutional Issues:**

## A. Municipality/County Mandates Restrictions:

None.

## B. Public Records/Open Meetings Issues:

None.

## C. Trust Funds Restrictions:

None.

## D. State Tax or Fee Increases:

None.

## E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

## A. Tax/Fee Issues:

None.

## B. Private Sector Impact:

None.

## C. Government Sector Impact:

The bill has a significant, negative fiscal impact to general revenue, for the increase from four to five percent for administrative costs from the VPK program for Early Learning Coalitions. The cost is estimated at \$4.2 million.

This bill will have a negative fiscal impact related to reimbursement for background screening, as well as professional development and cardiopulmonary resuscitation training through the TEACH Scholarship Program. The fiscal impact is indeterminate.

The Summer Bridge program is subject to appropriation, therefore, does not have a fiscal impact.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 402.305, 1002.61, 1002.67, 1002.68, 1002.71, 1002.82, 1002.83, 1002.88, 1002.89, and 1008.25.

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

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

**CS/CS by Appropriations Committee on Education on February 8, 2024:**

The committee substitute:

Adds to the bill:

- A requirement under child care licensing that requires that at least one staff member that has had in-person training in CPR to be present that all times that children are present.
- A provision that prohibits “screen time” in the School Readiness program for children from birth to when the child is eligible for entry into kindergarten.
- Provisions related to the timeline for development of the methodology and issuance of the VPK performance metric.

Removes from the bill:

- The provision related to an alternate calculation of the VPK program assessment scores.

Modifies:

- The provision that expands eligibility for Summer VPK instructors to allow individuals with a Child Development Associate (CDA) to be the lead instructor if the instructor has completed the early literacy micro-credential. Removes the provision that would allow an individual with a CDA to be the lead instructor if the instructor had an instructional support score of 3 or higher on the program assessment (CLASS).
- The provision that prohibits the use of the Coordinated Screening and Progress Monitoring (CSPM) assessment or other progress monitoring program for direct instruction, and provides limitation a limitation on screen time for the VPK instructional day. Provides examples of the screen time devices and requires that screen time involve activities related to VPK standards.
- The provision for qualified federal expenditures an ELC is permitted to offer to improve the quality of care for SR, including training on cardiopulmonary resuscitation and Teacher Education and Compensation Helps (TEACH) Scholarship program.
- The provision for a summer bridge program is limited to no more than four hours of instruction per day for a minimum of 100 total hours.

**CS by Education Pre-K - 12 on January 17, 2024:**

The committee substitute:

- Restores a provision of law removed in 2023 related to Voluntary Prekindergarten (VPK) provider accountability.
- Removes a reference to the evidence-based reading instruction allocation that was eliminated in 2023.
- Makes the funding for the summer bridge program created in the bill subject to legislative appropriation.
- Clarifies prohibitions on use of electronic devices for direct student instruction in the VPK program and provides a definition for “electronic devices.”

**B. Amendments:**

None.



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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/09/2024	.	
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The Appropriations Committee on Education (Grall) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Paragraph (a) of subsection (7) of section 402.305, Florida Statutes, is amended to read:

402.305 Licensing standards; child care facilities.—

(7) SANITATION AND SAFETY.—

(a) Minimum standards shall include requirements for sanitary and safety conditions, first aid treatment, emergency



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11 procedures, and pediatric cardiopulmonary resuscitation. The  
12 minimum standards shall require that at least one staff person  
13 trained in person in cardiopulmonary resuscitation, as evidenced  
14 by current documentation of course completion, must be present  
15 at all times that children are present.

16 Section 2. Subsection (4) of section 1002.61, Florida  
17 Statutes, is amended to read:

18 1002.61 Summer prekindergarten program delivered by public  
19 schools and private prekindergarten providers.—

20 (4) Notwithstanding ss. 1002.55(3)(c)1. and 1002.63(4),  
21 each public school and private prekindergarten provider must  
22 have, for each prekindergarten class, at least one  
23 prekindergarten instructor who is a certified teacher or holds  
24 one of the educational credentials specified in s. 1002.55(4)(a)  
25 or (b), or an educational credential specified in s.

26 1002.55(3)(c)1. as long as the instructor has completed the  
27 early literacy micro-credential program under s. 1003.485. As  
28 used in this subsection, the term "certified teacher" means a  
29 teacher holding a valid Florida educator certificate under s.  
30 1012.56 who has the qualifications required by the district  
31 school board to instruct students in the summer prekindergarten  
32 program. In selecting instructional staff for the summer  
33 prekindergarten program, each school district shall give  
34 priority to teachers who have experience or coursework in early  
35 childhood education and have completed emergent literacy and  
36 performance standards courses, as provided for in s.  
37 1002.55(3)(c)2.

38 Section 3. Paragraph (b) of subsection (2) of section  
39 1002.67, Florida Statutes, is amended to read:



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40 1002.67 Performance standards and curricula.—

41 (2)

42 (b) Each private prekindergarten provider's and public  
43 school's curriculum must be developmentally appropriate and  
44 must:

45 1. Be designed to prepare a student for early literacy and  
46 provide for instruction in early math skills;

47 2. Develop students' background knowledge through a  
48 content-rich and sequential knowledge building early literacy  
49 curriculum;

50 3. Enhance the age-appropriate progress of students in  
51 attaining the performance standards adopted by the department  
52 under subsection (1); and

53 4. Support student learning gains through differentiated  
54 instruction that must ~~shall~~ be measured by the coordinated  
55 screening and progress monitoring program under s. 1008.25(9). A  
56 private prekindergarten provider's or public school's curriculum  
57 may not use the coordinated screening and progress monitoring  
58 program or any other progress monitoring program for direct  
59 student instruction. A private prekindergarten provider or  
60 public school may not allow any student during the approved  
61 Voluntary Prekindergarten Education Program hours to be  
62 individually engaged for direct instruction in viewing an  
63 electronic screen, commonly known as screen time, for more than  
64 10 percent of the instructional day. As used in this  
65 subparagraph, the term "screen" includes, but is not limited to,  
66 a television, a computer, a tablet, a virtual reality device, a  
67 mobile phone, or a gaming console. Any such screen time must  
68 involve activities directly related to the Voluntary



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69 Prekindergarten Education Program standards. This limitation  
70 does not include administration of the coordinated screening and  
71 progress monitoring system as required under s. 1008.25(9).

72 Section 4. Paragraph (d) of subsection (6) of section  
73 1002.68, Florida Statutes, is amended to read:

74 1002.68 Voluntary Prekindergarten Education Program  
75 accountability.-

76 (6)

77 (d) A good cause exemption may not be granted to any  
78 private prekindergarten provider or public school that has any  
79 class I violations or three ~~two~~ or more of the same class II  
80 violations, as defined by rule of the Department of Children and  
81 Families, within the 2 years preceding the provider's or  
82 school's request for the exemption.

83 Section 5. Subsection (7) of section 1002.71, Florida  
84 Statutes, is amended to read:

85 1002.71 Funding; financial and attendance reporting.-

86 (7) The department shall require that administrative  
87 expenditures be kept to the minimum necessary for efficient and  
88 effective administration of the Voluntary Prekindergarten  
89 Education Program. Administrative policies and procedures shall  
90 be revised, to the maximum extent practicable, to incorporate  
91 the use of automation and electronic submission of forms,  
92 including those required for child eligibility and enrollment,  
93 provider and class registration, and monthly certification of  
94 attendance for payment. A school district may use its automated  
95 daily attendance reporting system for the purpose of  
96 transmitting attendance records to the early learning coalition  
97 in a mutually agreed-upon format. In addition, actions shall be



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98 taken to reduce paperwork, eliminate the duplication of reports,  
99 and eliminate other duplicative activities. Each early learning  
100 coalition may retain and expend no more than 5 ~~4.0~~ percent of  
101 the funds paid by the coalition to private prekindergarten  
102 providers and public schools under paragraph (5) (b). Funds  
103 retained by an early learning coalition under this subsection  
104 may be used only for administering the Voluntary Prekindergarten  
105 Education Program and may not be used for the school readiness  
106 program or other programs.

107 Section 6. Paragraph (j) of subsection (2) of section  
108 1002.82, Florida Statutes, is amended to read:

109 1002.82 Department of Education; powers and duties.—

110 (2) The department shall:

111 (j) Monitor the alignment and consistency of the standards  
112 and benchmarks developed and adopted by the department that  
113 address the age-appropriate progress of children in the  
114 development of school readiness skills. The standards for  
115 children from birth to kindergarten entry in the school  
116 readiness program must be aligned with the performance standards  
117 adopted for children in the Voluntary Prekindergarten Education  
118 Program and must address the following domains:

- 119 1. Approaches to learning.
- 120 2. Cognitive development and general knowledge.
- 121 3. Numeracy, language, and communication.
- 122 4. Physical development.
- 123 5. Executive functioning ~~Self-regulation~~.

124 Section 7. Present subsections (5) through (16) of section  
125 1002.83, Florida Statutes, are redesignated as subsections (6)  
126 through (17), respectively, a new subsection (5) is added to





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127 that section, and subsection (3) of that section is amended, to  
128 read:

129 1002.83 Early learning coalitions.—

130 (3) The Governor shall appoint the chair and two other  
131 members of each early learning coalition, who must each meet the  
132 qualifications of a private sector business member under  
133 subsection (7) ~~(6)~~. In the absence of a governor-appointed  
134 chair, the Commissioner of Education may appoint an interim  
135 chair from the current early learning coalition board  
136 membership.

137 (5) Each early learning coalition may choose to appoint an  
138 additional public sector board member in order to include a  
139 representative of local law enforcement.

140 Section 8. Present paragraphs (h) through (s) of subsection  
141 (1) of section 1002.88, Florida Statutes, are redesignated as  
142 paragraphs (i) through (t), respectively, a new paragraph (h) is  
143 added to that subsection, and present paragraphs (n) and (p) of  
144 that subsection are amended, to read:

145 1002.88 School readiness program provider standards;  
146 eligibility to deliver the school readiness program.—

147 (1) To be eligible to deliver the school readiness program,  
148 a school readiness program provider must:

149 (h) Prohibit a child from birth to the beginning of the  
150 school year for which the child is eligible for admission to  
151 kindergarten in public school under s. 1003.21(1)(a) to be  
152 individually engaged for direct instruction in viewing an  
153 electronic screen, commonly known as screen time. As used in  
154 this subparagraph, the term "screen" includes, but is not  
155 limited to, a television, a computer, a tablet, a virtual



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156 reality device, a mobile phone, or a gaming console.

157 (o)~~(n)~~ For a provider that is an informal provider, comply  
158 with the provisions of paragraph (n) ~~(m)~~ or maintain homeowner's  
159 liability insurance and, if applicable, a business rider. If an  
160 informal provider chooses to maintain a homeowner's policy, the  
161 provider must obtain and retain a homeowner's insurance policy  
162 that provides a minimum of \$100,000 of coverage per occurrence  
163 and a minimum of \$300,000 general aggregate coverage. The  
164 department may authorize lower limits upon request, as  
165 appropriate. An informal provider must add the coalition as a  
166 named certificateholder and as an additional insured. An  
167 informal provider must provide the coalition with a minimum of  
168 10 calendar days' advance written notice of cancellation of or  
169 changes to coverage. The general liability insurance required by  
170 this paragraph must remain in full force and effect for the  
171 entire period of the provider's contract with the coalition.

172 (q)~~(p)~~ Notwithstanding paragraph (n) ~~(m)~~, for a provider  
173 that is a state agency or a subdivision thereof, as defined in  
174 s. 768.28(2), agree to notify the coalition of any additional  
175 liability coverage maintained by the provider in addition to  
176 that otherwise established under s. 768.28. The provider shall  
177 indemnify the coalition to the extent permitted by s. 768.28.  
178 Notwithstanding paragraph (n) ~~(m)~~, for a child development  
179 program that is accredited by a national accrediting body and  
180 operates on a military installation that is certified by the  
181 United States Department of Defense, the provider may  
182 demonstrate liability coverage by affirming that it is subject  
183 to the Federal Tort Claims Act, 28 U.S.C. ss. 2671 et seq.

184 Section 9. Subsection (4) of section 1002.89, Florida



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185 Statutes, is amended to read:

186 1002.89 School readiness program; funding.—

187 (4) COST REQUIREMENTS.—Costs shall be kept to the minimum  
188 necessary for the efficient and effective administration of the  
189 school readiness program with the highest priority of  
190 expenditure being direct services for eligible children.

191 However, no more than 5 percent of the funds allocated in  
192 paragraph (1)(a) may be used for administrative costs and no  
193 more than 22 percent of the funds allocated in paragraph (1)(a)  
194 may be used in any fiscal year for any combination of  
195 administrative costs, quality activities, and nondirect services  
196 as follows:

197 (a) Administrative costs as described in 45 C.F.R. s.  
198 98.54, which shall include monitoring providers using the  
199 standard methodology adopted under s. 1002.82 to improve  
200 compliance with state and federal regulations and law pursuant  
201 to the requirements of the statewide provider contract adopted  
202 under s. 1002.82(2)(m).

203 (b) Activities to improve the quality of child care as  
204 described in 45 C.F.R. s. 98.53, which shall be limited to the  
205 following:

206 1. Developing, establishing, expanding, operating, and  
207 coordinating resource and referral programs specifically related  
208 to the provision of comprehensive consumer education to parents  
209 and the public to promote informed child care choices specified  
210 in 45 C.F.R. s. 98.33.

211 2. Awarding grants and providing financial support to  
212 school readiness program providers and their staff to assist  
213 them in meeting applicable state requirements for the program



214 assessment required under s. 1002.82(2)(n), child care  
215 performance standards, implementing developmentally appropriate  
216 curricula and related classroom resources that support parent  
217 engagement curricula, ~~providing~~ literacy supports, ~~and~~ providing  
218 continued professional development through the Teacher Education  
219 and Compensation Helps (TEACH) Scholarship Program under s.  
220 1002.95 and training aligned to the early learning professional  
221 development standards and career pathways under s. 1002.995, and  
222 reimbursement for background screenings and training. Any grants  
223 awarded pursuant to this subparagraph must ~~shall~~ comply with ss.  
224 215.971 and 287.058.

225 3. Providing professional development through:  
226 a. The TEACH Scholarship Program under s. 1002.95, if  
227 annual state funding has been exhausted.  
228 b. By July 1, 2026, training aligned with the early  
229 learning professional development standards and career pathways  
230 under s. 1002.995.

231 c. Training on cardiopulmonary resuscitation, which  
232 training must be delivered in person ~~training, technical~~  
233 ~~assistance, and financial support to school readiness program~~  
234 ~~providers, staff, and parents on standards, child screenings,~~  
235 ~~child assessments, child development research and best~~  
236 ~~practices, developmentally appropriate curricula, character~~  
237 ~~development, teacher-child interactions, age-appropriate~~  
238 ~~discipline practices, health and safety, nutrition, first aid,~~  
239 ~~cardiopulmonary resuscitation, the recognition of communicable~~  
240 ~~diseases, and child abuse detection, prevention, and reporting.~~

241 4. Providing, from among the funds provided for the  
242 activities described in subparagraphs 1.-3., adequate funding



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243 for infants and toddlers as necessary to meet federal  
244 requirements related to expenditures for quality activities for  
245 infant and toddler care.

246 5. Improving the monitoring of compliance with, and  
247 enforcement of, applicable state and local requirements as  
248 described in and limited by 45 C.F.R. s. 98.40.

249 6. Responding to Warm-Line requests by providers and  
250 parents, including providing developmental and health screenings  
251 to school readiness program children.

252 (c) Nondirect services as described in applicable Office of  
253 Management and Budget instructions are those services not  
254 defined as administrative, direct, or quality services that are  
255 required to administer the school readiness program. Such  
256 services include, but are not limited to:

257 1. Assisting families to complete the required application  
258 and eligibility documentation.

259 2. Determining child and family eligibility.

260 3. Recruiting eligible child care providers.

261 4. Processing and tracking attendance records.

262 5. Developing and maintaining a statewide child care  
263 information system.

264  
265 As used in this paragraph, the term "nondirect services" does  
266 not include payments to school readiness program providers for  
267 direct services provided to children who are eligible under s.  
268 1002.87, administrative costs as described in paragraph (a), or  
269 quality activities as described in paragraph (b).

270 Section 10. Paragraph (b) of subsection (5) of section  
271 1008.25, Florida Statutes, is amended to read:



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272 1008.25 Public school student progression; student support;  
273 coordinated screening and progress monitoring; reporting  
274 requirements.—

275 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

276 (b) Subject to legislative appropriation, a Voluntary  
277 Prekindergarten Education Program student who has attended at  
278 least 80 percent of the school year program and who exhibits a  
279 substantial deficiency in early literacy skills as identified by  
280 the performance standards adopted under s. 1002.67(1)(a) and  
281 scores below the 20th percentile on based upon the results of  
282 the administration of the final administration of the  
283 coordinated screening and progress monitoring under subsection  
284 (9) ~~is shall be referred to the local school district and may be~~  
285 eligible to receive early literacy instructional support through  
286 a summer bridge program the summer instruction in early literacy  
287 ~~skills~~ before participating in kindergarten. The summer bridge  
288 program must meet the requirements adopted by the department and  
289 consist of no more than 4 hours of instruction per day for a  
290 minimum of 100 total hours ~~A student with an individual~~  
291 ~~education plan who has been retained pursuant to paragraph~~  
292 ~~(2)(g) and has demonstrated a substantial deficiency in early~~  
293 ~~literacy skills must receive instruction in early literacy~~  
294 ~~skills.~~

295 Section 11. This act shall take effect July 1, 2024.

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

297 And the title is amended as follows:

298 Delete everything before the enacting clause  
299 and insert:

300 A bill to be entitled



301 An act relating to early learning; amending s.  
302 402.305, F.S.; requiring that at least one staff  
303 person receive in-person cardiopulmonary resuscitation  
304 training; amending s. 1002.61, F.S.; revising  
305 requirements for prekindergarten instructors; amending  
306 s. 1002.67, F.S.; providing that private  
307 prekindergarten provider or public school curricula  
308 may not use a certain coordinated screening and  
309 progress monitoring program or other specified methods  
310 for direct student instruction; limiting the  
311 percentage of the instructional day during which a  
312 private prekindergarten provider or public school may  
313 allow students to be individually engaged for direct  
314 instruction in viewing an electronic screen; defining  
315 the term "screen"; requiring that such time involve  
316 certain activities; providing that the limitation does  
317 not include the required administration of the  
318 screening and monitoring system; amending s. 1002.68,  
319 F.S.; revising circumstances under which a good cause  
320 exemption may not be granted; amending s. 1002.71,  
321 F.S.; revising the percentage of funds that an early  
322 learning coalition may retain and expend; amending s.  
323 1002.82, F.S.; revising the performance standards  
324 adopted by the Department of Education relating to the  
325 Voluntary Prekindergarten Education Program; amending  
326 s. 1002.83, F.S.; authorizing an early learning  
327 coalition to appoint a certain additional board  
328 member; amending s. 1002.88, F.S.; requiring a school  
329 readiness program provider to prohibit the use of



389728

330 certain electronic devices during a specified period  
331 of a child's life; describing the term "screen";  
332 amending s. 1002.89, F.S.; revising school readiness  
333 program expenditures that are subject to certain cost  
334 requirements; requiring that certain training be  
335 provided by a specified date; amending s. 1008.25,  
336 F.S.; providing that, subject to legislative  
337 appropriation, certain Voluntary Prekindergarten  
338 Education Program students are eligible to receive  
339 early literacy instructional support through a  
340 specified program; providing requirements for the  
341 program; deleting a requirement for a child to receive  
342 instruction in early literacy skills under specified  
343 conditions; providing an effective date.





309898

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/09/2024	.	
	.	
	.	
	.	

---

The Appropriations Committee on Education (Grall) recommended the following:

1           **Senate Amendment to Amendment (389728) (with title**  
2 **amendment)**  
3  
4           Delete lines 73 - 82  
5 and insert:  
6 1002.68, Florida Statutes, is amended, and paragraph (c) of  
7 subsection (4) of that section is republished, to read:  
8           1002.68 Voluntary Prekindergarten Education Program  
9 accountability.—  
10           (4)



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11 (c) The program assessment composite score and performance  
12 metric must be calculated for each private prekindergarten or  
13 public school site.

14 (6)

15 (d) A good cause exemption may not be granted to any  
16 private prekindergarten provider or public school that has any  
17 class I violations or three ~~two~~ or more of the same class II  
18 violations, as defined by rule of the Department of Children and  
19 Families, within the 2 years preceding the provider's or  
20 school's request for the exemption.

21 Section 5. Upon the expiration and reversion of the  
22 amendments made to section 1002.68, Florida Statutes, pursuant  
23 to section 6 of chapter 2023-240, Laws of Florida, paragraphs  
24 (a) and (f) of subsection (4) of section 1002.68, Florida  
25 Statutes, are amended, and subsection (5) and paragraph (e) of  
26 subsection (6) of that section are republished, to read:

27 1002.68 Voluntary Prekindergarten Education Program  
28 accountability.—

29 (4) (a) Beginning with the 2023-2024 ~~2022-2023~~ program year,  
30 the department shall adopt a methodology for calculating each  
31 private prekindergarten provider's and public school provider's  
32 performance metric, which must be based on a combination of the  
33 following:

34 1. Program assessment composite scores under subsection  
35 (2), which must be weighted at no less than 50 percent.

36 2. Learning gains operationalized as change-in-ability  
37 scores from the initial and final progress monitoring results  
38 described in subsection (1).

39 3. Norm-referenced developmental learning outcomes



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40 described in subsection (1).

41 (f) The department shall adopt procedures to annually  
42 calculate each private prekindergarten provider's and public  
43 school's performance metric, based on the methodology adopted in  
44 paragraphs (a) and (b), and assign a designation under paragraph  
45 (d). Beginning with the 2024-2025 ~~2023-2024~~ program year, each  
46 private prekindergarten provider or public school shall be  
47 assigned a designation within 45 days after the conclusion of  
48 the school-year Voluntary Prekindergarten Education Program  
49 delivered by all participating private prekindergarten providers  
50 or public schools and within 45 days after the conclusion of the  
51 summer Voluntary Prekindergarten Education Program delivered by  
52 all participating private prekindergarten providers or public  
53 schools.

