

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

Prepared By: The Professional Staff of the Committee on Appropriations

BILL: PCS/CS/SB 366 (441292)

INTRODUCER: Appropriations Committee (Recommended by Appropriations Subcommittee on Education); Education Committee; and Senator Hutson and others

SUBJECT: Educational Opportunities Leading to Employment

DATE: April 14, 2021

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Brick</u>	<u>Bouck</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Underhill</u>	<u>Elwell</u>	<u>AED</u>	<u>Recommend: Fav/CS</u>
3.	<u>Underhill</u>	<u>Sadberry</u>	<u>AP</u>	<u>Pre-meeting</u>

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

PCS/CS/SB 366 modifies Florida’s statutes to provide support for students in work-based learning programs, modify assessment requirements for initial student eligibility in dual enrollment programs, and provide relevant mathematics pathways. Specifically, the bill:

- Specifies that students in a preapprenticeship program or courses with a work-based component are deemed to be employees of the state for workers’ compensation purposes for medically necessary care only.
- Clarifies that eligibility for initial enrollment in dual enrollment courses requires a student to demonstrate a level of achievement of college-level communication and computation skills through an approved common placement test or alternative method, to be approved by the State Board of Education.
- Eases plan development and reporting requirements for the implementation of developmental education strategies by Florida College System (FCS) institutions for potential students entering dual enrollment courses.
- Requires a representative committee of State University System, district career centers, and FCS faculty to identify mathematics pathways aligned to programs, meta-majors, and careers.

The fiscal impact is discussed in section V.

The bill takes effect on July 1, 2021.

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:

Work-based Learning

Present Situation

Federal legislation defines work-based learning (WBL) as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”¹ Learning set in the real-world context of work not only makes academic learning more accessible to many students but also increases their engagement in schooling. WBL can play a crucial role in improving outcomes for at-risk students by increasing their engagement in learning, whether in or out of school.²

WBL takes many forms, such as internships, job shadowing, service learning, or preapprenticeships, and is defined by activities and experiences that occur when a student or worker:³

- Goes to a workplace or works with an employer; and
- Does meaningful job tasks that develop his or her skills, knowledge, and readiness for work and support entry or advancement in a particular career field.

WBL is comprised of identified courses that involve OJT, which is an instructional method whereby students acquire knowledge and skills exclusively on-site with a business or industry partner instead of a traditional classroom setting. WBL may also be delivered through utilization of the cooperative method of instruction which is delivered through formal classroom instruction and on-the-job learning, on-site, with a business or industry partner.⁴

Recent research, policy literature, and federal legislation suggest that comprehensive WBL programs contain three key components: the alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom or workplace mentors.⁵

¹ 20 U.S.C. s. 2302; Perkins V (The Strengthening Career and Technical Education for the 21st Century Act) and other federal legislation reference and support work-based learning, including in the Every Student Succeeds Act of 2015 (ESSA), and the Workforce Innovation and Opportunity Act of 2014 (WIOA).

² Michael E. Wonacott, *The Impact of Work-Based Learning on Students*, ERIC Digest (2002), available at <https://files.eric.ed.gov/fulltext/ED472603.pdf>, at 2.

³ Southern Regional Education Board, *Work-Based Learning*, <https://www.sreb.org/node/1923> (last visited Feb. 25, 2021).

⁴ 20 U.S.C. s. 2302(10).

⁵ United States Department of Education, *Work-Based Learning Toolkit*, <https://cte.ed.gov/wbltoolkit/> (Interact with the “WBL Framework” section) (last visited Feb. 25, 2021).

In 2019-2020, there were 23,258 students enrolled in secondary on-the-job training, preapprenticeship, work experience, and other WBL courses.⁶

Workers' Compensation

Workers' compensation is a form of insurance designed to provide wage replacement and medical benefits for employees who are injured in the course of employment, in exchange for giving up the right to sue the employer for negligence.⁷ In Florida, workers' compensation is governed by ch. 440, F.S., the "Workers' Compensation Law." The law prescribes coverage requirements, medical and indemnity benefits, the rights and responsibilities of employers, injured employees, medical providers, and carriers, as well as procedures for dispute resolution.