54 (5) (a) If a public school's or private prekindergarten  
55 provider's program assessment composite score for its  
56 prekindergarten classrooms fails to meet the minimum program  
57 assessment composite score for contracting adopted in rule by  
58 the department, the private prekindergarten provider or public  
59 school may not participate in the Voluntary Prekindergarten  
60 Education Program beginning in the consecutive program year and  
61 thereafter until the public school or private prekindergarten  
62 provider meets the minimum composite score for contracting. A  
63 public school or private prekindergarten provider may request  
64 one program assessment per program year in order to requalify  
65 for participation in the Voluntary Prekindergarten Education  
66 Program, provided that the public school or private  
67 prekindergarten provider is not excluded from participation  
68 under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9)(b), or



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69 paragraph (5)(b) of this section. If a public school or private  
70 prekindergarten provider would like an additional program  
71 assessment completed within the same program year, the public  
72 school or private prekindergarten provider shall be responsible  
73 for the cost of the program assessment.

74 (b) If a private prekindergarten provider's or public  
75 school's performance metric or designation falls below the  
76 minimum performance metric or designation, the early learning  
77 coalition shall:

78 1. Require the provider or school to submit for approval to  
79 the early learning coalition an improvement plan and implement  
80 the plan.

81 2. Place the provider or school on probation.

82 3. Require the provider or school to take certain  
83 corrective actions, including the use of a curriculum approved  
84 by the department under s. 1002.67(2)(c) and a staff development  
85 plan approved by the department to strengthen instructional  
86 practices in emotional support, classroom organization,  
87 instructional support, language development, phonological  
88 awareness, alphabet knowledge, and mathematical thinking.

89 (c) A private prekindergarten provider or public school  
90 that is placed on probation must continue the corrective actions  
91 required under paragraph (b) until the provider or school meets  
92 the minimum performance metric or designation adopted by the  
93 department. Failure to meet the requirements of subparagraphs  
94 (b)1. and 3. shall result in the termination of the provider's  
95 or school's contract to deliver the Voluntary Prekindergarten  
96 Education Program for a period of at least 2 years but no more  
97 than 5 years.



98 (d) If a private prekindergarten provider or public school  
99 remains on probation for 2 consecutive years and fails to meet  
100 the minimum performance metric or designation, or is not granted  
101 a good cause exemption by the department, the department shall  
102 require the early learning coalition to revoke the provider's  
103 eligibility and the school district to revoke the school's  
104 eligibility to deliver the Voluntary Prekindergarten Education  
105 Program and receive state funds for the program for a period of  
106 at least 2 years but no more than 5 years.

107 (6)

108 (e) A private prekindergarten provider or public school  
109 granted a good cause exemption shall continue to implement its  
110 improvement plan and continue the corrective actions required  
111 under paragraph (5) (b) until the provider or school meets the  
112 minimum performance metric.

113

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

115 And the title is amended as follows:

116 Delete line 320

117 and insert:

118 exemption may not be granted; revising requirements  
119 with respect to performance metric methodology and the  
120 assignment of designations under the Voluntary  
121 Prekindergarten Education Program; republishing  
122 reverted provisions of law pursuant to chapter 2023-  
123 240, Laws of Florida; amending s. 1002.71,

By the Committee on Education Pre-K -12; and Senators Grall and Osgood

581-02185-24

20241026c1

1 A bill to be entitled  
 2 An act relating to early learning; amending s.  
 3 1002.61, F.S.; revising requirements for  
 4 prekindergarten instructors; amending s. 1002.67,  
 5 F.S.; prohibiting private prekindergarten provider and  
 6 public school curricula from using a coordinated  
 7 screening and progress monitoring program or other  
 8 specified methods for direct student instruction;  
 9 defining the term "electronic device"; amending s.  
 10 1002.68, F.S.; authorizing alternative methods for  
 11 calculating program assessment composite scores;  
 12 requiring prekindergarten providers and public schools  
 13 to notify parents under certain circumstances;  
 14 revising exceptions for a good cause exemption; making  
 15 technical changes; amending s. 1002.71, F.S.; revising  
 16 the percentage of funds an early learning coalition  
 17 may retain and expend; amending s. 1002.82, F.S.;  
 18 revising the performance standards adopted by the  
 19 Department of Education relating to the Voluntary  
 20 Prekindergarten Education Program; amending s.  
 21 1002.83, F.S.; authorizing an early learning coalition  
 22 to appoint a certain additional board member; amending  
 23 s. 1002.89, F.S.; revising school readiness program  
 24 expenditures that are subject to certain cost  
 25 requirements; amending s. 1008.25, F.S.; providing  
 26 that, subject to legislative appropriation, certain  
 27 Voluntary Prekindergarten Education Program students  
 28 are eligible to receive instructional support in early  
 29 literacy skills through a specified program; providing

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30 specifications for the program; providing for funding  
 31 for the program; providing an effective date.  
 32  
 33 Be It Enacted by the Legislature of the State of Florida:  
 34  
 35 Section 1. Subsection (4) of section 1002.61, Florida  
 36 Statutes, is amended to read:  
 37 1002.61 Summer prekindergarten program delivered by public  
 38 schools and private prekindergarten providers.—  
 39 (4) Notwithstanding ss. 1002.55(3)(c)1. and 1002.63(4),  
 40 each public school and private prekindergarten provider must  
 41 have, for each prekindergarten class, at least one  
 42 prekindergarten instructor who is a certified teacher or holds  
 43 one of the educational credentials specified in s. 1002.55(4)(a)  
 44 or (b), or an educational credential specified in s.  
 45 1002.55(3)(c)1. as long as the instructor has completed the  
 46 early literacy micro-credential program under s. 1003.485 or has  
 47 an instructional support score of 3 or higher on a program  
 48 assessment conducted under s. 1002.68(2) or s. 1002.82(2)(n). As  
 49 used in this subsection, the term "certified teacher" means a  
 50 teacher holding a valid Florida educator certificate under s.  
 51 1012.56 who has the qualifications required by the district  
 52 school board to instruct students in the summer prekindergarten  
 53 program. In selecting instructional staff for the summer  
 54 prekindergarten program, each school district shall give  
 55 priority to teachers who have experience or coursework in early  
 56 childhood education and have completed emergent literacy and  
 57 performance standards courses, as provided for in s.  
 58 1002.55(3)(c)2.

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59 Section 2. Paragraph (b) of subsection (2) of section  
 60 1002.67, Florida Statutes, is amended to read:  
 61 1002.67 Performance standards and curricula.—  
 62 (2)  
 63 (b) Each private prekindergarten provider's and public  
 64 school's curriculum must be developmentally appropriate and  
 65 must:

- 66 1. Be designed to prepare a student for early literacy and  
 67 provide for instruction in early math skills;
- 68 2. Develop students' background knowledge through a  
 69 content-rich and sequential knowledge building early literacy  
 70 curriculum;
- 71 3. Enhance the age-appropriate progress of students in  
 72 attaining the performance standards adopted by the department  
 73 under subsection (1); and
- 74 4. Support student learning gains through differentiated  
 75 instruction that ~~must shall~~ be measured by the coordinated  
 76 screening and progress monitoring program under s. 1008.25(9). A  
 77 private prekindergarten provider's or public school's curriculum  
 78 may not use the coordinated screening and progress monitoring  
 79 program, any other progress monitoring program, or an  
 80 instructional program that requires student use of a one-to-one  
 81 electronic device for direct student instruction. As used in  
 82 this subparagraph, the term "electronic device" means a device  
 83 that is used for audio, video, or text communication or any  
 84 other type of computer or computer-like instrument, including,  
 85 but not limited to, a smartphone, a smart or electronic watch, a  
 86 tablet, or a virtual reality device.

87 Section 3. Paragraphs (a) and (c) of subsection (4) and

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88 paragraph (d) of subsection (6) of section 1002.68, Florida  
 89 Statutes, are amended, and upon the expiration and reversion of  
 90 the amendment made to paragraph (a) of subsection (5) of that  
 91 section pursuant to section 6 of chapter 2023-240, Laws of  
 92 Florida, paragraph (a) of subsection (5) is republished, to  
 93 read:  
 94 1002.68 Voluntary Prekindergarten Education Program  
 95 accountability.—  
 96 (4) (a) Beginning with the 2024-2025 ~~2023-2024~~ program year,  
 97 the department shall adopt a methodology for calculating each  
 98 private prekindergarten provider's and public school provider's  
 99 performance metric, which must be based on a combination of the  
 100 following:

- 101 1. Program assessment composite scores under subsection  
 102 (2), which may be calculated differently, based on the  
 103 methodology adopted by the department, than the program  
 104 assessment composite score required for contracting in paragraph  
 105 (5) (a), and which must be weighted at no less than 50 percent.
- 106 2. Learning gains operationalized as change-in-ability  
 107 scores from the initial and final progress monitoring results  
 108 described in subsection (1).
- 109 3. Norm-referenced developmental learning outcomes  
 110 described in subsection (1).

111 (c) The program assessment composite score in subsection  
 112 (5) and performance metric must be calculated for each private  
 113 prekindergarten or public school site.

114 (5)  
 115 (a) If a public school's or private prekindergarten  
 116 provider's program assessment composite score for its

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117 prekindergarten classrooms fails to meet the minimum program  
 118 assessment composite score for contracting adopted in rule by  
 119 the department, the private prekindergarten provider or public  
 120 school may not participate in the Voluntary Prekindergarten  
 121 Education Program beginning in the consecutive program year and  
 122 thereafter until the public school or private prekindergarten  
 123 provider meets the minimum composite score for contracting. A  
 124 public school or private prekindergarten provider may request  
 125 one program assessment per program year in order to requalify  
 126 for participation in the Voluntary Prekindergarten Education  
 127 Program, provided that the public school or private  
 128 prekindergarten provider is not excluded from participation  
 129 under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9)(b), or  
 130 paragraph (5)(b) of this section. If a public school or private  
 131 prekindergarten provider would like an additional program  
 132 assessment completed within the same program year, the public  
 133 school or private prekindergarten provider shall be responsible  
 134 for the cost of the program assessment.

135 (6)

136 (d) A good cause exemption may not be granted to any  
 137 private prekindergarten provider or public school that has any  
 138 class I violations or ~~three~~ two or more of the same class II  
 139 violations, as defined by rule of the Department of Children and  
 140 Families, within the 2 years preceding the provider's or  
 141 school's request for the exemption.

142 Section 4. Subsection (7) of section 1002.71, Florida  
 143 Statutes, is amended to read:

144 1002.71 Funding; financial and attendance reporting.—

145 (7) The department shall require that administrative

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146 expenditures be kept to the minimum necessary for efficient and  
 147 effective administration of the Voluntary Prekindergarten  
 148 Education Program. Administrative policies and procedures shall  
 149 be revised, to the maximum extent practicable, to incorporate  
 150 the use of automation and electronic submission of forms,  
 151 including those required for child eligibility and enrollment,  
 152 provider and class registration, and monthly certification of  
 153 attendance for payment. A school district may use its automated  
 154 daily attendance reporting system for the purpose of  
 155 transmitting attendance records to the early learning coalition  
 156 in a mutually agreed-upon format. In addition, actions shall be  
 157 taken to reduce paperwork, eliminate the duplication of reports,  
 158 and eliminate other duplicative activities. Each early learning  
 159 coalition may retain and expend no more than 5 ~~4.0~~ percent of  
 160 the funds paid by the coalition to private prekindergarten  
 161 providers and public schools under paragraph (5)(b). Funds  
 162 retained by an early learning coalition under this subsection  
 163 may be used only for administering the Voluntary Prekindergarten  
 164 Education Program and may not be used for the school readiness  
 165 program or other programs.

166 Section 5. Paragraph (j) of subsection (2) of section  
 167 1002.82, Florida Statutes, is amended to read:

168 1002.82 Department of Education; powers and duties.—

169 (2) The department shall:

170 (j) Monitor the alignment and consistency of the standards  
 171 and benchmarks developed and adopted by the department that  
 172 address the age-appropriate progress of children in the  
 173 development of school readiness skills. The standards for  
 174 children from birth to kindergarten entry in the school

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175 readiness program must be aligned with the performance standards  
176 adopted for children in the Voluntary Prekindergarten Education  
177 Program and must address the following domains:

- 178 1. Approaches to learning.
- 179 2. Cognitive development and general knowledge.
- 180 3. Numeracy, language, and communication.
- 181 4. Physical development.
- 182 5. Executive functioning ~~Self-regulation~~.

183 Section 6. Present subsections (5) through (16) of section  
184 1002.83, Florida Statutes, are redesignated as subsections (6)  
185 through (17), respectively, a new subsection (5) is added to  
186 that section, and subsection (3) of that section is amended, to  
187 read:

188 1002.83 Early learning coalitions.—

189 (3) The Governor shall appoint the chair and two other  
190 members of each early learning coalition, who must each meet the  
191 qualifications of a private sector business member under  
192 subsection (7) ~~(6)~~. In the absence of a governor-appointed  
193 chair, the Commissioner of Education may appoint an interim  
194 chair from the current early learning coalition board  
195 membership.

196 (5) Each early learning coalition may choose to appoint an  
197 additional public sector board member in order to include a  
198 representative of local law enforcement.

199 Section 7. Subsection (4) of section 1002.89, Florida  
200 Statutes, is amended to read:

201 1002.89 School readiness program; funding.—

202 (4) COST REQUIREMENTS.—Costs shall be kept to the minimum  
203 necessary for the efficient and effective administration of the

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204 school readiness program with the highest priority of  
205 expenditure being direct services for eligible children.  
206 However, no more than 5 percent of the funds allocated in  
207 paragraph (1) (a) may be used for administrative costs and no  
208 more than 22 percent of the funds allocated in paragraph (1) (a)  
209 may be used in any fiscal year for any combination of  
210 administrative costs, quality activities, and nondirect services  
211 as follows:

212 (a) Administrative costs as described in 45 C.F.R. s.  
213 98.54, which shall include monitoring providers using the  
214 standard methodology adopted under s. 1002.82 to improve  
215 compliance with state and federal regulations and law pursuant  
216 to the requirements of the statewide provider contract adopted  
217 under s. 1002.82(2) (m).

218 (b) Activities to improve the quality of child care as  
219 described in 45 C.F.R. s. 98.53, which shall be limited to the  
220 following:

221 1. Developing, establishing, expanding, operating, and  
222 coordinating resource and referral programs specifically related  
223 to the provision of comprehensive consumer education to parents  
224 and the public to promote informed child care choices specified  
225 in 45 C.F.R. s. 98.33.

226 2. Awarding grants and providing financial support to  
227 school readiness program providers and their staff to assist  
228 them in meeting applicable state requirements for the program  
229 assessment required under s. 1002.82(2) (n), child care  
230 performance standards, implementing developmentally appropriate  
231 curricula and related classroom resources that support parent  
232 engagement ~~curricula~~, ~~providing~~ literacy supports, and providing

581-02185-24 20241026c1  
 233 continued professional development through the Teacher Education  
 234 and Compensation Helps (TEACH) Scholarship Program under s.  
 235 1002.95 and training aligned to the early learning professional  
 236 development standards and career pathways under s. 1002.995, and  
 237 reimbursement for background screenings and training. Any grants  
 238 awarded pursuant to this subparagraph must ~~shall~~ comply with ss.  
 239 215.971 and 287.058.

240 3. Providing training aligned with the early learning  
 241 professional development standards and career pathways under s.  
 242 1002.995, technical assistance, and financial support to school  
 243 readiness program providers, staff, and parents on standards,  
 244 child screenings, child assessments, the child development  
 245 research and best practices, developmentally appropriate  
 246 curriculum under s. 1002.82(2)(1), executive functioning  
 247 curricula, character development, teacher-child interactions,  
 248 age-appropriate discipline practices, health and safety,  
 249 nutrition, first aid, cardiopulmonary resuscitation, the  
 250 recognition of communicable diseases, and child abuse detection,  
 251 prevention, and reporting.

252 4. Providing, from among the funds provided for the  
 253 activities described in subparagraphs 1.-3., adequate funding  
 254 for infants and toddlers as necessary to meet federal  
 255 requirements related to expenditures for quality activities for  
 256 infant and toddler care.

257 5. Improving the monitoring of compliance with, and  
 258 enforcement of, applicable state and local requirements as  
 259 described in and limited by 45 C.F.R. s. 98.40.

260 6. Responding to Warm-Line requests by providers and  
 261 parents, including providing developmental and health screenings

581-02185-24 20241026c1  
 262 to school readiness program children.

263 (c) Nondirect services as described in applicable Office of  
 264 Management and Budget instructions are those services not  
 265 defined as administrative, direct, or quality services that are  
 266 required to administer the school readiness program. Such  
 267 services include, but are not limited to:

- 268 1. Assisting families to complete the required application
- 269 and eligibility documentation.
- 270 2. Determining child and family eligibility.
- 271 3. Recruiting eligible child care providers.
- 272 4. Processing and tracking attendance records.
- 273 5. Developing and maintaining a statewide child care
- 274 information system.

275  
 276 As used in this paragraph, the term "nondirect services" does  
 277 not include payments to school readiness program providers for  
 278 direct services provided to children who are eligible under s.  
 279 1002.87, administrative costs as described in paragraph (a), or  
 280 quality activities as described in paragraph (b).

281 Section 8. Paragraph (b) of subsection (5) of section  
 282 1008.25, Florida Statutes, is amended to read:

283 1008.25 Public school student progression; student support;  
 284 coordinated screening and progress monitoring; reporting  
 285 requirements.—

286 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

287 (b) Subject to legislative appropriation, a Voluntary  
 288 Prekindergarten Education Program student who has attended at  
 289 least 80 percent of the school year program and who exhibits a  
 290 substantial deficiency in early literacy skills as identified by

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20241026c1

291 the performance standards adopted under s. 1002.67(1)(a) and  
292 scores below the 20th percentile on based upon the results of  
293 the administration of the final administration of the  
294 coordinated screening and progress monitoring under subsection  
295 (9) is shall be referred to the local school district and may be  
296 eligible to receive early literacy instructional support through  
297 a summer bridge program the summer instruction in early literacy  
298 skills before participating in kindergarten. The summer bridge  
299 program must meet the requirements adopted by the department and  
300 consist of 4 hours of instruction per day for a minimum of 100  
301 total hours A student with an individual education plan who has  
302 been retained pursuant to paragraph (2)(g) and has demonstrated  
303 a substantial deficiency in early literacy skills must receive  
304 instruction in early literacy skills.

305 Section 9. This act shall take effect July 1, 2024.



The Florida Senate

## Committee Agenda Request

**To:** Senator Keith Perry, Chair  
Appropriations Committee on Education

**Subject:** Committee Agenda Request

**Date:** January 17, 2024

---

I respectfully request that **Senate Bill #1026**, relating to Early Learning, be placed on the:

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

A handwritten signature in blue ink that reads "Erin K. Grall".

---

Senator Erin Grall  
Florida Senate, District 29

The Florida Senate

APPEARANCE RECORD

SB 1026

2/8/24

Meeting Date

Bill Number or Topic

Approps - Education

Committee

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

Amendment Barcode (if applicable)

Name Nancy Lawther, Ph.D.

Phone 407 855-7604

Address 1747 Orlando Central Pkwy

Email legislator@fondafta.org

Street

Orlando

FL

32809

City

State

Zip

Speaking:  For  Against  Information

OR

Waive Speaking:  In Support  Against

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

Florida PTA

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

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

S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

2/8/24

Meeting Date

SB 1026

Bill Number or Topic

Education Appropriations  
Committee

Amendment Barcode (if applicable)

Name Tara Reid-Cherry

Phone 386 530 0426

Address 207 W Park ave  
Street

Email treid@strategosgroup.com

Tallahassee  
City

FL  
State

32304  
Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Children's Movement of Florida

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

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S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

2/8/24

Meeting Date

1026

Bill Number or Topic

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Approps. Committee on Education

Committee

Amendment Barcode (if applicable)

Name Michele Watson

Phone 850-320-2388

Address 1203 Governor's Square Blvd.  
Street

Email Mwatson@FACCT.COM

Tall.  
City

FL  
State

32301  
Zip

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

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing: **FACCT**

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S-001 (08/10/2021)

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

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

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

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BILL: CS/SB 1344

INTRODUCER: Education Pre-K -12 Committee and Senator Calatayud

SUBJECT: Computer Science Education

DATE: February 7, 2024

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Jahnke	Bouck	ED	<b>Fav/CS</b>
2.	Gray	Elwell	AED	<b>Favorable</b>
3.			FP	

**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

CS/SB 1344 establishes the AI in Education Task Force within the Department of Education (DOE) to evaluate the potential applications of artificial intelligence in K-12 and higher education and to develop policy recommendations.

Additionally, the bill requires the DOE to adopt and publish a strategic plan for a statewide computer science education program.

The bill has an insignificant negative fiscal impact on the DOE. See Section V., Fiscal Impact Statement.

The bill takes effect July 1, 2024.

**II. Present Situation:**

**Computer Science**

The influence of computing is felt daily and experienced on a personal, societal, and global level. Computer science, the discipline that makes the use of computers possible, has driven innovation in every industry and field of study and is powering approaches to many of the world's



challenges.<sup>1</sup> Computer knowledge and skills are increasingly being recognized as foundational for an educated citizenry as computer science is considered a central component of innovation, economic growth, and employment.<sup>2</sup>

Computer science is also fundamental for student success. Multiple studies have shown that students who study computer science perform better in other subjects, excel at problem-solving, and are 17 percent more likely to attend college. Although 90 percent of parents want their child to study computer science, only 57.5 percent of high schools teach computer science.<sup>3</sup>

### Computer Science Courses and Instruction

Florida law defines computer science as the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society. Computer science also includes computer coding and computer programming.<sup>4</sup>

Foundational skills for computer science learning include problem solving, such as computational thinking, understanding and recognizing patterns, understanding and implementing sequencing, and understanding representation, meaning how computers represent data.<sup>5</sup>

Computational thinking, which refers to the thought processes involved in expressing solutions as computational steps or algorithms that can be carried out by a computer, is essentially a problem-solving process that designs solutions that capitalize on the power of computers.<sup>6</sup> Although typically associated with computer science, computational thinking can also be applied in the classroom setting through lessons in core subject areas.<sup>7</sup>

Florida public schools are required to provide students in grades K-12 opportunities for learning computer science including computer coding and computer programming. Such opportunities may include:

- Instruction on computer coding in elementary and middle school; and
- Instruction to develop computer usage and digital literacy<sup>8</sup> skills in middle school.<sup>9</sup>

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<sup>1</sup> K12 Computer Science, *K12 Computer Science Framework* (2016), available at <https://k12cs.org/wp-content/uploads/2016/09/K%E2%80%9312-Computer-Science-Framework.pdf> at 1 (last visited Jan. 30, 2024)

<sup>2</sup> Education Commission of the States, *State-level Policies Supporting Equitable K-12 Computer Science Education* (2017), available at <https://www.ecs.org/wp-content/uploads/MassCAN-Full-Report-v10.pdf> at 7 (last visited Jan. 30, 2024).

<sup>3</sup> Code.org, *Why Computer Science*, <https://code.org/promote> (last visited Jan. 18, 2024). Code.org, *More Data and Talking Points for Advocacy, Why study computer science*, <https://code.org/promote/morestats> (last visited Jan. 18, 2024).

<sup>4</sup> Section 1007.2616(1), F.S.

<sup>5</sup> K-12 Computer Instruction Framework Steering Committee, *K-12 Computer Instructional Framework* (2016), pgs. 183-198, available at <https://k12cs.org/wp-content/uploads/2016/09/K%E2%80%9312-Computer-Science-Framework.pdf>. (last visited Jan. 30, 2024).

<sup>6</sup> *Id* at 68.

<sup>7</sup> For example, in English language arts, students may be asked to analyze simple sentences and determine a framework for generating similar sentences, using pattern recognition and problem solving skills. Code.org, *Computational Thinking Lesson Assessment*, available at <https://code.org/curriculum/course3/1/Assessment1-CompThinking.pdf> (last visited Jan. 30, 2024)

<sup>8</sup> Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. American Library Association, *Digital Literacy*, <https://literacy.ala.org/digital-literacy/> (last visited Jan. 19, 2024).

<sup>9</sup> Section 1007.2616(2), F.S.

Elementary and middle schools may establish digital classrooms in which students are provided opportunities to improve digital literacy and competency; to learn digital skills, such as coding, multiple media presentation, and the manipulation of multiple digital graphic images. Students may also have the opportunity to earn digital tool certificates and certifications.<sup>10</sup>

Computer science courses must be offered to students in middle school and high school, including opportunities to earn industry certifications related to the courses.<sup>11</sup> Computer science courses and technology-related industry certifications that are identified as meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory (CCD).<sup>12</sup>

The Florida Virtual School (FLVS) must offer computer science courses identified in the CCD. If a school district does not offer an identified course, the district must provide students access to the course through FLVS or other means.<sup>13</sup>

There are 72 middle and high school, as well as two elementary school, computer science courses currently identified in the CCD.<sup>14</sup>

## **Regulating Artificial Intelligence in Education**

### ***Federal Action***

The recent surge in the use of generative artificial intelligence (AI) applications has prompted discussions about the role of this technology in the field of education. In fall 2022, the White House Office of Science and Technology announced<sup>15</sup> a series of steps to address the rise of AI-driven tools across a variety of sectors.<sup>16</sup> The United States Department of Education (USDOE) was charged with developing guidance and recommendations for the use of AI in teaching and learning. The USDOE published the report in May 2023 with guidance and recommendations focused on the use of AI to:

- leverage automation;
- support education systems, teachers, and classroom planning;
- interrogate data and examine inequities; and
- protect student privacy and assess student learning.<sup>17</sup>

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<sup>10</sup> Section 1007.2616(5), F.S. *See s. 1003.4203, F.S.*

<sup>11</sup> *Id.*

<sup>12</sup> Section 1007.2616(6), F.S.

<sup>13</sup> Section 1007.2616(3), F.S.

<sup>14</sup> Florida Department of Education, *Florida Course Code Directory Computer Science Course Information 2023-2024*, available at <https://www.fldoe.org/core/fileparse.php/7746/urlt/2324CompSci.pdf>. (last visited Jan. 30, 2024).

<sup>15</sup> The White House, *Fact Sheet: Biden-Harris Administration Announces Key Actions to Advance Tech Accountability and Protect the Rights of the American Public*, <https://www.whitehouse.gov/ostp/news-updates/2022/10/04/fact-sheet-biden-harris-administration-announces-key-actions-to-advance-tech-accountability-and-protect-the-rights-of-the-american-public/> (last visited Jan. 30, 2024).

<sup>16</sup> Education Commission of the States, *State Information Request AI Regulation Policies* (Dec. 12 2023), available at [https://www.ecs.org/wp-content/uploads/State-Information-Request\\_AI-Regulation-Policies.pdf](https://www.ecs.org/wp-content/uploads/State-Information-Request_AI-Regulation-Policies.pdf). (last visited Jan. 30, 2024).

<sup>17</sup> United States Department of Education, Office of Educational Technology, *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations* (May 2023), available at <https://www2.ed.gov/documents/ai-report/ai-report.pdf>. (last visited Jan. 30, 2024).

The report notes several desired national research and design (R&D) objectives, such as, “creating and studying effective programs for AI literacy for students, teachers and educational constituents in general, including literacy with regard to the ethics and equity issues specific to AI in educational settings.”<sup>18</sup>

### ***State Action***

A few states are in the early stages of developing policies and guidance related to AI in education.<sup>19</sup> In January 2024, the North Carolina Department of Public Instruction became the fourth state education department to issue guidance to its schools on the use of AI technology.<sup>20</sup> Executive orders have been signed by the Governors in seven states to establish task forces to recommend or establish standards and policies regarding the use of AI in education.<sup>21</sup>

### **III. Effect of Proposed Changes:**

This bill creates s. 1003.4202, F.S., to establish the AI in Education Task Force (task force) within the Department of Education (DOE), which must provide administrative support. The purpose of the task force is to:

- Evaluate the potential applications of artificial intelligence (AI) in K-12 and higher education.
- Develop policy recommendations for responsible and effective uses of AI by students and educators.
- Create a definition for the term “artificial intelligence.”
- Identify workforce needs related to AI, computational thinking, and computer science.
- Provide policy recommendations to ensure that the state develops education and workforce training programs that align with changing industry needs.

The bill provides the following definitions:

- “Computational thinking” as the thought process involved in expressing solutions as computational steps or algorithms that can be carried out by a computer.
- “Computer science” as the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, implementation, and impact on society, and includes computer coding, computer programming, computational thinking, robotics, cybersecurity, artificial intelligence, machine learning, computer networking, and physical computing.

The bill establishes the Commissioner of Education as the chair of the task force. Other members of the task force must be appointed by the Governor by October 1, 2024, as follows:

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<sup>18</sup> United States Department of Education, Office of Educational Technology, *Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations* (May 2023), available at <https://www2.ed.gov/documents/ai-report/ai-report.pdf>, at 51 (last visited Jan. 30, 2024)

<sup>19</sup> Education Commission of the States, *State Information Request AI Regulation Policies* (Dec. 12 2023), available at [https://www.ecs.org/wp-content/uploads/State-Information-Request\\_AI-Regulation-Policies.pdf](https://www.ecs.org/wp-content/uploads/State-Information-Request_AI-Regulation-Policies.pdf). (Last visited Jan. 30, 2024)

<sup>20</sup> EdNC, *N.C. DPI releases guidebook on the use of AI in schools*, <https://www.ednc.org/n-c-dpi-releases-guidebook-on-the-use-of-ai-in-schools/> (last visited Jan. 30, 2024)

<sup>21</sup> Education Commission of the States, *State Information Request AI Regulation Policies* (Dec. 12 2023), available at [https://www.ecs.org/wp-content/uploads/State-Information-Request\\_AI-Regulation-Policies.pdf](https://www.ecs.org/wp-content/uploads/State-Information-Request_AI-Regulation-Policies.pdf). (Last visited Jan. 30, 2024)

- A representative from the State Board of Education (SBE);
- A representative from the Board of Governors of the State University System;
- A representative from the Division of State Purchasing within the Department of Management Services with expertise in technology procurement and data privacy standards;
- A representative from the Office of the Attorney General;
- One school board member and one district school superintendent, each representing a rural school district, a suburban school district, and an urban school district, respectively;
- A school district educational technology director;
- Faculty in this state with expertise on AI, educational technology, or ethics from a public college, a private college, and a community or technical college, respectively;
- Educators from one public school, one public charter school, and one private school in this state; and
- Leaders from three industry sectors in this state directly affected by developments in AI.

The bill requires the task force to meet at least four times per year beginning January 1, 2025, and to complete its work within one year. Upon completion, the task force must submit recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives. The bill specifies that all meetings must be open to the public.

The bill requires the task force to do all of the following:

- Evaluate the current state of AI technology and its potential applications in K-12 and higher education.
- Assess the ethical, legal, and data privacy implications of AI usage in education.

Additionally, the bill requires the DOE to adopt and publish a strategic plan for a statewide computer science education program by February 28, 2026, which must include, at a minimum, all of the following:

- A statement of purpose describing the objectives or goals the DOE will accomplish by implementing a computer science education program, the strategies by which those goals will be achieved, and a timeline for achieving them.
- A summary of the current state landscape for K-12 computer science education, including the diversity of students taking these courses.
- A plan for expanding flexible options to license computer science teachers, which may include approval codes technical permits, ancillary licenses, and standard licenses.
- A plan for expanding computer science education opportunities to every school in the state by the timeline established within the statement of purpose.
- A plan for defining high-quality professional learning for teachers to begin teaching computer science.
- An ongoing evaluation process that is overseen by the DOE.
- Proposed rules that incorporate the principles of the strategic plan into the state's public education system as a whole.
- A recommended long-term plan for implementing a requirement that every K-12 public school and public charter school employ at least one certified or endorsed computer science teacher or one career and technical education teacher trained in computer science.
- A plan to ensure long-term sustainability.

The bill requires the SBE to adopt rules regarding the task force and strategic plan provisions created in the bill.

The bill takes effect July 1, 2024.

**IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

There is an insignificant negative fiscal impact to the Department of Education to administer the AI Task Force and to develop a strategic plan for a statewide computer science education program. No agency analysis has been provided at this time.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill creates section 1003.4202 of the Florida Statutes.

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

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

**CS by Education Pre-K -12 on January 23, 2024:**

The committee substitute removes from the bill provisions related to computer science instruction and expanded eligibility for financial incentives related to computer science training and credentials. The bill retains provisions in the bill related to the AI in Education Task Force and the strategic plan for a statewide computer science education program, with the following modifications:

- Maintains the scope of the task force to identify workforce needs to artificial intelligence and adds computational thinking and computer science to the scope.
- Includes the definition of “computational thinking” and “computer science” relating to the scope of the task force.
- Changes the date the strategic plan must be adopted and published from October 31, 2025 to February 28, 2026.

**B. Amendments:**

None.

By the Committee on Education Pre-K -12; and Senator Calatayud

581-02413-24

20241344c1

1 A bill to be entitled  
 2 An act relating to computer science education;  
 3 creating s. 1003.4202, F.S.; creating the AI in  
 4 Education Task Force within the Department of  
 5 Education; providing the purpose of the task force;  
 6 defining terms; requiring the Commissioner of  
 7 Education to serve as the chair of the task force;  
 8 requiring the department to provide certain  
 9 administrative support to the task force; requiring  
 10 the Governor to appoint members to the task force by a  
 11 specified date; requiring the task force to meet a  
 12 certain number of times per year; providing the duties  
 13 of the task force; requiring the department to adopt  
 14 and publish by a specified date a strategic plan for  
 15 computer science education; providing requirements for  
 16 the strategic plan; requiring the State Board of  
 17 Education to adopt rules; providing an effective date.  
 18  
 19 Be It Enacted by the Legislature of the State of Florida:  
 20  
 21 Section 1. Section 1003.4202, Florida Statutes, is created  
 22 to read:  
 23 1003.4202 Computer science and technology instruction.—  
 24 (1) (a) The AI in Education Task Force is established within  
 25 the Department of Education. The purpose of the task force is to  
 26 evaluate the potential applications of artificial intelligence  
 27 in K-12 and higher education and to develop policy  
 28 recommendations for responsible and effective uses of artificial  
 29 intelligence by students and educators, including creating a

Page 1 of 5

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

581-02413-24

20241344c1

30 definition for the term "artificial intelligence." The task  
 31 force shall also identify workforce needs related to artificial  
 32 intelligence, computational thinking, and computer science and  
 33 provide policy recommendations to ensure that the state develops  
 34 education and workforce training programs that align with  
 35 changing industry needs. As used in this section, the term  
 36 "computational thinking" means the thought process involved in  
 37 expressing solutions as computational steps or algorithms that  
 38 can be carried out by a computer, and the term "computer  
 39 science" means the study of computers and algorithmic processes,  
 40 including their principles, hardware and software designs,  
 41 applications, implementation, and impact on society, and  
 42 includes computer coding, computer programming, computational  
 43 thinking, robotics, cybersecurity, artificial intelligence,  
 44 machine learning, computer networking, and physical computing.  
 45 (b) The Commissioner of Education shall serve as the chair  
 46 of the task force.  
 47 (c) The department shall provide administrative support for  
 48 the task force, including, but not limited to, developing  
 49 agendas, coordinating meetings, and drafting reports for task  
 50 force feedback.  
 51 (d) The task force shall include members who possess  
 52 knowledge or expertise in the fields of education, technology,  
 53 artificial intelligence, ethics, data privacy, industry demands,  
 54 state and local policy, and state procurement.  
 55 (e) The Governor shall appoint members to the task force by  
 56 October 1, 2024. The members shall include, at a minimum:  
 57 1. A representative from the State Board of Education;  
 58 2. A representative from the Board of Governors of the

Page 2 of 5

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

581-02413-24

20241344c1

59 State University System;

60 3. A representative of the State Workforce Development  
61 Board;

62 4. A representative from the Division of State Purchasing  
63 within the Department of Management Services who has expertise  
64 in technology procurement and data privacy standards;

65 5. A representative from the Office of the Attorney  
66 General;

67 6. One local school board member and one local district  
68 school superintendent, each representing a rural school  
69 district, a suburban school district, and an urban school  
70 district, respectively;

71 7. A school district educational technology director;

72 8. Faculty in this state with expertise on artificial  
73 intelligence, educational technology, or ethics from a public  
74 college, a private college, and a community or technical  
75 college, respectively;

76 9. Educators from one public school, one public charter  
77 school, and one private school in this state; and

78 10. Leaders from three industry sectors in this state which  
79 are directly affected by developments in artificial  
80 intelligence.

81 (f) The task force shall meet at least four times per year  
82 beginning in January 2025 and shall complete its work within 1  
83 year. Upon completion, the task force shall submit  
84 recommendations to the Governor, the President of the Senate,  
85 and the Speaker of the House of Representatives. All meetings  
86 must be open to the public.

87 (g) The task force shall do all of the following:

581-02413-24

20241344c1

88 1. Evaluate the current state of artificial intelligence  
89 technology and its potential applications in K-12 and higher  
90 education.

91 2. Assess the ethical, legal, and data privacy implications  
92 of artificial intelligence usage in education.

93 (2) The department shall adopt a strategic plan for a  
94 statewide computer science education program which must be  
95 published by February 28, 2026, and must include, at a minimum,  
96 all of the following:

97 (a) A statement of purpose that describes the objectives or  
98 goals the department will accomplish by implementing a computer  
99 science education program, the strategies by which those goals  
100 will be achieved, and a timeline for achieving those goals.

101 (b) A summary of the current state landscape for K-12  
102 computer science education, including diversity of students  
103 taking these courses.

104 (c) A plan for expanding flexible options to license  
105 computer science teachers, which may include approval codes,  
106 technical permits, ancillary licenses, and standard licenses.

107 (d) A plan for expanding computer science education  
108 opportunities to every school in this state by the timelines  
109 established in subsection (1).

110 (e) A plan for defining high-quality professional learning  
111 for teachers to begin teaching computer science.

112 (f) An ongoing evaluation process that is overseen by the  
113 department.

114 (g) Proposed rules that incorporate the principles of the  
115 strategic plan into the state's public education system as a  
116 whole.



581-02413-24

20241344c1

117 (h) A recommended long-term plan for implementing a  
118 requirement that every K-12 public school and public charter  
119 school employ at least one certified or endorsed computer  
120 science teacher or one career and technical education teacher  
121 trained in computer science. The plan must allow for this  
122 requirement to be satisfied through multiple department-approved  
123 processes for certification and endorsement, including, but not  
124 limited to, endorsing a certified teacher endorsed in another  
125 subject area.

126 (i) A plan to ensure long-term sustainability.

127 (3) The State Board of Education shall adopt rules to  
128 administer this section.

129 Section 2. This act shall take effect July 1, 2024.

The Florida Senate

APPEARANCE RECORD

SB 1344

2/8/24

Meeting Date

Bill Number or Topic

Approps - Education

Committee

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

Amendment Barcode (if applicable)

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Speaking: [ ] For [ ] Against [ ] Information OR Waive Speaking: [X] In Support [ ] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[ ] I am appearing without compensation or sponsorship.

[ ] I am a registered lobbyist, representing:

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

Florida PTA

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2.8.24

The Florida Senate

APPEARANCE RECORD

1344

Meeting Date

Bill Number or Topic

Education Appropriations

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

Committee

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For

Against

Information

OR

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In Support

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I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Tech Net

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

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The Florida Senate

APPEARANCE RECORD

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2/8/24

Meeting Date

SB 13414

Bill Number or Topic

Education Appropriations

Committee

Amendment Barcode (if applicable)

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PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Project Lead the Way

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

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THE FLORIDA SENATE  
**APPEARANCE RECORD**

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/8/24  
Meeting Date

SB 1344  
Bill Number (if applicable)

Topic Education

Amendment Barcode (if applicable)

Name Nathan Hoffman

Job Title Director of Policy

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Phone (217) 503-7368

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Email nathan@afterfloridaopens.org

Speaking:  For  Against  Information

Waive Speaking:  In Support  Against  
(The Chair will read this information into the record.)

Representing Excel in Ed

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

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The Florida Senate

APPEARANCE RECORD

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2/8/24

Meeting Date

1344

Bill Number or Topic

Ed Approps

Committee

Amendment Barcode (if applicable)

Name Sarah Massey

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Tallahassee FL 32301

City

State

Zip

Speaking: [ ] For [ ] Against [ ] Information OR Waive Speaking: [x] In Support [ ] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[ ] I am appearing without compensation or sponsorship.

[x] I am a registered lobbyist, representing:

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

Florida Chamber of Commerce

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

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

**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

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

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

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**BILL:** CS/CS/SB 460

**INTRODUCER:** Appropriations Committee on Education and Senators Simon and Perry

**SUBJECT:** Career and Technical Education

**DATE:** February 12, 2024

**REVISED:** \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Brick</u>	<u>Bouck</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	<u>Fav/CS</u>
3.	_____	_____	<u>FP</u>	_____

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**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

CS/CS/SB 460 aims to enhance vocational and technical education. The bill authorizes minors aged 16 or 17 to work in construction if the minor:

- Has earned his or her Occupational Safety and Health Administration (OSHA) 10 certification;
- Is under the direct supervision of a person 21 years of age or older with at least two years of related experience and his or her OSHA 10 certification.
- Is not working on any scaffolding, roof, superstructure, or ladder above six feet.
- Is not in violation of any OSHA rule or federal law related to minors in the workplace.

The bill provides a uniform standard for counties and municipalities to recognize a journeyworker.

The bill authorizes district school boards to satisfy the career fair requirement through consulting with specified groups to determine free or cost-effective methods to provide other career and industry networking opportunities.

The bill authorizes a student who earns credit for one year of related technical instruction for a registered apprenticeship or preapprenticeship program to use such credit to satisfy high school graduation credit requirements.

The bill authorizes an exemption from the career education basic skills assessment to certain students with a private school diploma or home education affidavit.

Lastly, the bill creates the Career and Technical Education (CTE) Task Force to study the status of CTE in each school district within the state and repeals the Florida Talent Development Council.

This bill could have an impact to the Department of Commerce. See fiscal, section V.

The bill takes effect July 1, 2024.

## II. Present Situation:

### Hazardous Occupations Prohibited

The Fair Labor Standards Act of 1938 regulates the employment of children in particularly hazardous occupations.<sup>1</sup> Prohibitions regarding the employment of minors age 16 or 17 in hazardous occupations in Florida are consistent with regulations adopted by the United States (US) Secretary of Labor.<sup>2</sup> No minor under 18 years of age, whether such person's disabilities of nonage have been removed, may be employed or permitted or suffered to work on any scaffolding, roof, superstructure, residential or nonresidential building construction, or ladder above 6 feet. This prohibition does not apply to a student learner who:

- Is enrolled in a youth vocational training program under a recognized state or local educational authority.
- Is employed under a written agreement that provides:
  - That the work of the student learner in the occupation declared particularly hazardous shall be incidental to the training.
  - That such work will be intermittent and for short periods of time and under the direct and close supervision of a qualified and experienced person.
  - That safety instructions shall be given by the school and correlated by the employer with on-the-job training.
  - That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.<sup>3</sup>

Every employer in the construction industry is required to secure the payment of workers' compensation to his or her employees.<sup>4</sup> Employers who fail to secure the payment of workers' compensation for their employees are required to stop working and are liable for administrative and criminal penalties.<sup>5</sup> Employers must provide this benefit to all employees, including minors, whether lawfully or unlawfully employed.<sup>6</sup>

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<sup>1</sup> 29 U.S.C. s. 203(1).

<sup>2</sup> Compare s. 450.061, F.S., with 29 CFR Part 570, Subpart E (Occupations Particularly Hazardous for the Employment of Minors Between 16 and 18 Years of Age or Detrimental to Their Health or Well-Being). However, the Secretary of Labor has not selected residential construction as a particularly hazardous activity. See 3 EMP. COORD. *Compensation IV* s. 24.20 (Jan. 2024).

<sup>3</sup> Sections 450.061(2) and 450.161, F.S.

<sup>4</sup> Sections 440.10(1) and 440.38(1), F.S.

<sup>5</sup> See ss. 440.105 and 440.107, F.S.

<sup>6</sup> Section 440.02(18), F.S.



Employers are also required to provide certain training for their employees. Employers are required to instruct each employee in the recognition and avoidance of unsafe conditions and the regulations applicable to their work environment to control or eliminate any hazards or other exposure to illness or injury. Employers are encouraged to use the safety and health training programs provided by the Secretary of Labor.<sup>7</sup>

The Occupational Health and Safety Administration (OSHA) within the US Department of Labor, provides an Outreach Training Program to promote workplace safety and health and to make workers more knowledgeable about workplace hazards and their rights. The OSHA Outreach Training Program provides training on the recognition, avoidance, abatement, and prevention of workplace hazards. Outreach classes also provide overview information regarding OSHA, including workers' rights, employer responsibilities, and how to file a complaint.<sup>8</sup>

The 10-hour training program is primarily intended for entry level workers. The 30-hour training program is intended to provide workers with some safety responsibility a greater depth and variety of training. All outreach training is intended to cover an overview of the hazards a worker may encounter on a job site. Training emphasizes hazard identification, avoidance, control and prevention, not OSHA standards.<sup>9</sup>

In the Fiscal Year 2023, 1,341,168 individuals were trained through the Outreach Training Program.<sup>10</sup> The construction 10-hour certification comprised 42 percent of the trainings.<sup>11</sup>

### **Apprentices and Journeyworkers**

Florida law defines an apprentice as a person at least 16 years of age who has entered into a written apprentice agreement with an employer, an association of employers, or a local joint apprenticeship committee, to learn a recognized skilled trade through actual work experience under the supervision of another worker who has completed an apprenticeship program or has worked in the field for a minimum number of years established by industry standard. Training for an apprentice should be combined with properly coordinated studies of related technical and supplementary subjects.<sup>12</sup>

An apprenticeship program must be registered and approved by the Department of Education (DOE).<sup>13</sup> A student who earns credit upon completion of a registered apprenticeship or preapprenticeship program may use such credit to satisfy high school graduation credit requirements for fine or performing arts, speech and debate, or career and technical education, or electives. The State Board of Education (SBE) is required to approve and identify in the Course

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<sup>7</sup> 29 CFR s. 1926.21.