Generally, employers are required to provide medical and indemnity benefits to a worker who is injured due to an accident arising out of and during the course of employment.⁸ For such injuries, an employer is responsible for providing medical treatment⁹ and compensation in the event of employee disability¹⁰ or death.¹¹ Specific employer coverage requirements are based on the type of industry, number of employees, and entity organization.¹²

State Risk Management Program

The Division of Risk Management (DRM)¹³ located within the Department of Financial Services (DFS) is responsible for ensuring that state agencies and universities participating in the state's self-insurance program receive quality coverage for workers' compensation, general liability, federal civil rights, auto liability, and property insurance at reasonable rates. The DRM's operations and the state's insurance coverage are funded by annual agency assessments, which are deposited into the State Risk Management Trust Fund (SRMTF). The SRMTF provides coverage that protects state property and workforce members that are exposed to the risk of financial losses through damage, injuries, and alleged negligent or improper acts.¹⁴

Effect of Proposed Changes

The bill creates s. 446.54, F.S., to provide a definition of "work-based learning" to include "on-the-job training" and mean interactions with industry or community professionals in off-campus workplaces which foster in-depth, firsthand engagement with the tasks required in a given career field and which are aligned to curriculum and instruction. The bill encourages school districts to place students in paid work experiences for purposes of educational training and WBL and defines WBL as it relates to public K-12 education to mean sustained interactions with industry or community professionals in workplace settings, to the extent practicable, or simulated

⁶ Email, Florida Department of Education (Mar. 1, 2021).

⁷ See *Jones v. Martin Elecs., Inc.*, 932 So. 2d 1100, 1108 (Fla. 2006).

⁸ Section 440.09(1), F.S.

⁹ Section 440.13, F.S.

¹⁰ Section 440.15, F.S.

¹¹ Section 440.16, F.S.

¹² Division of Workers' Compensation, *Coverage Requirements*, <https://www.myfloridacfo.com/division/wc/Employer/coverage.htm> (last visited on Feb. 25, 2021).

¹³ Section 20.121(2)(h), F.S.

¹⁴ Florida Department of Economic Opportunity, Economic and Demographic Research, *Risk Management Trust Fund* (Dec. 18, 2019), available at <http://edr.state.fl.us/Content/conferences/riskmanagement/riskmanagementexecsumm.pdf>.

environments that foster in-depth, firsthand engagement with the tasks required in a given career field, that align with curriculum and instruction, and that are provided in partnership with an educational institution.

The bill provides that:

- An individual 18 years of age or younger who is enrolled in a preapprenticeship program, as defined in s. 446.021, F.S., which requires work-based learning and who suffers a work-related injury in the course of his or her enrollment is deemed to be an employee of the state for purposes of workers' compensation coverage. Such coverage applies only to medically necessary care rendered as a direct result of that injury.
- A student in grades 6 through 12 who is enrolled in a course identified in the Course Code Directory which incorporates a work-based learning component or an activity that is unpaid and who suffers a work-related injury in the course of his or her enrollment is deemed to be an employee of the state for purposes of workers' compensation coverage. Such coverage applies only to medically necessary care rendered as a direct result of that injury.

The bill provides that work-based learning may be paid or unpaid and may be delivered in a stand-alone, work-based learning course that results in high school credit or may be a component of an existing course which may use the cooperative method of instruction. As it relates to postsecondary education, the bill defines cooperative method of instruction as an instructional methodology that provides students enrolled in career education programs an opportunity to extend their employment preparation beyond the classroom through participation in concurrent career education instruction through regularly scheduled on-the-job training experiences.

The designation of preapprenticeship and WBL program students as employees of the state for the purposes of workers' compensation medical claims may increase the financial liability of the state, but may encourage more employers, who otherwise would not participate due to concerns about assuming liability for a minor, to partner with school districts to sponsor such programs. The provisions in the bill may allow more students under 18 to participate in WBL opportunities.