<sup>8</sup> USDOL, OSHA, *Outreach Training Program: Program Overview*, <https://www.osha.gov/training/outreach/overview> (last visited Jan. 18, 2024).

<sup>9</sup> *Id.*

<sup>10</sup> USDOL, OSHA, *Outreach Training Program Annual Number of Trainees*, <https://www.osha.gov/training/outreach/growth> (last visited Jan. 18, 2024).

<sup>11</sup> USDOL, OSHA, *Number of Trainees by Class Type*, <https://www.osha.gov/training/outreach/growth#tab2> (last visited Jan. 18, 2024).

<sup>12</sup> Section 446.021(2), F.S.

<sup>13</sup> Section 446.021(6), F.S.

Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used to satisfy high school graduation requirements.<sup>14</sup>

The term of an apprenticeship may be completed through either a time-based approach, a competency-based approach, or a hybrid approach, as follows:

- The time-based approach measures skill acquisition through the apprentice's completion of at least 2,000 hours of on-the-job training, exclusive of related technical instruction.
- The competency-based approach measures the apprentice's successful demonstration of acquired skills and knowledge, demonstrated through on-the-job training and related technical instruction.
- The hybrid approach measures the individual apprentice's skill acquisition through a combination of a range of specified number of hours of on-the-job training and the successful demonstration of competency.<sup>15</sup>

Florida apprenticeship standards define a journeyworker as a person working in an apprenticeable occupation who has successfully completed a registered apprenticeship program or who has worked the number of years required by established industry practices for the particular trade or occupation.<sup>16</sup>

Counties and municipalities are authorized to issue journeyman licenses in the plumbing, pipe fitting, mechanical, HVAC, electrical and alarm system trades. An individual who holds a valid, active journeyman license in the trade issued by any county or municipality may work as a journeyman in the trade in which he or she is licensed in any other county or municipality without taking an additional examination or paying an additional license fee, if he or she:

- Has scored at least 70 percent, or after October 1, 1997, at least 75 percent, on a proctored journeyman Block and Associates examination or other proctored examination approved by the board for the trade in which he or she is licensed;
- Has completed a registered apprenticeship program and demonstrates four years' verifiable practical experience in the trade for which he or she is licensed, or demonstrates six years' verifiable practical experience in the trade for which he or she is licensed;
- Has satisfactorily completed specialized and advanced module coursework approved by the Florida Building Commission, as part of the building code compliance and mitigation training program,<sup>17</sup> specific to the discipline or, pursuant to authorization by the certifying authority, provides proof of completion of such curriculum or coursework within 6 months after such certification; and
- Has not had a license suspended or revoked within the last five years.<sup>18</sup>

A local government may charge a registration fee for reciprocity, not to exceed \$25.<sup>19</sup> Subject to limited exceptions,<sup>20</sup> state law related to electrical and alarm system contracting does not limit the power of a municipality or county to require that one electrical journeyman, who is a

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<sup>14</sup> Section 1003.4282(7), F.S.

<sup>15</sup> Rule 6A-23.004(2), F.A.C.

<sup>16</sup> Section 446.021(4), F.S.

<sup>17</sup> Section 553.841, F.S.

<sup>18</sup> Sections 489.1455 and 489.5335, F.S.

<sup>19</sup> *Id.*

<sup>20</sup> *See* s. 489.503, F.S.

graduate of the Institute of Applied Technology in Construction Excellence or licensed locally, be present on an industrial or commercial new construction site with a facility of 50,000 gross square feet or more when electrical work in excess of 77 volts is being performed in order to supervise or perform such work.<sup>21</sup>

### **Career Fairs**

Each district school board must require each high school within its jurisdiction to host an annual career fair during the school year and establish a process to provide students in grades 11 and 12 the opportunity to meet or interview with potential employers during the career fair. The career fair must be held on the campus of the high school, except that a group of high schools in the district or a group of districts may hold a joint career fair at an alternative location. 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.<sup>22</sup>

### **State Academic Standards**

The state academic standards establish the core content of the curricula to be taught in the state and specify the core content knowledge and skills that K-12 public school students are expected to acquire. Standards must be rigorous and relevant and provide for the logical, sequential progression of core curricular content that incrementally increases a student's core content knowledge and skills over time. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.<sup>23</sup>

The standards must include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8. The standards for grades 9 through 12 may be organized by grade clusters of more than one grade level except as otherwise provided for visual and performing arts, physical education, health, and foreign language standards.<sup>24</sup>

The Commissioner of Education (commissioner), as needed, is required to develop and submit proposed revisions to the standards for review and comment by Florida educators, school administrators, representatives of the Florida College System institutions and state universities who have expertise in the content knowledge and skills necessary to prepare a student for postsecondary education and careers, business and industry leaders, and the public. The commissioner, after considering reviews and comments, must submit the proposed revisions to the SBE for adoption.<sup>25</sup>

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<sup>21</sup> Section 489.537(3), F.S.

<sup>22</sup> Section 1001.43(14), F.S.

<sup>23</sup> Section 1003.41(1), F.S.

<sup>24</sup> *Id.*

<sup>25</sup> Section 1003.41(3), F.S.

### **CAPE Industry Certification Funding List**

The SBE is required to adopt, at least annually, based on recommendations by the commissioner, the CAPE Industry Certification Funding List that assigns additional full-time equivalent membership to certifications identified in the Master Credentials List that meet a statewide, regional, or local demand.<sup>26</sup>

Certifications included on the CAPE Industry Certification Funding List:<sup>27</sup>

- Require at least 150 hours of instruction and
- Can be earned in middle and high school.
- Usually require passage of a subject area examination and some combination of work experience, educational attainment, or on-the-job training.

### **Requirements for Career Education Basic Skills**

Each career and technical education (CTE) career certificate program, 450 clock hours or longer, includes associated basic academic skills (reading, mathematics, and language) that are required for completion from each CTE program. For the purpose of CTE and basic skills requirements, completion is accomplished when a student has demonstrated mastery of the entire program's standards and benchmarks and receives a Career Certificate of Completion.<sup>28</sup>

Students who enroll in a program offered for career credit of 450 hours or more must complete an entry-level examination within the first six weeks after admission into the program.<sup>29</sup> The State Board of Education (SBE) designates examinations to assess student mastery of basic skills, which include the following:

- Tests of Adult Basic Education (TABE), Forms 11 and 12, 2017;
- Demonstration of basic communication and computation skills;
- Comprehensive Adult Student Assessment System (CASAS), GOALS 900 Series, 2019;
- 2014 GED® Tests: Reasoning through Language Arts and Mathematical Reasoning where a minimum score as determined by the SBE has been attained on each test; and
- A test adopted by the Criminal Justice Standards and Training Commission, used for admission into law enforcement or corrections training programs.<sup>30</sup>

Any student who lacks the required level of basic skills for the career program must be provided with a structured program of basic skills instruction to correct deficiencies. A student may not receive a career or technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.<sup>31</sup>

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<sup>26</sup> Section 1008.44(1), F.S.

<sup>27</sup> Rule 6A-6.0576(5)-(6), F.S.

<sup>28</sup> Florida Department of Education, *Career and Technical Education, 2019-2020 Technical Assistance Paper, CTE Basic Skills Assessment Requirements* (Mar. 2020), available at <https://www.fldoe.org/core/fileparse.php/5398/urlt/basic-skill-tap-att1.pdf>, at 2. (last visited Jan. 18, 2026).

<sup>29</sup> Section 1004.91(2), F.S.

<sup>30</sup> Rule 6A-10.040(1), F.A.C.

<sup>31</sup> Section 1004.91(2), F.S. *See also* Rule 6A-10.040, F.A.C.

An adult with a disability<sup>32</sup> may be exempted from the basic skills assessment requirement. In addition, the following students are exempt from taking the initial basic skills assessment:

- A student who possesses a college degree at the associate in applied science level or higher.
- A student who demonstrates readiness for public postsecondary education in communication and computation specified in SBE rule.<sup>33</sup>
- A student who passes a specified state, national or industry certification or licensure examination that is aligned to the career education program.
- An adult student who is enrolled in an apprenticeship program that is registered with the Department of Education.<sup>34</sup>

### **The Florida Talent Development Council**

The Florida Talent Development Council was created to develop a coordinated, data-driven, statewide approach to meeting Florida's needs for a 21st century workforce that employers and educators use as part of Florida's talent supply system. Among various assigned tasks, the council is required to:

- Coordinate, facilitate, and communicate statewide efforts to meet supply and demand needs for the state's health care workforce.
- Develop definitions for data elements and a uniform survey for use by the Department of Health, the Commission for Independent Education, the Independent Colleges and Universities of Florida, and postsecondary institutions participating in a state loan forgiveness program, grant, fund, or performance-based incentive program.<sup>35</sup>

### **Executive Task Forces**

A “task force” is an advisory body created without specific statutory enactment for a time not to exceed one year or created by specific statutory enactment for a time not to exceed three years and appointed to study a specific problem and recommend a solution or policy alternative with respect to that problem. Its existence terminates upon the completion of its assignment.<sup>36</sup>

The task force must keep the Legislature and the public informed of the numbers, purposes, memberships, activities, and expenses of advisory bodies, commissions, boards of trustees, and other collegial bodies established as adjuncts to executive agencies. A task force has the following characteristics:

- It meets a statutorily defined purpose.
- Its members, unless expressly provided otherwise in the State Constitution, are appointed for 4-year staggered terms.

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<sup>32</sup> An adult with disability means an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and who requires modifications to the educational program, adaptive equipment, or specialized instructional methods and services in order to participate in workforce development programs that lead to competitive employment. Section 1004.02(6), F.S.

<sup>33</sup> Rule 6A-10.0315, F.A.C.

<sup>34</sup> Section 1004.91(3), F.S.

<sup>35</sup> Section 1004.015, F.S.

<sup>36</sup> Section 20.03(5), F.S.

- Its members, unless expressly provided otherwise by specific statutory enactment, serve without additional compensation or honorarium, and are authorized to receive only per diem and reimbursement for travel expenses.
- The private citizen members must be appointed by the Governor, the head of the department, the executive director of the department, or a Cabinet officer.
- Its meetings are public meetings, which must be open to the public at all times, and no resolution, rule, or formal action may be considered binding except as taken or made in public.<sup>37</sup>

### III. Effect of Proposed Changes:

This bill aims to enhance vocational and technical education.

#### **Hazardous Occupations Prohibited**

The bill amends s. 450.061, F.S., to authorize a minor aged 16 or 17 to be employed on any residential building construction if he or she:

- Has earned his or her OSHA 10 certification
- Is under the direct supervision of a person at least 21 years of age who has earned his or her OSHA 10 certification and has at least two years of work experience related to the work he or she is supervising.
- Is not working on any scaffolding, roof, superstructure, or ladder above six feet.
- Is not working in violation of the Fair Labor Standards of 1938, any OSHA rule, or federal law related to minors in the workplace.

#### **Apprentices and Journeyworkers**

The bill amends s. 446.021, F.S., to modify the definition of journeyworker to clarify that, in addition to existing requirements, one must complete a state-approved apprenticeship and pass a state-approved test, when required, to meet the definition of journeyworker.

The bill modifies ss. 489.1455 and 489.5335, F.S., to require a local government to recognize a person as a journeyman plumbing, pipe fitting, mechanical, HVAC, electrical, or alarm trades if the person has:

- Scored at least 70 percent, or after October 1, 1997, at least 75 percent, on a proctored journeyman Block and Associates examination or other proctored examination approved by the board for the trade in which he or she is licensed;
- Completed a registered and state-approved apprenticeship program or has at least 12,000 hours of on-the-job training in his or her specific trade; and
- Satisfactorily completed specialized and advanced module coursework approved by the Florida Building Commission, as part of the building code training program established in s. 553.841, F.S., specific to the discipline or, pursuant to authorization by the certifying authority, provides proof of completion of such coursework within 6 months after such certification.

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<sup>37</sup> Section 20.052, F.S.

The bill accordingly removes the authority of a county or municipality to issue a journeyman license.

### **Career Fairs**

The bill amends s. 1001.43, F.S., to add an alternative to the required annual career fair hosted at each school district high school. The bill authorizes district school boards, as an alternative to the required career fair, to consult with local workforce development boards, advisory committees, and business groups to determine free or cost-effective methods to provide other career and industry networking opportunities, during the school day, for secondary students and exposure for elementary and secondary students to a representative variety of industries, businesses, and careers.

### **State Academic Standards**

The bill modifies s. 1003.41, F.S., to add to the persons who the Commissioner of Education (commissioner) must include for review and comment on proposed revisions to the state standards to include a representative from the Department of Commerce and specifies that business and industry leaders are limited to those for in-demand careers.

### **Career and Technical Education Courses**

The bill modifies s. 1003.4282, F.S., to change how apprentice and preapprenticeship programs may satisfy the high school graduation credit requirements for fine or performing arts, speech and debate, or career and technical education, or electives. The bill authorizes earned credit for completion of one year of related technical instruction in a registered apprenticeship or preapprenticeship program, rather than completion of the entire program, to satisfy the high school graduation credit requirements for fine or performing arts, speech and debate, or career and technical education, or electives.

### **Requirements for Career Education Basic Skills**

The bill modifies s. 1004.91, F.S., to authorize an exemption from postsecondary career education program basic skills requirements for a student who possesses a high school diploma from a private school, or, for a student in a home education program, a signed affidavit submitted by the student's parent attesting that the student has completed a home education program.

### **The Career and Technical Education Task Force**

The bill creates the Career and Technical Education Task Force, adjunct to the Department of Commerce, to study the status of CTE in each school district within the state. The bill requires the Secretary of Commerce to provide administrative and staff support relating to the functions of the task force.

The Governor, the President of the Senate, the Speaker of the House of Representatives, the Commissioner of Education, and the Secretary of the Department of Commerce are each required to appoint two members to the task force by September 1, 2024. The bill requires the commissioner to appoint a chair of the task force. The bill requires the task force to:

- Compile a list of CTE courses offered within each school district. Such data must be broken down by industry, grade level, location, the number of students enrolled in such courses, the number of students who complete such courses, and the total number of students per district enrolled in such courses.
- Compile a list of career and technical education courses offered through the Department of Corrections and Juvenile Justice. Such data must be broken down by location, population, industry course offering, the number of students enrolled in each course, and the number of students who complete such courses.
- Review existing postsecondary credits available for K-12 career and technical education course offerings and how this information is advertised to students and parents.
- Compare existing career and technical education course offerings with data from the Department of Commerce and industry leaders on in-demand careers and the state's economic needs.
- Identify the total funding provided for the CTE courses offered by school districts and analyze whether such funding is uniform across the state or if such funding varies by course or industry.
- Compare funding and reimbursement rates and timelines for CTE courses to funding and reimbursement rates and timelines for traditional K-12 education courses.
- Identify any additional funding available for additional CTE courses, including federal funding, industry funding, or additional state funding.
- Identify how CTE courses are advertised to parents and students.
- Identify the needs of school districts to expand CTE, including what needs could be met by the Legislature.
- Identify the number of students who earn an industry certification through CTE courses who also find employment in relevant industries.
- Provide recommendations for increasing funding, eliminating barriers to expanding career and technical education offerings, and streamlining regulations.
- Provide recommendations for improving the marketing of career and technical education offerings to students and parents.
- Provide recommendations for changes and expansions to CTE course offerings beginning in the 2026-2027 school year.

The bill requires the task force to submit a report of its findings to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Secretary of Commerce by September 1, 2025, and submit its recommendations by January 1, 2026. The task force expires upon submission of the recommendations.

The bill takes effect July 1, 2024.

#### **IV. Constitutional Issues:**

##### **A. Municipality/County Mandates Restrictions:**

None.



**B. Public Records/Open Meetings Issues:**

None.

**C. Trust Funds Restrictions:**

None.

**D. State Tax or Fee Increases:**

None.

**E. Other Constitutional Issues:**

None.

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

None.

**B. Private Sector Impact:**

None.

**C. Government Sector Impact:**

The Department of Commerce may incur costs associated with creating the Career and Technical Education Task Force. Without a fiscal analysis the cost to the department is indeterminate, but likely insignificant.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 446.021, 450.061, 489.117, 489.1455, 489.5335, 1001.43, 1003.41, 1003.4282, and 1004.91.

This bill repeals section 1004.015 of the Florida Statutes.

The bill creates an undesignated section of Florida Law.

**IX. Additional Information:**

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

**CS/CS by Appropriations Committee on Education on February 8, 2024:**

The committee substitute:

- Clarifies that the employment of minors in residential construction may not violate the Fair Labor Standards Act of 1938.
- Clarifies that, in addition to existing requirements, an individual must complete a state-approved apprenticeship and pass a state-approved test, when required, to meet the definition of journeyworker.
- Restores the authority of local governments to recognize journeyworkers while retaining the provision of the bill removing the authority to grant local journeyworker licenses. The amendment requires a local government to recognize a person as a journeyman if the person:
  - Passed a test approved for the trade;
  - Completed an apprenticeship or has 12,000 hours of experience in the trade; and
  - Completed coursework as approved by the Florida Building Commission.
- Makes optional for institutions the exemption from basic skills requirements for home education and private school completers, similar to existing exemption for public school graduates.
- Shifts the CTE task force to be housed within the Department of Commerce instead of the Department of Education.
- Repeals the Florida Talent Development Council.

**CS in Education Pre-K – 12 on January 17, 2024:**

The committee substitute narrows the exception provided in the bill to the prohibition on minors aged 16 to 17 working on scaffolding, roof, superstructure, or residential or nonresidential building construction, to apply the exception only to residential building construction. The committee substitute maintains the requirement that the exception only apply to minors with an Occupational Safety and Health Administration (OSHA) 10 certification, who are supervised as provided in the bill.

The committee substitute removes the requirement of the bill that:

- High school career fairs include specific additional criteria, and instead authorizes district school boards, as an alternative to the required career fair, to consult with local workforce development boards, advisory committees, and business groups to determine free or cost-effective methods to provide other career and industry networking opportunities, during the school day, for secondary students and exposure for elementary and secondary students to a representative variety of industries, businesses, and careers.
- The specific curricular content established in the state academic standards for mathematics ensure the integration of real-life opportunities to use such curricular content.

- All courses directly related to CAPE Digital Tool or Industry Certifications be weighted the same as a grade in an honors course for purposes of calculating grade-point-average (GPA).
- Conditions high school credit for apprenticeship or preapprenticeship programs on the completion of OSHA 10 certification and maintains the provision of the bill authorizing students to use one year of related technical instruction (CTE) to satisfy high school credit requirements.
- Require the Department of Education (DOE) and the Board of Governors (BOG) to establish and publish lists related to articulation certain CTE credits.
- Increases the career-themed courses that district high school and middle schools must offer.
- Modifies the CAPE Act 3-year strategic plan, curriculum review committee, and the Commissioner of Education's annual review of CTE offerings.

The committee substitute adds to the bill:

- December 1, 2024, as a deadline for the Department of Education (DOE) to convene the workgroup to identify the three math pathways for students enrolled in secondary grades.
- An exemption from postsecondary career education program basic skills requirements for a student who possesses a high school diploma from a private school, or, for a student in a home education program, a signed affidavit submitted by the student's parent attesting that the student has completed a home education program.

The committee substitute removes from the bill the provision providing flexibility from certification requirements for district school boards in hiring non-degree CTE teachers.

The committee substitute adds to the CTE Task Force created in the bill the responsibility to:

- Compile a list of career and technical education courses offered through the Department of Corrections and Juvenile Justice. Such data must be broken down by location, population, industry course offering, the number of students enrolled in each course, and the number of students who complete such courses
- Review existing postsecondary credits available for K-12 career and technical education course offerings and how this information is advertised to students and parents.
- Compare existing career and technical education course offerings with data from the Department of Commerce and industry leaders on in-demand careers and the state's economic needs.
- Provide recommendations for increasing funding, eliminating barriers to expanding career and technical education offerings, and streamlining regulations.
- Provide recommendations for improving the marketing of career and technical education offerings to students and parents.

The committee substitute modifies the date for the task force to report on its findings to require the task force to submit its report by September 1, 2025, and its recommendations by January 1, 2026.

B. Amendments:

None.

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

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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/09/2024	.	
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The Appropriations Committee on Education (Simon) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause and insert:

Section 1. Subsection (4) of section 446.021, Florida Statutes, is amended to read:

446.021 Definitions of terms used in ss. 446.011-446.092.—  
As used in ss. 446.011-446.092, the term:

(4) "Journeyworker" means a person working in an apprenticeship occupation who has successfully completed a



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11 registered and state-approved apprenticeship program or who has  
12 worked the number of years required by established industry  
13 practices for the particular trade or occupation and, if  
14 required for the specific industry, has passed the appropriate  
15 state-approved industry test.

16 Section 2. Subsection (2) of section 450.061, Florida  
17 Statutes, is amended to read:

18 450.061 Hazardous occupations prohibited; exemptions.—

19 (2) A ~~no~~ minor under 18 years of age, regardless of whether  
20 such person's disabilities of nonage have been removed, may not  
21 shall be employed or permitted or suffered to work in any of the  
22 following places of employment or in any of the following  
23 occupations, provided that ~~the provisions of~~ paragraphs (b),  
24 (e), (g), (h), (j), (m), (o), and (q) do shall not apply to the  
25 employment of student learners under the conditions prescribed  
26 in s. 450.161:

27 (a) In or around explosive or radioactive materials.

28 (b) On any scaffolding, roof, superstructure, residential  
29 or nonresidential building construction, or ladder above 6 feet.  
30 A minor 16 or 17 years of age may be employed on any residential  
31 building construction if:

32 1. The minor 16 or 17 years of age has earned his or her  
33 Occupational Safety and Health Administration 10 certification  
34 and is under the direct supervision of a person who:

35 a. Has earned his or her Occupational Safety and Health  
36 Administration 10 certification.

37 b. Is 21 years of age or older.

38 c. Has at least 2 years of work experience related to the  
39 work he or she is supervising.



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40           2. The minor 16 or 17 years of age is not working on any  
41 scaffolding, roof, superstructure, or ladder above 6 feet.

42           3. The work being performed by the minor 16 or 17 years of  
43 age is not in violation of the federal Fair Labor Standards Act  
44 of 1938, any Occupational Safety and Health Administration rule,  
45 or federal law related to minors in the workplace.

46           (c) In or around toxic substances or corrosives, including  
47 pesticides or herbicides, unless proper field entry time  
48 allowances have been followed.

49           (d) Any mining occupation.

50           (e) In the operation of power-driven woodworking machines.

51           (f) In the operation of power-driven hoisting apparatus.

52           (g) In the operation of power-driven metal forming,  
53 punching, or shearing machines.

54           (h) Slaughtering, meat packing, processing, or rendering,  
55 except as provided in 29 C.F.R. s. 570.61(c).

56           (i) In the operation of power-driven bakery machinery.

57           (j) In the operation of power-driven paper products and  
58 printing machines.

59           (k) Manufacturing brick, tile, and like products.

60           (l) Wrecking or demolition.

61           (m) Excavation operations.

62           (n) Logging or sawmilling.

63           (o) Working on electric apparatus or wiring.

64           (p) Firefighting.

65           (q) Operating or assisting to operate, including starting,  
66 stopping, connecting or disconnecting, feeding, or any other  
67 activity involving physical contact associated with operating, a  
68 tractor over 20 PTO horsepower, any trencher or earthmoving



69 equipment, fork lift, or any harvesting, planting, or plowing  
70 machinery, or any moving machinery.

71 Section 3. Paragraph (a) of subsection (4) of section  
72 489.117, Florida Statutes, is amended to read:

73 489.117 Registration; specialty contractors.—

74 (4) (a) 1. A person whose job scope does not substantially  
75 correspond to either the job scope of one of the contractor  
76 categories defined in s. 489.105(3) (a)-(o), or the job scope of  
77 one of the certified specialty contractor categories established  
78 by board rule, is not required to register with the board. A  
79 local government, as defined in s. 163.211, may not require a  
80 person to obtain a license, issued by the local government or  
81 the state, for a job scope which does not substantially  
82 correspond to the job scope of one of the contractor categories  
83 defined in s. 489.105(3) (a)-(o) and (q) or authorized in s.  
84 489.1455 ~~s. 489.1455(1)~~, or the job scope of one of the  
85 certified specialty contractor categories established pursuant  
86 to s. 489.113(6). A local government may not require a state or  
87 local license to obtain a permit for such job scopes. For  
88 purposes of this section, job scopes for which a local  
89 government may not require a license include, but are not  
90 limited to, painting; flooring; cabinetry; interior remodeling  
91 when the scope of the project does not include a task for which  
92 a state license is required; driveway or tennis court  
93 installation; handyman services; decorative stone, tile, marble,  
94 granite, or terrazzo installation; plastering; pressure washing;  
95 stuccoing; caulking; and canvas awning and ornamental iron  
96 installation.

97 2. A county that includes an area designated as an area of





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98 critical state concern under s. 380.05 may offer a license for  
99 any job scope which requires a contractor license under this  
100 part if the county imposed such a licensing requirement before  
101 January 1, 2021.

102 3. A local government may continue to offer a license for  
103 veneer, including aluminum or vinyl gutters, siding, soffit, or  
104 fascia; rooftop painting, coating, and cleaning above three  
105 stories in height; or fence installation and erection if the  
106 local government imposed such a licensing requirement before  
107 January 1, 2021.

108 4. A local government may not require a license as a  
109 prerequisite to submit a bid for public works projects if the  
110 work to be performed does not require a license under general  
111 law.

112 Section 4. Section 489.1455, Florida Statutes, is amended  
113 to read:

114 489.1455 Journeyman; reciprocity; standards.—

115 ~~(1) Counties and municipalities must recognize a person as~~  
116 ~~a journeyman are authorized to issue journeyman licenses in the~~  
117 ~~plumbing, pipe fitting, mechanical, or HVAC trades if he or she~~  
118 ~~meets the following requirements:—~~

119 ~~(2) An individual who holds a valid, active journeyman~~  
120 ~~license in the plumbing, pipe fitting, mechanical, or HVAC~~  
121 ~~trades issued by any county or municipality in this state may~~  
122 ~~work as a journeyman in the trade in which he or she is licensed~~  
123 ~~in any county or municipality of this state without taking an~~  
124 ~~additional examination or paying an additional license fee, if~~  
125 ~~he or she:~~

126 (1)(a) Has scored at least 70 percent, or after October 1,



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127 1997, at least 75 percent, on a proctored journeyman Block and  
128 Associates examination or other proctored examination approved  
129 by the board for the trade in which he or she is licensed;

130 ~~(2)(b)~~ Has completed a registered and state-approved an  
131 apprenticeship program as defined in s. 446.021(6) or has at  
132 least 12,000 hours of on-the-job training in his or her specific  
133 trade registered with a registration agency defined in 29 C.F.R.  
134 s. 29.2 and demonstrates 4 years' verifiable practical  
135 experience in the trade for which he or she is licensed, or  
136 demonstrates 6 years' verifiable practical experience in the  
137 trade for which he or she is licensed; and

138 ~~(3)(e)~~ Has satisfactorily completed specialized and  
139 advanced module coursework approved by the Florida Building  
140 Commission, as part of the building code training program  
141 established in s. 553.841, specific to the discipline or,  
142 pursuant to authorization by the certifying authority, provides  
143 proof of completion of such coursework within 6 months after  
144 such certification. ~~;~~ ~~and~~

145 ~~(d) Has not had a license suspended or revoked within the~~  
146 ~~last 5 years.~~

147 ~~(3) A local government may charge a registration fee for~~  
148 ~~reciprocity, not to exceed \$25.~~

149 Section 5. Section 489.5335, Florida Statutes, is amended  
150 to read:

151 489.5335 Journeyman; reciprocity; standards.—

152 ~~(1)~~ Counties and municipalities must recognize a person as  
153 a journeyman ~~are authorized to issue journeyman licenses in the~~  
154 electrical and alarm system trades if he or she meets the  
155 following requirements:—



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156       ~~(2) An individual who holds a valid, active journeyman~~  
157 ~~license in the electrical or alarm system trade issued by any~~  
158 ~~county or municipality in this state may work as a journeyman in~~  
159 ~~the trade in which he or she is licensed in any other county or~~  
160 ~~municipality of this state without taking an additional~~  
161 ~~examination or paying an additional license fee, if he or she:~~

162           ~~(1)(a) Has scored at least 70 percent, or after October 1,~~  
163 ~~1997, at least 75 percent, on a proctored journeyman Block and~~  
164 ~~Associates examination or other proctored examination approved~~  
165 ~~by the board for the trade in which he or she is licensed;~~

166           ~~(2)(b) Has completed a registered and state-approved an~~  
167 ~~apprenticeship program as defined in s. 446.021(6) or has at~~  
168 ~~least 12,000 hours of on-the-job training in his or her specific~~  
169 ~~trade registered with a registration agency defined in 29 C.F.R.~~  
170 ~~s. 29.2 and demonstrates 4 years' verifiable practical~~  
171 ~~experience in the trade for which he or she is licensed, or~~  
172 ~~demonstrates 6 years' verifiable practical experience in the~~  
173 ~~trade for which he or she is licensed; and~~

174           ~~(3)(c) Has satisfactorily completed specialized and~~  
175 ~~advanced module coursework approved by the Florida Building~~  
176 ~~Commission, as part of the building code training program~~  
177 ~~established in s. 553.841, specific to the discipline or,~~  
178 ~~pursuant to authorization by the certifying authority, provides~~  
179 ~~proof of completion of such curriculum or coursework within 6~~  
180 ~~months after such certification.; and~~

181           ~~(d) Has not had a license suspended or revoked within the~~  
182 ~~last 5 years.~~

183           ~~(3) A local government may charge a registration fee for~~  
184 ~~reciprocity, not to exceed \$25.~~



185 Section 6. Paragraph (c) of subsection (14) of section  
186 1001.43, Florida Statutes, is amended to read:

187 1001.43 Supplemental powers and duties of district school  
188 board.—The district school board may exercise the following  
189 supplemental powers and duties as authorized by this code or  
190 State Board of Education rule.

191 (14) RECOGNITION OF ACADEMIC AND CAREER ACHIEVEMENT.—

192 (c) Beginning with the 2023-2024 school year, each district  
193 school board shall require each high school within its  
194 jurisdiction to host an annual career fair during the school  
195 year and establish a process to provide students in grades 11  
196 and 12 the opportunity to meet or interview with potential  
197 employers during the career fair. The career fair must be held  
198 on the campus of the high school, except that a group of high  
199 schools in the district or a group of districts may hold a joint  
200 career fair at an alternative location to satisfy the  
201 requirement in this paragraph. A joint career fair must be held  
202 at a location located within reasonable driving distance for  
203 students at all participating schools. The career fair must be  
204 held during the school day and may use Florida's online career  
205 planning and work-based learning system as part of the career  
206 fair activities. Alternatively, district school boards may  
207 consult with local workforce development boards, advisory  
208 committees, and business groups to determine free or cost-  
209 effective methods to provide other career and industry  
210 networking opportunities during the school day for secondary  
211 students and exposure for elementary and secondary students to a  
212 representative variety of industries, businesses, and careers.  
213



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

221 Section 7. Subsection (3) of section 1003.41, Florida  
222 Statutes, is amended to read:

223 1003.41 State academic standards.—

224 (3) The Commissioner of Education shall, as deemed  
225 necessary ~~needed~~, ~~shall~~ develop and submit proposed revisions to  
226 the standards for review and comment by Florida educators,  
227 school administrators, representatives of the Florida College  
228 System institutions and state universities who have expertise in  
229 the content knowledge and skills necessary to prepare a student  
230 for postsecondary education and careers, a representative from  
231 the Department of Commerce, business and industry leaders for  
232 in-demand careers, and the public. The commissioner, after  
233 considering reviews and comments, shall submit the proposed  
234 revisions to the State Board of Education for adoption.

235 Section 8. Paragraph (a) of subsection (7) and subsection  
236 (10) of section 1003.4282, Florida Statutes, are amended to  
237 read:

238 1003.4282 Requirements for a standard high school diploma.—

239 (7) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL  
240 CREDIT REQUIREMENTS.—

241 (a) Participation in career education courses engages  
242 students in their high school education, increases academic



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

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

256 2. Career education courses must:

257 a. Include workforce and digital literacy skills.

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

266  
267 The instructional methodology used in these courses must  
268 comprise authentic projects, problems, and activities for  
269 contextual academic learning and emphasize workplace skills  
270 identified under s. 445.06.

271 3. A student who earns credit upon completion of 1 year of



272 related technical instruction for an apprenticeship program  
273 registered with the Department of Education under chapter 446 or  
274 preapprenticeship program registered with the Department of  
275 Education under chapter 446 may use such credit to satisfy the  
276 high school graduation credit requirements in paragraph (3)(e)  
277 or paragraph (3)(g). The state board shall approve and identify  
278 in the Course Code Directory the apprenticeship and  
279 preapprenticeship programs from which earned credit may be used  
280 pursuant to this subparagraph.

281 4. The State Board of Education shall, by rule, establish a  
282 process that enables a student to receive work-based learning  
283 credit or credit in electives for completing a threshold level  
284 of demonstrable participation in extracurricular activities  
285 associated with career and technical student organizations.  
286 Work-based learning credit or credit in electives for  
287 extracurricular activities or supervised agricultural  
288 experiences may not be limited by grade level.

289 (10) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department  
290 of Education shall convene a workgroup, no later than December  
291 1, 2024, to:

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

297 (b) Establish three mathematics pathways for students  
298 enrolled in secondary grades by aligning mathematics courses to  
299 programs, postsecondary education, and careers. The workgroup  
300 shall collaborate to identify the three mathematics pathways and



301 the mathematics course sequence within each pathway which align  
302 to the mathematics skills needed for success in the  
303 corresponding academic programs, postsecondary education, and  
304 careers.

305 Section 9. Section 1004.015, Florida Statutes, is repealed.

306 Section 10. Paragraph (a) of subsection (3) of section  
307 1004.91, Florida Statutes, is amended to read:

308 1004.91 Requirements for career education program basic  
309 skills.—

310 (3) (a) The following students may be exempted from this  
311 section:

312 1. An adult student with a disability ~~may be exempted from~~  
313 this section.

314 2. A student who possesses a high school diploma from a  
315 private school that is in compliance with s. 1002.42, or, for a  
316 student in a home education program, a signed affidavit  
317 submitted by the student's parent or legal guardian attesting  
318 that the student has completed a home education program pursuant  
319 to the requirements of s. 1002.41.

320 Section 11. Paragraph (j) of subsection (3) of section  
321 14.36, Florida Statutes, is amended to read:

322 14.36 Reimagining Education and Career Help Act.—The  
323 Reimagining Education and Career Help Act is created to address  
324 the evolving needs of Florida's economy by increasing the level  
325 of collaboration and cooperation among state businesses and  
326 education communities while improving training within and equity  
327 and access to a more integrated workforce and education system  
328 for all Floridians.

329 (3) The duties of the office are to:





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330           ~~(j) Direct the objectives of the Talent Development Council~~  
331 ~~established in s. 1004.015.~~

332           Section 12. Paragraph (a) of subsection (3) of section  
333 1001.02, Florida Statutes, is amended to read:

334           1001.02 General powers of State Board of Education.—

335           (3) (a) The State Board of Education shall adopt a strategic  
336 plan that specifies goals and objectives for the state's public  
337 schools and Florida College System institutions. The plan shall  
338 be formulated in conjunction with plans of the Board of  
339 Governors in order to provide for the roles of the universities  
340 and Florida College System institutions to be coordinated to  
341 best meet state needs and reflect cost-effective use of state  
342 resources. The strategic plan must clarify the mission  
343 statements of each Florida College System institution and the  
344 system as a whole and identify degree programs, including  
345 baccalaureate degree programs, to be offered at each Florida  
346 College System institution in accordance with the objectives  
347 provided in this subsection and the coordinated 5-year plan  
348 pursuant to paragraph (2) (v). The strategic plan must cover a  
349 period of 5 years, with modification of the program lists after  
350 2 years. Development of each 5-year plan must be coordinated  
351 with and initiated after completion of the master plan. The  
352 strategic plans must specifically include programs and  
353 procedures for responding to the educational needs of teachers  
354 and students in the public schools of this state and consider  
355 reports and recommendations of ~~the Florida Talent Development~~  
356 ~~Council pursuant to s. 1004.015 and the Articulation~~  
357 Coordinating Committee pursuant to s. 1007.01. The state board  
358 shall submit a report to the President of the Senate and the



359 Speaker of the House of Representatives upon modification of the  
360 plan and as part of its legislative budget request.

361 Section 13. Paragraph (b) of subsection (5) of section  
362 1001.706, Florida Statutes, is amended to read:

363 1001.706 Powers and duties of the Board of Governors.—

364 (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

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

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

383 2. Consider reports and recommendations of ~~the Florida~~  
384 ~~Talent Development Council under s. 1004.015~~ and the  
385 Articulation Coordinating Committee under s. 1007.01, and the  
386 information provided by the Labor Market Statistics Center  
387 within the Department of Economic Opportunity and the Labor



388 Market Estimating Conference.

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

392         4. Include criteria for designating baccalaureate degree  
393 and master's degree programs at specified universities as high-  
394 demand programs of emphasis. Once the criteria are available and  
395 applicable to baccalaureate degrees and graduate degrees, the  
396 Board of Governors shall adopt the criteria to determine value  
397 for and prioritization of degree credentials and degree programs  
398 established by the Credentials Review Committee under s. 445.004  
399 for designating high-demand programs of emphasis. The Board of  
400 Governors must review designated programs of emphasis, at a  
401 minimum, every 3 years to ensure alignment with the  
402 prioritization of degree credentials and degree programs  
403 identified by the Credentials Review Committee.

404         5. Include criteria for nondegree credentials.

405         Section 14. Paragraph (b) of subsection (9) of section  
406 1009.8962, Florida Statutes, is amended to read:

407         1009.8962 Linking Industry to Nursing Education (LINE)  
408 Fund.—

409         (9)

410         (b) Annually, by February 1, each institution awarded grant  
411 funds in the previous fiscal year shall submit a report to the  
412 Board of Governors or Department of Education, as applicable,  
413 that demonstrates the expansion as outlined in the proposal and  
414 the use of funds. At minimum, the report must include, by  
415 program level, the number of additional nursing education  
416 students enrolled; if scholarships were awarded using grant



417 funds, the number of students who received scholarships and the  
418 average award amount; ~~and the outcomes of students as reported~~  
419 ~~by the Florida Talent Development Council pursuant to s.~~  
420 ~~1004.015(6).~~

421 Section 15. (1) The Career and Technical Education Task  
422 Force, a task force as defined in s. 20.03(5), Florida Statutes,  
423 is created adjunct to the Department of Commerce to study the  
424 status of career and technical education in each school district  
425 within the state. Except as otherwise provided in this section,  
426 the task force shall operate in a manner consistent with s.  
427 20.052, Florida Statutes. The department shall provide  
428 administrative and staff support relating to the functions of  
429 the task force.

430 (2) The Governor, the President of the Senate, the Speaker  
431 of the House of Representatives, the Commissioner of Education,  
432 the Secretary of Commerce, the Secretary of Corrections, and the  
433 Secretary of Juvenile Justice shall each appoint two members to  
434 the task force by September 1, 2024. The commissioner shall  
435 appoint the chair of the task force.

436 (3) The task force shall do all of the following:

437 (a) Compile a list of career and technical education  
438 courses offered within each school district. Such data must be  
439 broken down by industry, grade level, location, the number of  
440 students enrolled in such courses, the number of students who  
441 complete such courses, and the total number of students per  
442 district enrolled in such courses.

443 (b) Compile a list of career and technical education  
444 courses offered through the Department of Corrections and the  
445 Department of Juvenile Justice. Such data must be broken down by



446 location, population, industry course offering, the number of  
447 students enrolled in each course, and the number of students who  
448 complete such courses.

449 (c) Identify the total funding provided for the career and  
450 technical education courses offered by school districts and  
451 analyze whether such funding is uniform across the state or if  
452 such funding varies by geography, course, or industry.

453 (d) Identify the total funding provided for the career and  
454 technical education courses offered by the Department of  
455 Corrections and the Department of Juvenile Justice.

456 (e) Compare funding and reimbursement rates and timelines  
457 for career and technical education courses to funding and  
458 reimbursement rates and timelines for traditional K-12 education  
459 courses.

460 (f) Identify any additional funding available for  
461 additional career and technical education courses, including  
462 federal funding, industry funding, or additional state funding.

463 (g) Identify how career and technical education courses are  
464 advertised to parents and students.

465 (h) Identify the needs of school districts to expand career  
466 and technical education, including what needs could be met by  
467 the Legislature.

468 (i) Identify the number of students who earn an industry  
469 certification through career and technical education courses who  
470 also find employment in relevant industries.

471 (j) Review existing postsecondary credits available for K-  
472 12 career and technical education course offerings and how this  
473 information is advertised to students and parents.

474 (k) Compare existing career and technical education course



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475 offerings with data from the Department of Commerce and industry  
476 leaders about in-demand careers and the state's economic needs.

477 (l) Provide recommendations for changes and expansions to  
478 career and technical education course offerings beginning in the  
479 2026-2027 school year.

480 (m) Provide recommendations for increasing funding,  
481 eliminating barriers to expanding career and technical education  
482 offerings, and streamlining regulations.

483 (n) Provide recommendations for improving the marketing of  
484 career and technical education offerings to students and  
485 parents.

486 (4) The task force shall submit to the Governor, the  
487 President of the Senate, the Speaker of the House of  
488 Representatives, and the Secretary of Commerce a report of its  
489 findings by September 1, 2025. The task force shall submit to  
490 the Governor, the President of the Senate, the Speaker of the  
491 House of Representatives, and the Secretary of Commerce its  
492 recommendations by January 1, 2026. This section shall expire  
493 upon submission of the recommendations.

494 Section 16. This act shall take effect July 1, 2024.

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

496 And the title is amended as follows:

497 Delete everything before the enacting clause  
498 and insert:

499 A bill to be entitled  
500 An act relating to career and technical education;  
501 amending s. 446.021, F.S.; revising the definition of  
502 the term "journeyworker"; amending s. 450.061, F.S.;  
503 providing an exemption for minors to work in specified



504 conditions; amending s. 489.117, F.S.; conforming a  
505 cross-reference; amending ss. 489.1455 and 489.5335,  
506 F.S.; requiring counties and municipalities to  
507 recognize certain persons as journeymen for specified  
508 occupations if such persons meet specified criteria;  
509 deleting provisions authorizing a local government to  
510 charge a specified registration fee; amending s.  
511 1001.43, F.S.; providing an alternative to career  
512 fairs through other career and industry networking  
513 opportunities; amending s. 1003.41, F.S.; revising a  
514 list of individuals who are required to review and  
515 comment on certain revisions to the state academic  
516 standards; making technical changes; amending s.  
517 1003.4282, F.S.; revising the requirements for certain  
518 credits and certifications to meet specified  
519 graduation requirements; specifying the date by which  
520 the Department of Education must convene a specified  
521 work group; making a technical change; repealing s.  
522 1004.015, F.S., relating to the Florida Talent  
523 Development Council; amending s. 1004.91, F.S.;  
524 expanding an exemption from a requirement for  
525 completion of a career education program basic skills  
526 examination; amending ss. 14.36, 1001.02, 1001.706,  
527 1009.8962, F.S.; conforming provisions to changes made  
528 by the act; creating the Career and Technical  
529 Education Task Force adjunct to the Department of  
530 Commerce; providing the purpose of the task force;  
531 providing the membership and duties of the task force;  
532 requiring the task force to submit a report and



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533        recommendations to certain officials by specified  
534        dates; providing for expiration of the task force;  
535        providing an effective date.