Florida College System Institution Admissions

Present Situation

Admissions Requirements for FCS Institutions

Each FCS institution board of trustees is authorized to adopt rules governing admissions of students subject to requirements provided in law and rules of the SBE.¹⁵

Admissions counseling must be provided to all students entering college or career credit programs. Counseling must use tests to measure achievement of college-level communication and computation competencies by students entering college credit programs or tests to measure achievement of basic skills for students entering career education programs. Counseling includes providing developmental education options for students whose assessment results indicate that

¹⁵ Section 1007.263, F.S.

they need to improve communication or computation skills that are essential to perform college-level work.¹⁶

Each FCS institution board of trustees is required to develop a plan to implement developmental education strategies through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Each plan must include certain minimum requirements that are specified in law.¹⁷

FCS institutions are also required to annually prepare an accountability report that includes student success data relating to each developmental education strategy implemented by the institution and submit the report to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the SBE.¹⁸

Admission to associate degree programs is subject to minimum standards adopted by the SBE and requires:

- A standard high school diploma, a high school equivalency diploma as prescribed in law,¹⁹ previously demonstrated competency in college credit postsecondary coursework, or, in the case of a student who is home educated, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program pursuant to the requirements of law. Students who are enrolled in a dual enrollment or early admission program are exempt from this requirement.
- A demonstrated level of achievement of college-level communication and computation skills.
- Any other requirements established by the FCS board of trustees.²⁰

Student Eligibility for 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. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. An eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that provides a secondary curriculum.²¹

Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the SBE which indicates that the student is ready for college-level coursework. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point

¹⁶ Section 1007.263(1), F.S.

¹⁷ Sections 1008.30(5) and 1008.02(1), F.S.

¹⁸ Section 1008.30(5), F.S.

¹⁹ Section 1003.435, F.S., specifies the requirements for earning a high school equivalency diploma.

²⁰ Section 1007.263(2), F.S.

²¹ Section 1007.271(1) and (2), F.S.

average.²² FCS institution boards of trustees may establish additional initial student eligibility requirements, which must be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction.²³

Common Placement Testing for Public Postsecondary Education

The SBE, in conjunction with the BOG, has implemented common placement testing requirements²⁴ for the purpose of assessing the basic computation and communication skills of students who intend to enter a degree program at any public postsecondary educational institution. The common placement testing program must include the capacity to diagnose the basic competencies in the areas of English, reading, and mathematics that are essential for success in meta-majors and the capacity to provide test information to students on the specific skills the student needs to attain.²⁵

Assessment of Career Education Program Basic Skills

The SBE is required to adopt standards of basic skill mastery for completion of certificate career education programs and to designate examinations to assess mastery. 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. 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. Certain students are exempted from this requirement.²⁶

Effect of Proposed Changes

Admissions Requirements for FCS Institutions

The bill modifies s. 1007.263, F.S., to provide flexibility to FCS institutions in their admissions requirements for entering students. Specifically, the bill authorizes FCS institutions to accept:

- Alternate methods, to be approved by the state board, to measure achievement of college level communication and computation competencies by students entering college credit programs.
- For admission to associate degree programs, a high school equivalency diploma issued by another state which is recognized as equivalent by SBE rule and is based on an assessment recognized by the United States Department of Education.

The bill requires that admissions counseling at FCS institutions measure achievement of basic skills for career education programs, which may direct a student to developmental education to improve communication and computation skills.

²² Section 1007.271(3), F.S. Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement developed by the district school superintendent and the public postsecondary institution president through an articulation committee, as specified in s. 1007.271(21).

²³ Section 1007.271(3), F.S.

²⁴ The state board has adopted rules 6A-14.064 and 6A-10.0315, F.A.C., to govern assessment requirements for determining initial student eligibility for dual enrollment programs.

²⁵ Section 1008.30(1) and (2), F.S.

²⁶ Section 1004.91(1)-(3), F.S.

The bill also modifies s. 1008.30, F.S., to remove outdated language related to a requirement that FCS institutions develop and submit a developmental education plan to the Chancellor of the FCS. In addition, the bill removes the requirement that the FCS annually prepare an accountability report that includes student success data relating to each developmental education strategy and submit the report to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the SBE.