By the Committee on Education Pre-K -12; and Senators Simon and Perry

581-02188-24

2024460c1

1 A bill to be entitled  
 2 An act relating to career and technical education;  
 3 amending s. 450.061, F.S.; providing an exemption for  
 4 minors to work in specified conditions; repealing s.  
 5 489.5335, F.S., relating to journeyman reciprocity;  
 6 amending s. 489.537, F.S.; conforming a provision to  
 7 changes made by the act; amending s. 1001.43, F.S.;  
 8 providing an alternative to career fairs through other  
 9 career and industry networking opportunities; amending  
 10 s. 1003.41, F.S.; revising a list of individuals who  
 11 are required to review and comment on certain  
 12 revisions to the state academic standards; making  
 13 technical changes; amending s. 1003.4282, F.S.;  
 14 revising the requirements for certain credits and  
 15 certifications to meet specified graduation  
 16 requirements; requiring the Department of Education to  
 17 convene a workgroup by a specified date for specified  
 18 purposes; making a technical change; amending s.  
 19 1004.91, F.S.; providing an additional exemption from  
 20 completing an entry-level examination for certain  
 21 students; creating the Career and Technical Education  
 22 Task Force adjunct to the Department of Education;  
 23 providing the purpose of the task force; providing the  
 24 membership and duties of the task force; requiring the  
 25 task force to submit a report to certain officials by  
 26 a specified date; providing for expiration of the task  
 27 force; providing an effective date.  
 28  
 29 Be It Enacted by the Legislature of the State of Florida:

Page 1 of 11

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581-02188-24

2024460c1

30  
 31 Section 1. Subsection (2) of section 450.061, Florida  
 32 Statutes, is amended to read:  
 33 450.061 Hazardous occupations prohibited; exemptions.—  
 34 (2) A ~~no~~ minor under 18 years of age, regardless of whether  
 35 such person's disabilities of nonage have been removed, may not  
 36 ~~shall~~ be employed or permitted or suffered to work in any of the  
 37 following places of employment or in any of the following  
 38 occupations, provided that ~~the provisions of~~ paragraphs (b),  
 39 (e), (g), (h), (j), (m), (o), and (q) do ~~shall~~ not apply to the  
 40 employment of student learners under the conditions prescribed  
 41 in s. 450.161:  
 42 (a) In or around explosive or radioactive materials.  
 43 (b) On any scaffolding, roof, superstructure, residential  
 44 or nonresidential building construction, or ladder above 6 feet.  
 45 A minor 16 or 17 years of age may be employed on any residential  
 46 building construction if:  
 47 1. The minor 16 or 17 years of age has earned his or her  
 48 Occupational Safety and Health Administration 10 certification  
 49 and is under the direct supervision of a person who:  
 50 a. Has earned his or her Occupational Safety and Health  
 51 Administration 10 certification.  
 52 b. Is 21 years of age or older.  
 53 c. Has at least 2 years of work experience related to the  
 54 work he or she is supervising.  
 55 2. The minor 16 or 17 years of age is not working on any  
 56 scaffolding, roof, superstructure, or ladder above 6 feet.  
 57 3. The work being performed by the minor 16 or 17 years of  
 58 age is not in violation of any Occupational Safety and Health

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581-02188-24

2024460c1

59 Administration rule or federal law related to minors in the  
 60 workplace.  
 61 (c) In or around toxic substances or corrosives, including  
 62 pesticides or herbicides, unless proper field entry time  
 63 allowances have been followed.  
 64 (d) Any mining occupation.  
 65 (e) In the operation of power-driven woodworking machines.  
 66 (f) In the operation of power-driven hoisting apparatus.  
 67 (g) In the operation of power-driven metal forming,  
 68 punching, or shearing machines.  
 69 (h) Slaughtering, meat packing, processing, or rendering,  
 70 except as provided in 29 C.F.R. s. 570.61(c).  
 71 (i) In the operation of power-driven bakery machinery.  
 72 (j) In the operation of power-driven paper products and  
 73 printing machines.  
 74 (k) Manufacturing brick, tile, and like products.  
 75 (l) Wrecking or demolition.  
 76 (m) Excavation operations.  
 77 (n) Logging or sawmilling.  
 78 (o) Working on electric apparatus or wiring.  
 79 (p) Firefighting.  
 80 (q) Operating or assisting to operate, including starting,  
 81 stopping, connecting or disconnecting, feeding, or any other  
 82 activity involving physical contact associated with operating, a  
 83 tractor over 20 PTO horsepower, any trencher or earthmoving  
 84 equipment, fork lift, or any harvesting, planting, or plowing  
 85 machinery, or any moving machinery.  
 86 Section 2. Section 489.5335, Florida Statutes, is repealed.  
 87 Section 3. Paragraph (f) of subsection (3) of section

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581-02188-24

2024460c1

88 489.537, Florida Statutes, is amended to read:  
 89 489.537 Application of this part.—  
 90 (3) Nothing in this act limits the power of a municipality  
 91 or county:  
 92 (f) To require that one electrical journeyman, who is a  
 93 graduate of the Institute of Applied Technology in Construction  
 94 Excellence ~~or licensed pursuant to s. 489.5335~~, be present on an  
 95 industrial or commercial new construction site with a facility  
 96 of 50,000 gross square feet or more when electrical work in  
 97 excess of 77 volts is being performed in order to supervise or  
 98 perform such work, except as provided in s. 489.503.  
 99 Section 4. Paragraph (c) of subsection (14) of section  
 100 1001.43, Florida Statutes, is amended to read:  
 101 1001.43 Supplemental powers and duties of district school  
 102 board.—The district school board may exercise the following  
 103 supplemental powers and duties as authorized by this code or  
 104 State Board of Education rule.  
 105 (14) RECOGNITION OF ACADEMIC AND CAREER ACHIEVEMENT.—  
 106 (c) Beginning with the 2023-2024 school year, each district  
 107 school board shall require each high school within its  
 108 jurisdiction to host an annual career fair during the school  
 109 year and establish a process to provide students in grades 11  
 110 and 12 the opportunity to meet or interview with potential  
 111 employers during the career fair. The career fair must be held  
 112 on the campus of the high school, except that a group of high  
 113 schools in the district or a group of districts may hold a joint  
 114 career fair at an alternative location to satisfy the  
 115 requirement in this paragraph. A joint career fair must be held  
 116 at a location located within reasonable driving distance for

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117 students at all participating schools. The career fair must be  
 118 held during the school day and may use Florida's online career  
 119 planning and work-based learning system as part of the career  
 120 fair activities. Alternatively, district school boards may  
 121 consult with local workforce development boards, advisory  
 122 committees, and business groups to determine free or cost-  
 123 effective methods to provide other career and industry  
 124 networking opportunities, during the school day, for secondary  
 125 students and exposure for elementary and secondary students to a  
 126 representative variety of industries, businesses, and careers.

127  
 128 District school board policies and procedures may include  
 129 conducting assemblies or other appropriate public events in  
 130 which students sign actual or ceremonial documents accepting  
 131 scholarships or enrollment. The district school board may  
 132 encourage holding such events in an assembly or gathering of the  
 133 entire student body as a means of making academic and career  
 134 success and recognition visible to all students.

135 Section 5. Subsection (3) of section 1003.41, Florida  
 136 Statutes, is amended to read:

137 1003.41 State academic standards.—

138 (3) The Commissioner of Education shall, as deemed  
 139 necessary needed, shall develop and submit proposed revisions to  
 140 the standards for review and comment by Florida educators,  
 141 school administrators, representatives of the Florida College  
 142 System institutions and state universities who have expertise in  
 143 the content knowledge and skills necessary to prepare a student  
 144 for postsecondary education and careers, a representative from  
 145 the Department of Commerce, business and industry leaders for

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146 in-demand careers, and the public. The commissioner, after  
 147 considering reviews and comments, shall submit the proposed  
 148 revisions to the State Board of Education for adoption.

149 Section 6. Paragraph (a) of subsection (7) and subsection  
 150 (10) of section 1003.4282, Florida Statutes, are amended to  
 151 read:

152 1003.4282 Requirements for a standard high school diploma.—

153 (7) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL  
 154 CREDIT REQUIREMENTS.—

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

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

170 2. Career education courses must:

171 a. Include workforce and digital literacy skills.

172 b. Integrate required course content with practical  
 173 applications and designated rigorous coursework that results in  
 174 one or more industry certifications or clearly articulated

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581-02188-24 2024460c1

175 credit or advanced standing in a 2-year or 4-year certificate or  
176 degree program, which may include high school junior and senior  
177 year work-related internships or apprenticeships. The department  
178 shall negotiate state licenses for material and testing for  
179 industry certifications.

180  
181 The instructional methodology used in these courses must  
182 comprise authentic projects, problems, and activities for  
183 contextual academic learning and emphasize workplace skills  
184 identified under s. 445.06.

185 3. A student who earns credit upon completion of 1 year of  
186 related technical instruction for an apprenticeship program  
187 registered with the Department of Education under chapter 446 or  
188 preapprenticeship program registered with the Department of  
189 Education under chapter 446 may use such credit to satisfy the  
190 high school graduation credit requirements in paragraph (3) (e)  
191 or paragraph (3) (g). The state board shall approve and identify  
192 in the Course Code Directory the apprenticeship and  
193 preapprenticeship programs from which earned credit may be used  
194 pursuant to this subparagraph.

195 4. The State Board of Education shall, by rule, establish a  
196 process that enables a student to receive work-based learning  
197 credit or credit in electives for completing a threshold level  
198 of demonstrable participation in extracurricular activities  
199 associated with career and technical student organizations.  
200 Work-based learning credit or credit in electives for  
201 extracurricular activities or supervised agricultural  
202 experiences may not be limited by grade level.

203 (10) CAREER AND TECHNICAL EDUCATION CREDIT.—The Department

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204 of Education shall convene a workgroup, no later than December  
205 1, 2024, to:

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

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

219 Section 7. Subsection (3) of section 1004.91, Florida  
220 Statutes, is amended to read:

221 1004.91 Requirements for career education program basic  
222 skills.—

223 (3) (a) An adult student with a disability may be exempted  
224 from this section.

225 (b) The following students are exempt from this section:

226 1. A student who possesses a college degree at the  
227 associate in applied science level or higher.

228 2. A student who demonstrates readiness for public  
229 postsecondary education pursuant to s. 1008.30 and applicable  
230 rules adopted by the State Board of Education.

231 3. Beginning with students graduating in 2007 and  
232 thereafter, a student who possesses a high school diploma from a

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233 private school in compliance with s. 1002.42, or, for a student  
 234 in a home education program, a signed affidavit submitted by the  
 235 student's parent or legal guardian attesting that the student  
 236 has completed a home education program pursuant to the  
 237 requirements of s. 1002.41.

238 4. A student who passes a state or national industry  
 239 certification or licensure examination that is identified in  
 240 State Board of Education rules and aligned to the career  
 241 education program in which the student is enrolled.

242 5.4. An adult student who is enrolled in an apprenticeship  
 243 program that is registered with the Department of Education in  
 244 accordance with chapter 446.

245 Section 8. (1) The Career and Technical Education Task  
 246 Force, a task force as defined in s. 20.03(5), Florida Statutes,  
 247 is created adjunct to the Department of Education to study the  
 248 status of career and technical education in each school district  
 249 within this state. Except as otherwise provided in this section,  
 250 the task force shall operate in a manner consistent with s.  
 251 20.052, Florida Statutes. The department shall provide  
 252 administrative and staff support relating to the functions of  
 253 the task force.

254 (2) The Governor, the President of the Senate, the Speaker  
 255 of the House of Representatives, the Commissioner of Education,  
 256 and the Secretary of the Department of Commerce shall each  
 257 appoint two members to the task force by September 1, 2024. The  
 258 commissioner shall appoint a chair of the task force.

259 (3) The task force shall do all of the following:

260 (a) Compile a list of career and technical education  
 261 courses offered within each school district. Such data must be

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262 broken down by industry, grade level, location, the number of  
 263 students enrolled in such courses, the number of students who  
 264 complete such courses, and the total number of students per  
 265 district enrolled in such courses.

266 (b) Compile a list of career and technical education  
 267 courses offered through the Department of Corrections and  
 268 Juvenile Justice. Such data must be broken down by location,  
 269 population, industry course offering, the number of students  
 270 enrolled in each course, and the number of students who complete  
 271 such courses.

272 (c) Identify the total funding provided for the career and  
 273 technical education courses offered through school districts and  
 274 analyze whether such funding is uniform across the state or  
 275 whether it varies by course or industry.

276 (d) Compare funding and reimbursement rates and timelines  
 277 for career and technical education courses to funding and  
 278 reimbursement rates and timelines for traditional K-12 education  
 279 courses.

280 (e) Identify any additional funding available for  
 281 additional career and technical education courses, including  
 282 federal funding, industry funding, or additional state funding.

283 (f) Identify how career and technical education courses are  
 284 advertised to parents and students.

285 (g) Identify the needs of school districts to expand career  
 286 and technical education, including what needs could be met by  
 287 the Legislature.

288 (h) Identify the number of students who earn an industry  
 289 certification through career and technical education courses who  
 290 also find employment in relevant industries.

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291 (i) Review existing postsecondary credits available for K-  
292 12 career and technical education course offerings and how this  
293 information is advertised to students and parents.

294 (j) Compare existing career and technical education course  
295 offerings with data from the Department of Commerce and industry  
296 leaders on in-demand careers and the state's economic needs.

297 (k) Provide recommendations for changes and expansions to  
298 career and technical education course offerings beginning in the  
299 2026-2027 school year.

300 (l) Provide recommendations for increasing funding,  
301 eliminating barriers to expanding career and technical education  
302 offerings, and streamlining regulations.

303 (m) Provide recommendations for improving the marketing of  
304 career and technical education offerings to students and  
305 parents.

306 (4) The task force shall submit to the Governor, the  
307 President of the Senate, the Speaker of the House of  
308 Representatives, and the Commissioner of Education a report of  
309 its findings by September 1, 2025, and its recommendations by  
310 January 1, 2026. This section shall expire upon submission of  
311 the recommendations.

312 Section 9. This act shall take effect July 1, 2024.



The Florida Senate

## Committee Agenda Request

**To:** Senator Keith Perry, Chair  
Appropriations Committee on Education

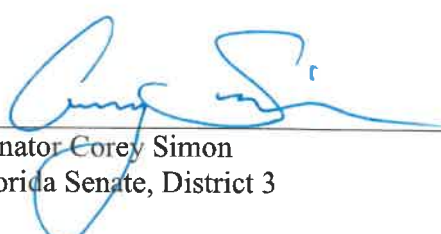
**Subject:** Committee Agenda Request

**Date:** January 17, 2024

---

I respectfully request that **Senate Bill # 460**, relating to Career and Technical Education, be placed on the:

- Committee agenda at your earliest possible convenience.
- Next committee agenda.



---

Senator Corey Simon  
Florida Senate, District 3

The Florida Senate

APPEARANCE RECORD

2-8-24

Meeting Date

SB460

Bill Number or Topic

Appropriations on Education

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

Committee

Amendment Barcode (if applicable)

Name

Jeffery Mitchell

Phone

786-586-7851

Address

15731 SW 92nd Ave

Email

J.Mitchell@twu.crg

Street

Palmethd Bay FL 33157

City

State

Zip

Speaking:

For

Against

Information

OR

Waive Speaking:

In Support

Against

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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

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S-001 (08/10/2021)



The Florida Senate

# APPEARANCE RECORD

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2/8/24

Meeting Date

460

Bill Number or Topic

Approps on Education

Committee

Amendment Barcode (if applicable)

Name Ashton Mears

Phone 352-843-0248

Address 1319 Thomaswood Drive

Street

Email amears@fhba.com

Tallahassee

City

FL

State

32308

Zip

Speaking:



For



Against



Information

**OR**

Waive Speaking:



In Support



Against

### PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without compensation or sponsorship.



I am a registered lobbyist, representing:

Florida Home Builders Association



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

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

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S-001 (08/10/2021)

# APPEARANCE RECORD

SB 460

2/8/24

Meeting Date

Senate Education Approps

Committee

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Senate professional staff conducting the meeting

Bill Number or Topic

Amendment Barcode (if applicable)

Name

David Shepp

Phone

863 581-4250

Address

123 S. Adams Street

Email

sheppe@southerngroup.com

Street

Tallahassee FL

32301

City

State

Zip

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

Independent Electrical Contractors

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

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8 Feb 2024

Meeting Date

# The Florida Senate APPEARANCE RECORD

460

Bill Number or Topic

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Approps - Education

Committee

Amendment Barcode (if applicable)

Name Chris Stranburg

Phone 813-767-9667

Address 107 E College Ave

Email cstranburg@aaphg.org

Street

Tallahassee

FL

32301

City

State

Zip

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

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Americans for Prosperity

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

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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2/8/2024

Meeting Date

SB 460

Bill Number or Topic

Approps Ctr on Ed

Committee

Amendment Barcode (if applicable)

Name Carol Bowen

Phone (954) 465-6811

Address PO Box 880448

Street

Email cbowen@abcfi.org

Boca Raton FL 33488

City

State

Zip

Speaking:  For  Against  Information

OR

Waive Speaking:  In Support  Against

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

Associated Builders & Contractors of Florida

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

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S-001 (08/10/2021)

2pm

The Florida Senate

# APPEARANCE RECORD

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2/8/24

Meeting Date

460

Bill Number or Topic

~~Public~~ Approps Edu

Committee

Amendment Barcode (if applicable)

Name Edward Driggs

Phone 8509335994

Address 235 W Brandon Blvd #6410

Email

Street

Brandon FL

33511

City

State

Zip

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

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

American Fire Sprinkler Assoc. - FL Chapter +  
FL Refrigeration + AC Contractors Association

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

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S-001 (08/10/2021)

THE FLORIDA SENATE  
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/8/24  
Meeting Date

SB 460  
Bill Number (if applicable)

Topic Career and Technical Education

Amendment Barcode (if applicable)

Name Nathan Hoffman

Job Title Director of Policy

Address 215 S. Monroe St.

Phone (217) 503-7368

Tallahassee FL 32301  
City State Zip

Email nathan@afloridapromise.org

Speaking:  For  Against  Information

Waive Speaking:  In Support  Against  
(The Chair will read this information into the record.)

Representing Excel in Ed

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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The Florida Senate

APPEARANCE RECORD

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

2/8/24 Meeting Date

460 Bill Number or Topic

Appropriations Committee on Ed. Committee

Amendment Barcode (if applicable)

Name Theresa King Phone 850-228-8940

Address PO Box 10888 Email tking@fbetc.org

Tallahassee FL 32302 City State Zip

Speaking: [ ] For [ ] Against [ ] Information OR Waive Speaking: [ ] In Support [ ] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[ ] I am appearing without compensation or sponsorship.

[x] I am a registered lobbyist, representing: Florida Building and Construction TRADES

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

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

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The Florida Senate

APPEARANCE RECORD

2/8/24

Meeting Date

SB 460

Bill Number or Topic

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Appops - Education

Committee

Amendment Barcode (if applicable)

Name Nancy Lawther, Ph.D.

Phone 407 855-7604

Address 1747 Orlando Central Pkwy

Email legislator@floridapta.org

Street

Orlando

FL

32809

City

State

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

Florida PTA

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

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S-001 (08/10/2021)



The Florida Senate  
**APPEARANCE RECORD**

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2/8/2024

Meeting Date

Education

Committee

SB 0460

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Susan Delago

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Street

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City

FL

State

33967

Zip

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

**PLEASE CHECK ONE OF THE FOLLOWING:**



I am appearing without  
compensation or sponsorship.

I am a registered lobbyist,  
representing:

I am not a lobbyist, but received  
something of value for my appearance  
(travel, meals, lodging, etc.),  
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S-001 (08/10/2021)

2/8/24

Meeting Date

# The Florida Senate APPEARANCE RECORD

0460

Bill Number or Topic

Education  
Committee

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

Amendment Barcode (if applicable)

Name Latonya Starks

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Lehigh Acres FL 33976

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State

Zip

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

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

Deliver both copies of this form to  
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2/8/24

Meeting Date

SB460

Bill Number or Topic

Appropriations Edu

Committee

Amendment Barcode (if applicable)

Name Laura Munoz

Phone \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_

Street

City

State

Zip

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

FLSP

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S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

Deliver both copies of this form to  
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02/08/2024

Meeting Date

SB 460

Bill Number or Topic

Appro. ↓ education

Committee

Amendment Barcode (if applicable)

Name Gisela Alvarez

Phone \_\_\_\_\_

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Street

Email ga710@hotmail.com

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City

FL

State

32832

Zip

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

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

218/2024 Meeting Date

460 Bill Number or Topic

Approp. & Education Committee

Amendment Barcode (if applicable)

Name Daniel Mendoza

Phone 305 906 1685

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Email DMendoza@579TWU.org

Fort Lauderdale FL 33301 City State Zip

Speaking: [ ] For [ ] Against [ ] Information OR Waive Speaking: [ ] In Support [X] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[X] I am appearing without compensation or sponsorship.

[ ] I am a registered lobbyist, representing:

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

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The Florida Senate

APPEARANCE RECORD

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

2/9  
Meeting Date

SB 460  
Bill Number or Topic

Ed Approp  
Committee

Amendment Barcode (if applicable)

Name Dr. Rich Temple Phone \_\_\_\_\_

Address 135 S. Monroe Email \_\_\_\_\_  
Street

Tallahassee FL 32301  
City State Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Flor:dc AFZ-C10

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

2/8/2024

Meeting Date

SB 460

Bill Number or Topic

Approps Cter on Edu

Committee

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

183852

Amendment Barcode (if applicable)

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Street

Boca Raton FL 33488

City

State

Zip

Speaking: [X] For [ ] Against [ ] Information OR Waive Speaking: [ ] In Support [ ] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[ ] I am appearing without compensation or sponsorship.

[X] I am a registered lobbyist, representing:

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

Associated Builders and Contractors of Florida

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

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The Florida Senate

# APPEARANCE RECORD

Deliver both copies of this form to  
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2/8/24

Meeting Date

460

Bill Number or Topic

Approps on Education

Committee

183852

Amendment Barcode (if applicable)

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FL

32308

City

State

Zip

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

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

Florida Home Builders Association

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

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S-001 (08/10/2021)



**The Florida Senate**  
**BILL ANALYSIS AND FISCAL IMPACT STATEMENT**

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

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

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BILL: CS/SB 1372

INTRODUCER: Appropriations Committee on Education; Senator Ingoglia; and others

SUBJECT: Educator Preparation Programs

DATE: February 12, 2024

REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Palazes</u>	<u>Bouck</u>	<u>HE</u>	<b>Favorable</b>
2.	<u>Gray</u>	<u>Elwell</u>	<u>AED</u>	<b>Fav/CS</b>
3.	_____	_____	<u>RC</u>	_____

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**Please see Section IX. for Additional Information:**

COMMITTEE SUBSTITUTE - Substantial Changes

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**I. Summary:**

CS/SB 1372 modifies requirements for courses and instruction in initial teacher preparation programs, educator preparation institutes, professional learning certification programs, and school leadership programs to specify that such programs:

- May not distort historical events, teach identity politics, violate Florida law regarding discrimination, or base such courses or instruction on specified theories.
- Must afford teacher candidates the opportunity to think critically, achieve mastery of academic content, learn instructional strategies, and demonstrate competence.

This bill does not have a fiscal impact. See Section V, Fiscal Impact Statement.

The bill is effective on July 1, 2024.

**II. Present Situation:**

**Florida Educational Equity Act**

The “Florida Educational Equity Act” (FEEA) prohibits discrimination.