Student Eligibility for Dual Enrollment Programs

The bill modifies the mechanism in s. 1007.271, F.S., for assessing the readiness of a student for initial enrollment in college credit dual enrollment courses. In addition to achievement by a student of the minimum score on a common placement test, the bill authorizes a student to demonstrate a level of achievement of college-level communication and computation skills via an alternative method of assessment.

Common Placement Testing for Public Postsecondary Education

The bill modifies s. 1008.30, F.S., to require, by January 31, 2022, the SBE to adopt rules to develop and implement alternative methods for assessing the basic computation and communication skills of students who intend to enter a degree program at a FCS institution. The bill authorizes FCS institutions to use these alternative methods in lieu of common placement tests to assess student readiness for college-level work in computation and communication. The bill removes the requirement that the common placement testing program include the capacity to diagnose certain basic competencies in the areas of English, reading, and mathematics. The bill also specifies that students who are currently exempt from common placement testing requirements are also exempt from the college readiness assessment established in the bill.

Mathematics Pathways

Present Situation

Statewide Articulation Agreement

The SBE and the BOG are required to enter into a statewide articulation agreement. The agreement must preserve Florida's "2+2" system of articulation and facilitate the seamless articulation of student credit across and among Florida's educational entities.²⁷ The agreement requires state university BOT, FCS BOT, and district school boards to adopt policies and procedures to provide articulated programs so that students can proceed toward their educational objectives as rapidly as their circumstances permit.²⁸

Academic Pathways

The SBE, in consultation with the BOG, is required to approve a series of meta-majors and the academic pathways that identify the gateway courses associated with each meta-major. FCS institutions use placement test results to determine the extent to which each student demonstrates sufficient communication and computation skills to indicate readiness for his or her chosen meta-

²⁷ Section 1007.23(1), F.S.

²⁸ Rule 6A-10.024(1), F.A.C.

major. FCS institutions counsel students into college credit courses as quickly as possible, with developmental education limited to the content needed for success in the meta-major.²⁹

The purpose of meta-major academic pathways is to advise FCS system associate degree seeking students of the gateway courses that are aligned with their intended academic and career goals. The meta-major academic pathways in SBE rule are established in the following areas:

- Arts, humanities, communication and design.
- Business.
- Education.
- Health sciences.
- Industry/manufacturing and construction.
- Public Safety.
- Science, technology, engineering, and mathematics.
- Social and behavioral sciences and human services.³⁰

In 2018, the Florida Student Success Center³¹ established three workgroups to identify current challenges in mathematics pathways and develop policy and practice recommendations to improve student achievement across Florida's education systems. The charge to the workgroups was to explore complex issues surrounding mathematics pathways to prepare high school students for transition into FCS institutions, and FCS institution students for transition into four-year universities. More than 90 mathematics faculty, administrators and key stakeholders from Florida's K-12 system, the FCS, and the SUS served as members of the workgroups in 2018-19. Among the 12 recommendations, the workgroups recommended creation of common mathematics pathways by aligning mathematics courses to programs, meta-majors, and careers in Florida.³²

Effect of Proposed Changes

The bill modifies s. 1007.23, F.S., to require the statewide articulation agreement to specify three mathematics pathways, which are aligned to programs, meta-majors, and careers, on which degree-seeking students must be placed. The bill specifies the purpose of the pathways is to facilitate seamless transfer, reduce excess credit hours, and ensure that students are taking the relevant courses needed for their future careers. To accomplish the identification of the mathematics pathways, the bill requires a representative committee of State University System, district career centers, and FCS faculty to collaborate to identify the three pathways.

The bill removes the requirement that the SBE, in consultation with the BOG, approve a series of meta-majors and the academic pathways that identify the gateway courses associated with each meta-major.

²⁹ Section 1008.30(4) and (5), F.S.

³⁰ Rule 6A-14.065, F.A.C.

³¹ The Florida Student Success Center is part of the national Student Success Center Network and supports Florida's 28 state and community colleges' efforts to develop student-centered pathways and increase student completion rates. The Florida College System, *Florida Student Success Center*, <https://www.floridacollegesystemfoundation.org/florida-student-success-center-home> (last visited Feb. 25, 2021).