The FEEA specifies, in part, that:

- No individual may, on the basis of race, color, national origin, sex, disability, religion, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to

discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.

- The criteria for admission to a program or course may not have the effect of restricting access by persons of a particular race, color, national origin, sex, disability, religion, or marital status.<sup>1</sup>

The FEEA includes in discrimination on the basis of race, color, national origin, or sex, subjecting any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following concepts:

- Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.
- Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.
- A person, by virtue of his or her race, color, national origin, or sex, should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
- A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.
- Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.<sup>2</sup>

### **Required Instruction in K-12 Classrooms**

Each district school board is required to provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education (SBE) adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. Instructional staff in public schools are required to teach efficiently and faithfully, using the books and materials required that meet the highest standards

<sup>1</sup> Section 1000.05(2), F.S.

<sup>2</sup> Section 1000.05(4)(a), F.S. A federal district court has issued a preliminary injunction to prohibit the Board of Governors from enforcing ss. 1000.05(4)(a)-(b), F.S., and to prohibit the University of South Florida Board of Trustees from enforcing ss. 1000.05(4)(a)1.-3., 5., and 7., and s. 1000.05(4)(b), F.S. *See Pernell v. Florida Bd. of Governors of State Univ. Sys.*, No. 4:22CV304-MW-MAF (N.D. Fla. Nov. 17, 2022) (order granting preliminary injunction), *motion to stay injunction pending appeal denied*, No. 22-13992-J (11th Cir. Mar. 16, 2023).

for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction.<sup>3</sup>

Required instruction and supporting materials in Florida classrooms must be consistent with the following principles of individual freedom:

- No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- No race is inherently superior to another race.
- No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.<sup>4</sup>

### **Teacher Preparation Programs**

Teacher preparation programs are accountable for producing individuals with the competencies and skills necessary to achieve the state education goals.<sup>5</sup> State-approved teacher preparation programs are offered by Florida public and private postsecondary institutions, public school districts, and private providers by which candidates for educator certification can, depending on the type of program, demonstrate mastery of general knowledge, professional preparation and education competence, and/or subject area knowledge for purposes of attaining an educator certificate.<sup>6</sup>

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

- Initial Teacher Preparation programs in public and private colleges and universities requiring candidates to demonstrate mastery of subject area knowledge in one or more specific subject areas(s), mastery of general knowledge, and mastery of professional preparation and education competence. Program completers qualify for a professional educator certificate.
- Educator Preparation Institutes (EPIs) offering alternative certification programs by postsecondary institutions and qualified private providers for baccalaureate degree holders. These programs provide professional preparation for career-changers and recent college graduates who do not already possess a Professional Educator Certificate and require mastery of general knowledge, mastery of subject area knowledge, and mastery of professional preparation and education competence.

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<sup>3</sup> Section 1003.42, F.S.

<sup>4</sup> Section 1003.42(3), F.S.

<sup>5</sup> Section 1004.04(1), F.S.

<sup>6</sup> See Florida Department of Education (DOE), *Professional Development in Florida*, <http://www.fldoe.org/teaching/professional-dev/> (last visited Feb 1, 2024). See also rule 6A-5.066, F.A.C.; ss. 1004.04(3)(a) and 1004.85(1), F.S.

- District professional development certification and education competency programs. Such programs are cohesive competency-based professional preparation certification programs offered by school districts, charter schools, and charter management districts.<sup>7</sup> In addition to completing the district program, candidates must demonstrate mastery of general knowledge<sup>8</sup> and subject area knowledge.<sup>9</sup>

### ***Teacher Preparation Program Uniform Core Curricula***

Each candidate enrolled in a teacher preparation program must receive instruction and be assessed on the uniform core curricula in his or her area of program concentration during course work and field experiences. A candidate for certification in a coverage area that includes reading instruction or interventions in kindergarten through grade six must successfully complete all competencies for a reading endorsement.

The SBE must establish, in rule, uniform core curricula for each state-approved teacher preparation program including, but not limited to:

- Candidate instruction and assessment in the Florida Educator Accomplished Practices (FEAP) across content areas;
- The use of state-adopted content standards to guide curricula and instruction;
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students;
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners;
- Strategies appropriate for instruction of students with disabilities;
- Strategies to differentiate instruction based on student needs;
- Strategies and practices to support evidence-based content aligned to state standards and grading practices;
- Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support;
- Strategies to support the use of technology in education and distance learning; and
- Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.

In addition, before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate's area(s) of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area(s) of program concentration.<sup>10</sup>

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<sup>7</sup> Florida DOE, *Educator Preparation*, <http://www.fldoe.org/teaching/preparation> (last visited Feb 1, 2024). See also rule 6A-5.066, F.A.C.

<sup>8</sup> See Florida DOE, *General Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/general-knowledge.stml> (last visited Feb. 1, 2024).

<sup>9</sup> Florida DOE, *Subject Area Knowledge*, <https://www.fldoe.org/teaching/certification/general-cert-requirements/subject-area-knowledge.stml> (last visited Feb. 1, 2024).

<sup>10</sup> Section 1004.04(2), F.S.

There are 57 initial teacher preparation programs in Florida, at 10 state universities, 19 Florida College System institutions, and 28 private colleges and universities.<sup>11</sup>

### ***Educator Preparation Institutes (EPIs)***

Postsecondary institutions that are accredited or approved by the Department of Education (DOE) to award degrees and credits for educator certification may seek approval from the DOE to create EPIs for the purpose of providing all or any of the following:

- Professional learning instruction to assist teachers in improving classroom instruction and in meeting certification or recertification requirements;
- Instruction to assist potential and existing substitute teachers in performing their duties;
- Instruction to assist paraprofessionals in meeting education and training requirements;
- Instruction for noneducation baccalaureate degree holders to become certified teachers in order to increase routes to the classroom for mid-career professionals; and
- Instruction and professional development for part-time and full-time non-degreed teachers of career programs.<sup>12</sup>

A private provider that has a proven history of delivering high-quality educator preparation may also seek approval to offer a competency-based certification program. The DOE approval must be based upon evidence provided from other state recipients of the provider's services and data showing the successful performance of completers based upon student achievement.<sup>13</sup>

Educator preparation institutes may offer competency-based certification programs specifically designed for non-education major baccalaureate degree holders to enable program participants to meet educator certification. The DOE must approve a certification program if the institute provides evidence of the institute's capacity to implement a competency-based program that includes each of the following:

- Participant instruction and assessment in the Florida Educator Accomplished Practices across content areas.
- The use of state-adopted student content standards to guide curriculum and instruction.
- Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
- Content literacy and mathematical practices.
- Strategies appropriate for instruction of English language learners.
- Strategies appropriate for instruction of students with disabilities.
- Strategies to differentiate instruction based on student needs.
- Strategies and practices to support evidence-based content aligned to state standards and grading practices.

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<sup>11</sup> Florida Department of Education. *State-Approved Educator Preparation Programs, Colleges/Universities*, <https://www.fldoe.org/teaching/preparation/initial-teacher-preparation-programs/approved-teacher-edu-programs.shtml> (last visited Feb. 1, 2024).

<sup>12</sup> Section 1004.85(2), F.S.

<sup>13</sup> *Id.*

- Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
- Strategies to support the use of technology in education and distance learning.
- An educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency in specified areas.
- Field experiences appropriate to the certification subject area.
- A certification ombudsman to facilitate the process and procedures required for participants who complete the program to meet any requirements related to the background screening and educator professional or temporary certification.<sup>14</sup>

Continued program approval is determined by the Commissioner of Education (commissioner) based upon a periodic review of candidate readiness based on passage rates on educator certification examinations and evidence of performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments, results of program completers' annual evaluations, and workforce contributions.<sup>15</sup>

Each approved EPI must submit annual performance evaluations to the DOE that measure the effectiveness of the programs, including the pass rates of participants on all examinations required for teacher certification, employment rates, longitudinal retention rates, and satisfaction surveys of employers and program completers. The satisfaction surveys must be designed to measure the sufficient preparation of the educator for the realities of the classroom and the institute's responsiveness to local school districts. These evaluations must be used by the DOE for purposes of continued approval of an EPI's certification program.<sup>16</sup>

There are currently 38 state-approved EPI programs.<sup>17</sup>

### ***Professional Learning Certification Programs***

Each school district, charter school, and charter management organization is authorized to provide a cohesive competency-based professional learning certification program (PLCP), developed and approved by the Department of Education (DOE), which allows instructional staff to satisfy the mastery of professional preparation and education competence requirements. The PLCP program is required to include the following:

- A teacher mentorship and induction component, which is required to, at a minimum provide routine opportunities for mentoring and induction activities, including ongoing professional learning as targeted to a teacher's needs, opportunities for a teacher to observe other teachers, co-teaching experiences, and reflection and follow-up discussions.
- An assessment of teaching performance aligned with the district's, charter school's, or charter management organization's system for personnel evaluation which provides for:

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<sup>14</sup> Section 1004.85(3), F.S. *See also* s.1004.04(2),F.S.

<sup>15</sup> Section 1004.85(4), F.S. *See also* Rule 6A-5.066, F.A.C.

<sup>16</sup> Section 1004.85(5), F.S. *See also* Rule 6A-5.066, F.A.C.

<sup>17</sup> Florida Department of Education, *State-Approved EPI Programs*, available at <https://www.fldoe.org/core/fileparse.php/7502/urlt/State-ApprovedEPIProgram.pdf>. (Last visited Feb. 1, 2024)

- An initial evaluation of each educator’s competencies to determine the appropriate individualized professional learning plan.
- A summative evaluation to assure successful completion of the program.
- Professional education preparation content knowledge, which must be included in the mentoring and induction standards, that includes, but is not limited to, the following:
  - The state academic standards, including scientifically researched and evidence-based reading instructional strategies grounded in the science of reading, content literacy, and mathematical practices, for each subject identified on the temporary certificate.
  - The educator-accomplished practices approved by the SBE.
- Required achievement of passing scores on the subject area and professional education competency examination required by SBE rule and demonstrated mastery of general knowledge.<sup>18</sup>
- Candidate for certification in certain coverage areas<sup>19</sup> are required to successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum.<sup>20</sup>

In the 2023-2024 school year, there were 48 total approved PLCP programs, four of the 48 approved programs were charter schools or charter management companies and the remaining 44 were district approved PLCP programs.<sup>21</sup>

### ***School Leader Preparation Programs***

The DOE is required to approve all Level I and Level II school leader preparation programs that enable aspiring school leaders to obtain their certificate in educational leadership. Level I programs lead to initial certification in educational leadership for the purpose for preparing individuals to serve as school administrators. Level II programs build upon Level I training and lead to renewal certification as a school principal. Postsecondary institutions, school districts, charter schools and charter management organizations are eligible to offer Level I and Level II school leadership programs.<sup>22</sup>

<sup>18</sup> Section 1012.56(3), F.S., provides candidates several different pathways to demonstrate mastery of general knowledge including: achievement of passing scores on the general knowledge examination; valid professional standard teaching certificate issued by another state; valid certificate issued by the National Board for Professional Teaching Standards; Documentation of two semesters of successful, full-time or part-time teaching in a Florida College System institution, state university, or private college or university; Achievement of passing scores, identified in state board rule, on national or international examination; Documentation of receipt of a master’s or higher degree from an accredited postsecondary educational institution.

<sup>19</sup> Section 1012.585(3), F.S., requires that an applicant for renewal of a professional certificate in any area of certification identified by State Board of Education rule that includes reading instruction or intervention for any students in kindergarten through grade 6, with a beginning validity date of July 1, 2020, or thereafter, must earn a minimum of 2 college credits or the equivalent inservice points in evidence-based instruction and interventions grounded in the science of reading specifically designed for students with characteristics of dyslexia, including the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies.

<sup>20</sup> Section 1012.56(8), F.S., provides the following requirements for mentor teachers: holds a valid professional certificate, earned at least 3 years of teaching experience in Pre-K-grade 12; completed training in clinical supervision and participate in ongoing mentor training, earned an effective or highly-effective rating, may be a peer evaluator under the district’s evaluation system.

<sup>21</sup> Florida Department of Education, *Professional Learning Certification Programs*, <https://www.fldoe.org/teaching/preparation/plcp.stml>, last visited (Feb. 8, 2024).

<sup>22</sup> Section 1012.562, F.S., *See also* Rule 6A-5.081, F.A.C.

The school leadership programs are required to be competency-based, aligned to the principal leadership standards adopted by the SBE, and open to individuals employed by public schools, including charter schools and virtual schools.<sup>23</sup>

The purpose of school leader preparation programs is to:

- Increase the supply of effective school leaders in the public schools of this state.
- Produce school leaders who are prepared to lead the state's diverse student population in meeting high standards for academic achievement.
- Enable school leaders to facilitate the development and retention of effective and highly effective classroom teachers.
- Produce leaders with the competencies and skills necessary to achieve the state's education goals.
- Sustain the state system of school improvement and education accountability.<sup>24</sup>

Initial Level I programs are approved for five years. A school district, postsecondary institution, charter school or charter management organizations may submit an application to the Department of Education (DOE) to establish a Level 1 program. To be approved, a Level I program must:

- Provide competency-based training aligned to the principal leadership standards adopted by the SBE.
- If the program is provided by a postsecondary institution, partner with at least one school district.
- Describe the qualifications that will be used to determine program admission standards, including a candidate's instructional expertise and leadership potential.
- Describe how the training provided through the program will be aligned to the personnel evaluation criteria.<sup>25</sup>

Renewal of Level I programs are approved for a period of five years and are based upon evidence of the program's continued ability to meet the initial approval requirements. A postsecondary institution or school district must submit an institutional program evaluation plan in a format prescribed by DOE for a Level I program to be considered for renewal. The plan must include:

- The percentage of personnel who complete the program and are placed in school leadership positions in public schools within the state.
- Results from the personnel evaluations for personnel who complete the program.
- The passage rate of personnel who complete the program on the Florida Education Leadership Examination.
- The impact personnel who complete the program have on student learning as measured by the formulas developed by the commissioner.
- Strategies for continuous improvement of the program.

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<sup>23</sup> *Id.*

<sup>24</sup> Section 1012.562(1), F.S.

<sup>25</sup> Section 1012.562(2)(a), F.S.



- Strategies for involving personnel who complete the program, other school personnel, community agencies, business representatives, and other stakeholders in the program evaluation process.
- Additional data included at the discretion of the postsecondary institution or school district.<sup>26</sup>

Initial approval and subsequent renewal of a Level II program is for a period of five years. A school district, charter school, or charter management organization may submit to the DOE an application to establish a Level II school leader preparation program or for program renewal. To be approved or renewed, a Level II program must:

- Demonstrate that personnel accepted into the Level II program have:
  - Obtained their certificate in educational leadership.
  - Earned a highly effective or effective designation.
  - Satisfactorily performed instructional leadership responsibilities as measured by their evaluation system.
- Demonstrate that the Level II program:
  - Provides competency-based training aligned to the principal leadership standards adopted by the State Board of Education.
  - Provides training aligned to the personnel evaluation criteria and professional development under the William Cecil Golden Professional Learning Program for School Leaders.
  - Provides individualized instruction using a customized learning plan for each person enrolled in the program that is based on data from self-assessment, selection, and appraisal instruments.
  - Conducts program evaluations and implements program improvements using input from personnel who completed the Level I program and employers and data gathered from the Level I Program.<sup>27</sup>

### III. Effect of Proposed Changes:

This bill amends s. 1004.04, F.S., to specify that teacher preparation program courses may not distort significant historical events or include a curriculum or instruction that teaches identity politics, violates s. 1000.05, F.S.,<sup>28</sup> or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. The bill also requires that teacher preparation program courses afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

The bill amends s. 1004.85, F.S., to require that educator preparation institutes (EPIs) at postsecondary institutions approved by the Department of Education (DOE) may not provide instruction that distorts significant historical events or include a curriculum or instruction that teaches identity politics, violates s. 1000.05, F.S., or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. The bill also requires that courses

<sup>26</sup> Section 1012.562(2)(b), F.S.

<sup>27</sup> Section 1012.256 (3), F.S.

<sup>28</sup> Section 1000.05, F.S., establishes the Florida Educational Equity Act.

and instruction at EPIs afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

The bill amends s. 1012.56, F.S., to require that courses in a school district, charter school, or charter school management company's Professional Learning Certification Program (PLCP) may not provide instruction that distorts significant historical events or include a curriculum or instruction that teaches identity politics, violates s. 1000.05, F.S., or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. The bill also requires that courses and instruction at PLCPs afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

The bill amends s.1012.562, F.S., to require that Level I and Level II school leader preparation programs may not distort significant historical events or include a curriculum or instruction that teaches identity politics, violates s. 1000.05, F.S., or is based on theories that systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities. The bill also requires that Level I and Level II school leader preparation programs afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

The bill is effective on July 1, 2024.

#### **IV. Constitutional Issues:**

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

D. State Tax or Fee Increases:

None.

E. Other Constitutional Issues:

None.

**V. Fiscal Impact Statement:**

## A. Tax/Fee Issues:

None.

## B. Private Sector Impact:

None.

## C. Government Sector Impact:

This bill does not appear to have an impact on state revenues or expenditures.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

None.

**VIII. Statutes Affected:**

This bill substantially amends the following sections of the Florida Statutes: 1004.04, 1004.85, 1012.56 and 1012.562.

**IX. Additional Information:**

## A. Committee Substitute – Statement of Substantial Changes:

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

**CS by Appropriations Committee on Education on February 8, 2024:**

The committee substitute modifies requirements for courses in Professional Learning Certification Programs to specify that such courses:

- May not distort significant historical events or include curriculum or instruction that teaches identity politics, violates s. 1000.05, F.S., or is based on theories of systemic racism, sexism, oppression, and privilege are inherent in the institutions of the United States and were created to maintain social, political, and economic inequities.
- Must afford candidates the opportunity to think critically, achieve mastery of academic program content, learn instructional strategies, and demonstrate competence.

## B. Amendments:

None.



603442

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
02/09/2024	.	
	.	
	.	
	.	

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The Appropriations Committee on Education (Ingoglia) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 64 - 91

and insert:

Section 3. Present paragraph (b) of subsection (8) of section 1012.56, Florida Statutes, is redesignated as paragraph (c), a new paragraph (b) is added to that subsection, and paragraph (a) of subsection (7) of that section is amended, to read:

1012.56 Educator certification requirements.—



603442

11 (7) TYPES AND TERMS OF CERTIFICATION.—

12 (a) The Department of Education shall issue a professional  
13 certificate for a period not to exceed 5 years to any applicant  
14 who fulfills one of the following:

15 1. Meets all the applicable requirements outlined in  
16 subsection (2).

17 2. For a professional certificate covering grades 6 through  
18 12:

19 a. Meets the applicable requirements of paragraphs (2) (a)–  
20 (h).

21 b. Holds a master’s or higher degree in the area of  
22 science, technology, engineering, or mathematics.

23 c. Teaches a high school course in the subject of the  
24 advanced degree.

25 d. Is rated highly effective as determined by the teacher’s  
26 performance evaluation under s. 1012.34, based in part on  
27 student performance as measured by a statewide, standardized  
28 assessment or an Advanced Placement, Advanced International  
29 Certificate of Education, or International Baccalaureate  
30 examination.

31 e. Achieves a passing score on the Florida professional  
32 education competency examination required by state board rule.

33 3. Meets the applicable requirements of paragraphs (2) (a)–  
34 (h) and completes a professional learning certification program  
35 approved by the department pursuant to paragraph (8) (c) ~~(8) (b)~~  
36 or an educator preparation institute approved by the department  
37 pursuant to s. 1004.85. An applicant who completes one of these  
38 programs and is rated highly effective as determined by his or  
39 her performance evaluation under s. 1012.34 is not required to



603442

40 take or achieve a passing score on the professional education  
41 competency examination in order to be awarded a professional  
42 certificate.

43  
44 At least 1 year before an individual's temporary certificate is  
45 set to expire, the department shall electronically notify the  
46 individual of the date on which his or her certificate will  
47 expire and provide a list of each method by which the  
48 qualifications for a professional certificate can be completed.

49 (8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

50 (b) Professional learning certification program courses:

51 1. May not distort significant historical events or include  
52 curriculum or instruction that teaches identity politics,  
53 violates s. 1000.05, or is based on theories that systemic  
54 racism, sexism, oppression, and privilege are inherent in the  
55 institutions of the United States and were created to maintain  
56 social, political, and economic inequities.

57 2. Must afford candidates the opportunity to think  
58 critically, achieve mastery of academic program content, learn  
59 instructional strategies, and demonstrate competence.

60 Section 4. Present subsection (4) of section 1012.562,  
61 Florida Statutes, is redesignated as subsection (5), and a new  
62 subsection (4) is added to that section, to read:

63 1012.562 Public accountability and state approval of school  
64 leader preparation programs.—The Department of Education shall  
65 establish a process for the approval of Level I and Level II  
66 school leader preparation programs that will enable aspiring  
67 school leaders to obtain their certificate in educational  
68 leadership under s. 1012.56. School leader preparation programs



603442

69 must be competency-based, aligned to the principal leadership  
70 standards adopted by the state board, and open to individuals  
71 employed by public schools, including charter schools and  
72 virtual schools. Level I programs lead to initial certification  
73 in educational leadership for the purpose of preparing  
74 individuals to serve as school administrators. Level II programs  
75 build upon Level I training and lead to renewal certification as  
76 a school principal.

77 (4) PROHIBITION; REQUIREMENT.—

78 (a) A school leader preparation program may not distort  
79 significant historical events or include curriculum or  
80 instruction that teaches identity politics, violates s. 1000.05,  
81 or is based on theories that systemic racism, sexism,  
82 oppression, and privilege are inherent in the institutions of  
83 the United States and were created to maintain social,  
84 political, and economic inequities.

85 (b) A school leader preparation program must afford  
86 candidates the opportunity to demonstrate mastery of program  
87 content, including instructional leadership strategies, coaching  
88 development, school safety, and continuous improvement efforts.

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

90 And the title is amended as follows:

91 Delete lines 3 - 10

92 and insert:

93 amending ss. 1004.04, 1004.85, 1012.56, and 1012.562,  
94 F.S.; prohibiting the courses and curricula of teacher  
95 preparation programs, postsecondary educator  
96 preparation institutes, professional learning  
97 certification programs, and school leader preparation



603442

98           programs, respectively, from distorting certain events  
99           and including certain curriculum and instruction;  
100          requiring teacher preparation programs, postsecondary  
101          educator preparation institutes, professional learning  
102          certification programs, and school leader preparation



By Senator Ingoglia

11-01127A-24

20241372\_\_

1 A bill to be entitled  
 2 An act relating to educator preparation programs;  
 3 amending ss. 1004.04, 1004.85, and 1012.562, F.S.;

4 prohibiting the courses and curriculum of teacher  
 5 preparation programs, postsecondary educator  
 6 preparation institutes, and school leader preparation  
 7 programs from distorting certain events and including  
 8 certain curriculum and instruction; requiring teacher  
 9 preparation programs, postsecondary educator  
 10 preparation institutes, and school leader preparation  
 11 programs to afford candidates certain opportunities;  
 12 providing an effective date.