³² The Florida College System, *Mathematics Re-Design*, <https://www.floridacollegesystemfoundation.org/fssc-math-redesign> (last visited Feb. 25, 2021).

The bill also modifies s. 1009.25, F.S., to authorize the State Board of Education (SBE) and the Board of Governors of the State University System of Florida (BOG) to adopt rules and regulations, regarding documentation and procedures to implement a fee waiver for a student who is homeless.³³

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 Financial Services, Division of Risk Management (DRM) estimates that the workers' compensation coverage provisions would cause additional claims costs for covering participants in preapprenticeship and work-based learning programs. The bill provides a \$2 million nonrecurring appropriation from the General Revenue Fund to the State Risk Management Trust Fund in the Department of Financial Services for worker's compensation costs associated with the provisions of the bill. The bill also

³³ A homeless student is defined as a student who lacks a fixed, regular, and adequate nighttime residence or whose primary nighttime residence is a public or private shelter designed to provide temporary residence, a public or private transitional living program, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. Section 1009.25(1)(f), F.S.

provides an appropriation for two FTE positions to the Department of Financial Services out of the trust fund to implement the worker's coverage provisions of the bill.

Depending on the number and severity of future claims, the increase in workers' compensation loss payments and operational costs to the Risk Management Trust Fund could result in a long-term need for additional premium to be charged to the state agencies to cover these losses.

School districts that pay workers' compensation expenses for participants in work-based learning programs would likely see a reduction in workers' compensation costs. The reduction in workers' compensation costs is indeterminate.³⁴

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 1007.23, 1007.263, 1007.271, 1008.30, and 1009.25.

This bill creates section 446.54 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.)

Recommended CS/CS by the Appropriations Subcommittee on Education on April 8, 2021:

The committee substitute makes the following changes:

- Removes modifications from the bill, provisions related to:
 - Apprenticeship and preapprenticeship programs.
 - CAPE Industry Certification Funding List.
- Provides an appropriation and two FTE positions to the Department of Financial Services for worker's compensation for anticipated claims associated with participants in the work-based learning programs.

CS by Education Committee on March 2, 2021:

The committee substitute:

- Changes the title of the bill to an act related to educational opportunities leading to employment.

³⁴Florida Department of Financial Services, *2021 Legislative Bill Analysis for SB 366* (Apr. 4, 2021).

- Modifies legislative intent regarding apprenticeships to:
 - Expand legislative intent to encourage apprenticeship programs that lead to any postsecondary credential. The bill encourages only the programs that lead to college credit or a degree.
 - Clarify that the responsibility of the Department of Education (DOE) over minimum standards applies only to apprenticeship and preapprenticeship programs *that are registered*.
- Modifies the duties of the DOE to:
 - Provide that the DOE must include information and resources related to preapprenticeship programs in its annual apprenticeship report.
 - Add that the DOE must provide assistance to postsecondary educational institutions in notifying the community of apprenticeship and preapprenticeship opportunities.
 - Clarify that the DOE must ensure that equal opportunity for apprentices, preapprentices, and applicants for apprenticeships and preapprenticeships is provided for the apprenticeship and preapprenticeship programs.
- Modifies additional work-based learning program provisions. Specifically, the committee substitute:
 - Modifies provisions of the bill directed toward state universities and Florida College System (FCS) institutions and includes all postsecondary educational institutions.
 - Removes the requirement of the bill that defines apprentices as employees of the state for purposes of workers' compensation coverage for medical benefits. The amendment retains other provisions of the bill deeming preapprentices and students in work-based learning as employees of the state for workers' compensation coverage for medical benefits.
 - Defines "work-based learning," as it relates to public k-12 education, to mean sustained interactions with industry or community professionals in workplace settings, to the extent practicable, or simulated environments that foster in-depth, firsthand engagement with the tasks required in a given career field, that align with curriculum and instruction, and that are provided in partnership with an educational institution.
 - Defines "cooperative method of instruction," as it relates to postsecondary education, to mean an instructional methodology that provides students enrolled in career education programs an opportunity to extend their employment preparation beyond the classroom through participation in concurrent career education instruction through regularly scheduled on-the-job training experiences.
 - Removes a provision of the bill providing for guaranteed licenses for apprenticeship program completers.
- Modifies provisions related to the middle school course in career and education planning, by:
 - Removing a provision of the bill authorizing the Florida Virtual School to offer a course in career and education planning.
 - Removing a provision of the bill that would have made the required course in career and education planning optional for students in middle grades.
- Modifies provisions relating to K-12 career and technical education, by:

- Removing the requirement of the bill that opportunities for learning computer science in elementary school include computational thinking and foundational computer science skills, and retains current law that makes the skills optional.
- Removing a provision of the bill that modifies the authorized uses of funds for computer science instruction.
- Removing a provision of the bill authorizing school districts or regional consortia to work with national providers to submit recommended career-themed courses to the DOE for state board approval.
- Granting the DOE rulemaking authority over the administration of the CAPE Act.
- Modifies provisions relating to FCS institution admissions and student progression. The committee substitute:
 - Authorizes alternate methods, to be approved by the state board, to measure achievement of college level communication and computation competencies by students entering college credit programs.
 - Authorizes associate degree programs to accept a high school equivalency diploma issued by another state, as approved by the State Board of Education (SBE).
 - Clarifies that student eligibility for initial enrollment in dual enrollment courses includes a demonstrated level of achievement of college-level communication and computation skills through an approved common placement test or alternative method as adopted by the SBE.
 - Removes a requirement of existing law that the common placement testing program include the capacity to diagnose basic competencies in the areas of English, reading, and mathematics which are essential for success in meta-majors and to provide test information to students on the specific skills the student needs to attain.
 - Requires the SBE, by January 31, 2022, to adopt rules to develop and implement alternative methods for assessing the basic computation and communication skills of students who intend to enter a degree program at an FCS institution. The amendment authorizes FCS institutions to use these alternative methods in lieu of common placement tests to assess student readiness for college-level work in computation and communication.
 - Removes the requirement of existing law for FCS institutions to submit to the Chancellor of the FCS for approval implemented developmental education strategies through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.
 - Adds alternative methods to the requirement for in current law for FCS institutions to use placement test results as established by the SBE to determine the extent to which each student demonstrates sufficient computation and communication skills to indicate readiness for his or her chosen meta-major and to counsel students into college credit courses as quickly as possible, with developmental education limited to that content needed for success in the meta-major.
 - Removes a requirement of existing law that each FCS institution annually prepare and submit to state officials an accountability report that includes student success

data relating to each developmental education strategy implemented by the institution.

- Provides for a representative committee of State University System, certain career centers established by district school boards, and FCS faculty, instead of the representative workgroup of the Articulation Coordinating Committee required by the bill, to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs and careers.
- Modifies workforce and postsecondary financial provisions. The committee substitute:
 - Removes the additional full-time-equivalent (FTE) weights for industry certifications associated with aviation-related and aerospace-related occupations and instead provides additional FTE weight for industry certifications that lead to occupations in critical industry sectors as identified by the Department of Education and included on the Career and Professional Education (CAPE) industry funding list.
 - Authorizes a technical center operated by a school district, an FCS institution, or a state university to enter into an agreement with another entity to cover the approved apprenticeship program student tuition and fees, including lab fees.
 - Authorizes the SBE and the Board of Governors of the State University System of Florida to adopt rules and regulations regarding requirements for fee waivers for homeless students.
 - Modifies the provisions of the bill authorizing school districts and FCS institutions to earn an additional \$2000 for workforce education programs that lead to industry certification in critical industry sectors to instead provide an additional \$2000 for school districts and FCS institutions for industry certifications earned by students in workforce education programs that are identified as leading to employment in critical industry sectors.
 - Requires a district school board or FCS institution board of trustees that receives workforce performance funding to use at least 70 percent of the funds received to directly support the program that generated the funds.

B. Amendments:

None.