13  
 14 Be It Enacted by the Legislature of the State of Florida:

15  
 16 Section 1. Paragraph (e) is added to subsection (2) of  
 17 section 1004.04, Florida Statutes, to read:

18 1004.04 Public accountability and state approval for  
 19 teacher preparation programs.—

20 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

21 (e) Teacher preparation program courses:

22 1. May not distort significant historical events or include  
 23 a curriculum or instruction that teaches identity politics,  
 24 violates s. 1000.05, or is based on theories that systemic  
 25 racism, sexism, oppression, and privilege are inherent in the  
 26 institutions of the United States and were created to maintain  
 27 social, political, and economic inequities.

28 2. Must afford candidates the opportunity to think  
 29 critically, achieve mastery of academic program content, learn

Page 1 of 4

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

11-01127A-24

20241372\_\_

30 instructional strategies, and demonstrate competence.

31 Section 2. Paragraph (a) of subsection (2) of section  
 32 1004.85, Florida Statutes, is amended to read:

33 1004.85 Postsecondary educator preparation institutes.—

34 (2) (a) Postsecondary institutions that are accredited or  
 35 approved as described in State Board of Education rule may seek  
 36 approval from the Department of Education to create educator  
 37 preparation institutes for the purpose of providing any or all  
 38 of the following:

39 1. Professional learning instruction to assist teachers in  
 40 improving classroom instruction and in meeting certification or  
 41 recertification requirements.

42 2. Instruction to assist potential and existing substitute  
 43 teachers in performing their duties.

44 3. Instruction to assist paraprofessionals in meeting  
 45 education and training requirements.

46 4. Instruction for baccalaureate degree holders to become  
 47 certified teachers as provided in this section in order to  
 48 increase routes to the classroom for professionals who hold a  
 49 baccalaureate degree and college graduates who were not  
 50 education majors.

51 5. Instruction and professional learning for part-time and  
 52 full-time nondegreed teachers of career programs under s.  
 53 1012.39(1)(c).

54 6.a. Instruction that does not distort significant  
 55 historical events or include a curriculum or instruction that  
 56 teaches identity politics, violates s. 1000.05, or is based on  
 57 theories that systemic racism, sexism, oppression, and privilege  
 58 are inherent in the institutions of the United States and were

Page 2 of 4

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11-01127A-24 20241372\_\_

59 created to maintain social, political, and economic inequities.

60 b. Courses and instruction within the educator preparation  
 61 institute must afford candidates the opportunity to think  
 62 critically, achieve mastery of academic program content, learn  
 63 instructional strategies, and demonstrate competence.

64 Section 3. Subsection (3) of section 1012.562, Florida  
 65 Statutes, is renumbered as subsection (4), and a new subsection  
 66 (3) is added to that section, to read:

67 1012.562 Public accountability and state approval of school  
 68 leader preparation programs.—The Department of Education shall  
 69 establish a process for the approval of Level I and Level II  
 70 school leader preparation programs that will enable aspiring  
 71 school leaders to obtain their certificate in educational  
 72 leadership under s. 1012.56. School leader preparation programs  
 73 must be competency-based, aligned to the principal leadership  
 74 standards adopted by the state board, and open to individuals  
 75 employed by public schools, including charter schools and  
 76 virtual schools. Level I programs lead to initial certification  
 77 in educational leadership for the purpose of preparing  
 78 individuals to serve as school administrators. Level II programs  
 79 build upon Level I training and lead to renewal certification as  
 80 a school principal.

81 (3) (a) School leader preparation programs may not distort  
 82 significant historical events or include curriculum or  
 83 instruction that teaches identity politics, violates s. 1000.05,  
 84 or is based on theories that systemic racism, sexism,  
 85 oppression, and privilege are inherent in the institutions of  
 86 the United States and were created to maintain social,  
 87 political, and economic inequities.

Page 3 of 4

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11-01127A-24 20241372\_\_

88 (b) School leader preparation programs must afford  
 89 candidates the opportunity to demonstrate mastery of program  
 90 content, including instructional leadership strategies, coaching  
 91 development, school safety, and continuous improvement efforts.

92 Section 4. This act shall take effect July 1, 2024.

Page 4 of 4

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## THE FLORIDA SENATE

Tallahassee, Florida. 32399-1100

### COMMITTEES:

Finance and Tax, *Chair*  
Appropriations  
Banking and Insurance  
Criminal Justice  
Ethics and Elections

### SELECT COMMITTEE:

Select Committee on Resiliency

### JOINT COMMITTEE:

Joint Administrative Procedures  
Committee, *Alternating Chair*

Senator Blaise Ingoglia  
11<sup>th</sup> District

January 25, 2024

The Honorable Keith Perry, Chair  
Appropriations Committee on Education  
405 Senate Office Building  
404 South Monroe Street  
Tallahassee, FL 32399

### Re: **SB 1372 Educator Preparation Programs**

Chair Perry,

SB 1372 has been referred to the Appropriations Committee on Education as its second committee of reference. I respectfully request that it be placed on the agenda at your earliest convenience.

If I may answer questions or be of assistance, please do not hesitate to contact me. Thank you for your leadership and consideration.

Regards,

A handwritten signature in blue ink, appearing to read "Blaise Ingoglia". The signature is stylized with long, sweeping strokes.

Blaise Ingoglia  
State Senator, District 11

Cc: Tim Elwell, Staff Director, Amanda Fountain, Committee Administration Assistant

2/8/24

Meeting Date

Education

Committee

# The Florida Senate APPEARANCE RECORD

Deliver both copies of this form to  
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SB 1372

called +  
emailed  
ASP

~~SB 1376~~

Bill Number or Topic

Amendment Barcode (if applicable)

Name

Latonya Starks

Phone

205 401 7366

Address

2511 48th St SW

Email

tonyamonet@yahoo.com

Street

Lehigh Acres

State

FL

Zip

33976

City

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without  
compensation or sponsorship.

I am a registered lobbyist,  
representing:

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

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

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S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

1372

February 8, 2024

Meeting Date

Apropos on Education

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Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name Pamela Burch Fort

Phone 850-425-1344

Address 104 S. Monroe Street  
*Street*

Email TcgLobby@aol.com

Tallahassee

FL

32301

*City*

*State*

*Zip*

**Reset Form**

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

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

**PEN America**

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

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

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S-001 (08/10/2021)

THE FLORIDA SENATE  
**APPEARANCE RECORD**

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2/8/24  
Meeting Date

SB 1372  
Bill Number (if applicable)

Topic \_\_\_\_\_

Amendment Barcode (if applicable)

Name JOE SAUNDERS

Job Title \_\_\_\_\_

Address \_\_\_\_\_  
Street

Phone \_\_\_\_\_

City

State

Zip

Email \_\_\_\_\_

Speaking:  For  Against  Information

Waive Speaking:  In Support  Against  
(The Chair will read this information into the record.)

Representing EQUALITY FLORIDA

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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The Florida Senate  
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2/8/24

Meeting Date

SB1372

Bill Number or Topic

Appropriations Edu  
Committee

Amendment Barcode (if applicable)

Name Laura Munoz Phone \_\_\_\_\_

Address \_\_\_\_\_ Email \_\_\_\_\_  
Street

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

FLSP

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

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The Florida Senate

APPEARANCE RECORD

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2/8/2024

Meeting Date

SB 1372

Bill Number or Topic

Education

Committee

Amendment Barcode (if applicable)

Name Susan Delago

Phone 239-223-1397

Address 17530 Caloosa Trace Circle

Email sdelagochef@yahoo.com

Street

Fort Myers

City

FL

State

33967

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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

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The Florida Senate

APPEARANCE RECORD

SB 1372

2/8/24

Meeting Date

Bill Number or Topic

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Appropriations Committee on Education

Committee

Amendment Barcode (if applicable)

Name Frank Peterman III

Phone (727) 637-2080

Address 213 South Adams Street

Email frank.peterman@floridsea.org

Tallahassee

FL

32301

City

State

Zip

Speaking: [ ] For [ ] Against [ ] Information OR Waive Speaking: [ ] In Support [x] Against

PLEASE CHECK ONE OF THE FOLLOWING:

[ ] I am appearing without compensation or sponsorship.

[x] I am a registered lobbyist, representing: Florida Education Association

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

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

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February 8, 2024

# The Florida Senate APPEARANCE RECORD

1372

Meeting Date

Apropos on Education

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Bill Number or Topic

Committee

Amendment Barcode (if applicable)

Name **Pamela Burch Fort**

Phone **850-425-1344**

Address **104 S. Monroe Street**

Email **TcgLobby@aol.com**

Street

**Tallahassee**

**FL**

**32301**

City

State

Zip

**Reset Form**

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

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

**NAACP Florida State Conference**

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

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

JB 1372

2/8/24

Meeting Date

Bill Number or Topic

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Appops - Education

Committee

Amendment Barcode (if applicable)

Name Nancy Lawther, Ph.D.

Phone 407 855-7604

Address 1747 Orlando Central Pkwy

Email legislator@floridapta.org

Street

Orlando

FL

32809

City

State

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

Florida PTA

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

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S-001 (08/10/2021)

The Florida Senate

**APPEARANCE RECORD**

2-8-21

Meeting Date

SB 1372

Bill Number or Topic

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Committee

Amendment Barcode (if applicable)

Name Dustie (Edmund) Kurzawa Phone \_\_\_\_\_

Address \_\_\_\_\_ Email \_\_\_\_\_

Street

Clermont FL 34711  
City State Zip

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

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

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

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

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The Florida Senate

**APPEARANCE RECORD**

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February 8, 2024

Meeting Date

Education Approps

Committee

SB 1372 Educator Preparation Programs

Bill Number or Topic

Amendment Barcode (if applicable)

Name **Jonathan Webber**

Phone **954-593-4449**

Address **400 Washington Ave**

Email **jonathan.webber@splcactionfund.org**

Street

**Montgomery**

**AL**

**36104**

City

State

Zip

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

**PLEASE CHECK ONE OF THE FOLLOWING:**

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

**SPLC Action Fund**

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

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

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S-001 (08/10/2021)

The Florida Senate

APPEARANCE RECORD

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

02/08/2024 Meeting Date

1372 Bill Number or Topic

Appropriations CMTE on Education Committee

Amendment Barcode (if applicable)

Name Canys Mullins Phone 813 312 5265

Address 7827 Outerbridge St Street Email

Wesley Chapel FL 33545 City State Zip

Speaking: [ ] For [x] Against [ ] Information OR Waive Speaking: [ ] In Support [ ] Against

PLEASE CHECK ONE OF THE FOLLOWING:

- [x] I am appearing without compensation or sponsorship. [ ] I am a registered lobbyist, representing: [ ] I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

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

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

The Florida Senate

APPEARANCE RECORD

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

2/8/24

Meeting Date

SB 1372

Bill Number or Topic

Appropriations on Education

Committee

Amendment Barcode (if applicable)

Name

Jules Rayne

Phone

(941) 730-1814

Address

Street

Email

Bradenton

City

FL

State

34210

Zip

Speaking:

For

Against

Information

OR

Waive Speaking:

In Support

Against

PLEASE CHECK ONE OF THE FOLLOWING:



I am appearing without compensation or sponsorship.



I am a registered lobbyist, representing:



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

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

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The Florida Senate

APPEARANCE RECORD

1372

2.8.24

Meeting Date

Approp. Committee Educ.

Committee

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

Bill Number or Topic

Amendment Barcode (if applicable)

Name Kara Gross

Phone 786-363-4436

Address 4343 West Flagler St

Email kgross@aclufi.org

Street

Miami

FL

33134

City

State

Zip

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

PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without compensation or sponsorship.

I am a registered lobbyist, representing:

ACLU of Florida

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

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

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THE FLORIDA SENATE  
**APPEARANCE RECORD**

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

2/8/24  
Meeting Date

SB 1372  
Bill Number (if applicable)

Topic TEACHER TRAINING

Amendment Barcode (if applicable)

Name PAUL ARONS MD

Job Title \_\_\_\_\_

Address 1706 BEECHWOOD CIRCLE N

Phone 850-545-8997

Street

TALLAHASSEE FL 32301

Email paronsmd@gmail.com

City

State

Zip

Speaking:  For  Against  Information

Waive Speaking:  In Support  Against  
(The Chair will read this information into the record.)

Representing Self

Appearing at request of Chair:  Yes  No

Lobbyist registered with Legislature:  Yes  No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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

# CourtSmart Tag Report

Room: KB 412  
Caption: Senate Appropriations Committee on Education

Case No.: -

Type:  
Judge:

Started: 2/8/2024 2:05:53 PM  
Ends: 2/8/2024 3:28:18 PM Length: 01:22:26

2:05:57 PM Sen. Perry (Chair)  
2:06:36 PM S 1026  
2:06:47 PM Am. 389728  
2:06:48 PM Sen. Grall  
2:08:28 PM Am. 309898  
2:08:40 PM Sen. Grall  
2:08:59 PM Sen. Perry  
2:09:12 PM Sen. Grall  
2:09:13 PM Sen. Perry  
2:09:17 PM Am. 389728 (cont.)  
2:09:37 PM S 1026 (cont.)  
2:09:53 PM Tara Reid-Cherry, Lobbyist, Children's Movement of Florida (waive in support)  
2:09:56 PM Michele Watson, Lobbyist, Florida Alliance of Children's Councils and Trusts (waive in support)  
2:10:02 PM Nancy Lawther, PhD, Florida Parent Teacher Association (waive in support)  
2:10:16 PM Sen. Grall (waive close)  
2:10:19 PM Sen. Perry  
2:10:48 PM S 996  
2:10:58 PM Sen. Burgess  
2:12:36 PM Sen. Perry  
2:12:38 PM Am. 497338  
2:12:43 PM Sen. Burgess  
2:13:39 PM Sen. Perry  
2:13:44 PM Michael Barrett, Lobbyist, Florida Conference of Catholic Bishops (waive in support)  
2:13:50 PM David Cruz, Lobbyist, Florida League of Cities  
2:16:34 PM Sen. Perry  
2:16:54 PM D. Cruz  
2:17:16 PM Sen. Perry  
2:17:42 PM Sen. Davis  
2:18:02 PM D. Cruz  
2:18:51 PM Sen. Davis  
2:19:27 PM D. Cruz  
2:19:49 PM Sen. Perry  
2:19:51 PM Chris Moya, Lobbyist, Spark Learning  
2:21:31 PM Sen. Perry  
2:21:33 PM Alexis Laroe, Lobbyist, Step Up for Students (waive in support)  
2:21:44 PM Sen. Burgess  
2:22:19 PM Sen. Perry  
2:22:34 PM Am. 843952  
2:23:07 PM Sen. Perry  
2:23:16 PM Sen. Burgess  
2:23:18 PM Sen. Perry  
2:23:28 PM S 996 (cont.)  
2:23:30 PM Sen. Jones  
2:23:53 PM Sen. Burgess  
2:25:04 PM Sen. Jones  
2:25:23 PM Sen. Burgess  
2:25:27 PM Sen. Jones  
2:25:38 PM Sen. Burgess  
2:25:55 PM Sen. Jones  
2:26:11 PM Sen. Burgess  
2:26:19 PM Sen. Jones  
2:26:51 PM Sen. Burgess

2:26:54 PM Sen. Jones  
2:27:19 PM Sen. Burgess  
2:28:14 PM Sen. Davis  
2:29:10 PM Sen. Burgess  
2:29:25 PM Sen. Davis  
2:30:10 PM Sen. Burgess  
2:30:54 PM Sen. Davis  
2:31:12 PM Sen. Burgess  
2:31:14 PM Sen. Davis  
2:31:47 PM Sen. Burgess  
2:32:35 PM Sen. Davis  
2:33:22 PM Sen. Perry  
2:33:33 PM Sen. Burgess  
2:34:12 PM Sen. Davis  
2:35:01 PM Sen. Burgess  
2:35:59 PM Sen. Davis  
2:36:14 PM Sen. Burgess  
2:36:27 PM Sen. Davis  
2:36:59 PM Sen. Burgess  
2:37:29 PM Sen. Perry  
2:37:34 PM Nathan Hoffman, Lobbyist, ExcelinEd (waive in support)  
2:37:38 PM Cory Dowd, Lobbyist, Florida Department of Education (waive in support)  
2:37:41 PM Natalie King, Lobbyist, Florida Coalition of Scholarship Schools (waive in support)  
2:37:53 PM Sen. Burgess  
2:38:08 PM Sen. Perry  
2:38:37 PM S 1344  
2:38:42 PM Sen. Calatayud  
2:39:38 PM Sen. Perry  
2:39:42 PM Sen. Harrell  
2:40:14 PM Sen. Calatayud  
2:41:46 PM Sen. Perry  
2:41:50 PM Sen. Davis  
2:42:12 PM Sen. Calatayud  
2:43:14 PM Sen. Davis  
2:43:52 PM Sen. Calatayud  
2:44:02 PM Sen. Perry  
2:44:05 PM Nancy Lawther, PhD, Florida Parent Teacher Association (waive in support)  
2:44:11 PM Sarah Suskey, Lobbyist, Tech Net (waive in support)  
2:44:13 PM Tara Reid-Cherry, Lobbyist, Project Lead the Way (waive in support)  
2:44:15 PM Sarah Massey, Lobbyist, Florida Chamber of Commerce (waive in support)  
2:44:18 PM Nathan Hoffman, Lobbyist, ExcelinEd (waive in support)  
2:44:27 PM Sen. Calatayud (waive close)  
2:44:29 PM Sen. Perry  
2:44:56 PM Sen. Hutson  
2:45:08 PM Sen Perry  
2:45:20 PM Sen. Hutson  
2:45:34 PM Sen. Perry  
2:45:42 PM S 460  
2:45:52 PM Sen. Simon  
2:45:58 PM Sen. Perry  
2:46:00 PM Am. 183852  
2:46:03 PM Sen. Simon  
2:46:57 PM Sen. Perry  
2:47:09 PM Carol Bowen, Lobbyist, Association Builders and Contractors of Florida (waive in support)  
2:47:26 PM Sen. Jones  
2:47:27 PM Sen. Perry  
2:47:29 PM Sen. Jones  
2:47:48 PM Sen. Perry  
2:47:51 PM Sen. Simon (waive close)  
2:47:52 PM Sen. Perry  
2:47:58 PM S 460 (cont.)  
2:48:05 PM Sen. Davis

2:48:45 PM Sen. Simon  
2:48:59 PM Sen. Davis  
2:49:37 PM Sen. Simon  
2:50:10 PM Sen. Davis  
2:50:22 PM Sen. Simon  
2:50:27 PM Sen. Perry  
2:50:40 PM Nancy Lawther, PhD, Florida Parent Teacher Association (waive against)  
2:50:40 PM Susan Delago (waive against)  
2:50:45 PM LaTonya Starks (waive against)  
2:50:49 PM Laura Munoz, Florida Student Power (waive against)  
2:50:54 PM Gisela Alvarez, Youth of Florida Student Power  
2:53:04 PM Sen. Perry  
2:53:05 PM Daniel Mendoza (waive against)  
2:53:12 PM Chris Stranburg, Lobbyist, Americans for Prosperity (waive in support)  
2:53:16 PM Carol Bowen, Lobbyist, Associated Builders and Contractors of Florida (waive in support)  
2:53:18 PM Edward Briggs, Lobbyist, American Fire Sprinkler Association Florida Chapter and Florida Refrigeration & Air Conditioning Contractors Association (waive in support)  
2:53:20 PM David Shepp, Lobbyist, Independent & Electrical Contractors (waive in support)  
2:53:23 PM Nathan Hoffman, Lobbyist, ExcelinEd (waive in support)  
2:53:34 PM Theresa King, Lobbyist, Florida Building and Construction Trades  
2:55:30 PM Sen. Perry  
2:55:36 PM Dr. Rich Templin, Lobbyist, Florida American Federation of Labor and Congress of Industrial Organizations  
2:56:32 PM Ashton Mears, Lobbyist, Florida Home Builders Association  
2:57:09 PM Jeffery Mitchell, American Federation of Labor & Congress of Industrial Organizations  
2:58:31 PM Sen. Perry  
2:58:36 PM Sen. Davis  
3:00:48 PM Sen. Perry  
3:02:18 PM Sen. Simon  
3:03:37 PM Sen. Perry  
3:04:01 PM S 1372  
3:04:05 PM Sen. Ingoglia  
3:05:12 PM Sen. Perry  
3:05:14 PM Am. 603442  
3:05:19 PM Sen. Ingoglia  
3:05:27 PM Sen. Perry  
3:05:43 PM S 1372 (cont.)  
3:05:50 PM Sen. Davis  
3:06:32 PM Sen. Ingoglia  
3:07:48 PM Sen. Davis  
3:08:18 PM Sen. Ingoglia  
3:09:44 PM Sen. Davis  
3:10:10 PM Sen. Ingoglia  
3:11:03 PM Sen. Perry  
3:11:07 PM Sen. Ingoglia  
3:11:26 PM Sen. Perry  
3:11:29 PM Frank Peterman III, Lobbyist, Florida Education Association (waive against)  
3:11:34 PM Nancy Lawther, PhD, Florida Parent Teacher Association (waive against)  
3:11:38 PM Joe Saunders, Lobbyist, Equality Florida  
3:13:23 PM Sen. Perry  
3:13:24 PM Pamela Burch Fort, Lobbyist, PEN America (waive against)  
3:13:45 PM Laura Munoz, Florida Student Power  
3:15:39 PM Sen. Perry  
3:15:40 PM Susan Delago (waive against)  
3:15:45 PM LaTonya Starks (waive against)  
3:16:11 PM Jonathan Webber, Lobbyist, Southern Poverty Law Center Action Fund  
3:17:37 PM Dustie Kurzawa  
3:19:02 PM Carys Mullins  
3:20:13 PM Jules Rayne  
3:21:59 PM Kara Gross, Lobbyist, American Civil Liberties Union of Florida  
3:24:02 PM Paul Arons, M.D.  
3:25:20 PM Sen. Perry

<b>3:25:25 PM</b>	Sen. Davis
<b>3:26:37 PM</b>	Sen. Perry
<b>3:26:42 PM</b>	Sen. Davis
<b>3:27:16 PM</b>	Sen. Perry
<b>3:27:49 PM</b>	Sen. Collins
<b>3:27:58 PM</b>	Sen. Harrell
<b>3:28:07 PM</b>	Sen. Perry