

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

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

Prepared By: The Professional Staff of the Committee on Education Pre-K -12

BILL: SB 460

INTRODUCER: Senators Simon and Perry

SUBJECT: Career and Technical Education

DATE: January 16, 2024

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	Brick	Bouck	ED	Pre-meeting
2.			AED	
3.			FP	

I. Summary:

SB 460 aims to enhance vocational and technical education. The bill authorizes minors aged 16 or 17 to work in construction if the minor:

- Possesses an Occupational Safety and Health Administration (OSHA) 10 certification.
- Is supervised by an individual over 21 with OSHA 10 certification and at least 2 years of relevant experience.

The bill also increases requirements related to career and technical education (CTE). The bill requires:

- Career fairs in high schools to include employers from CAPE Industry Certification Funding List industries.
- An Applied Construction Mathematics course to be reviewed for inclusion in the Course Code Directory.
- The Career and Professional Education (CAPE) Act 3-year strategic plan to integrate strategies to provide information on employment demands and opportunities.
- School districts to increase the number of career-themed courses offered to two career-themed courses in every high school and middle school in the district.
- The weight for an Honors course to be added to calculate grade-point-average for any course that is directly related to a CAPE Digital Tool Certificate or CAPE industry certification.

The bill provides flexibility from certification requirements for district school boards in hiring non-degree CTE teachers by reducing the required minimum experience to 1 year.

Lastly, the bill creates the Career and Technical Education Task Force to study the status of CTE in each school district within the state.

The bill takes effect July 1, 2024.

II. Present Situation:

Hazardous Occupations Prohibited

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.¹ This prohibition does not apply to a student learner who:²

- 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.

Employers in the construction industry are required to provide certain training for their employees.³ Employers are required to instruct each employee in the recognition and avoidance of unsafe conditions and the regulations applicable to his work environment to control or eliminate any hazards or other exposure to illness or injury.⁴ Employers are encouraged to use the safety and health training programs provided by the United States (US) Secretary of Labor.⁵

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.⁶ 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.⁷

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.⁸

¹ Section 450.061(2)(b), F.S.

² Sections 450.061(2) and 450.161, F.S.

³ 29 CFR s. 1926.21.

⁴ 29 CFR s. 1926.21(b)(2).

⁵ 29 CFR s. 1926.21(b)(1).

⁶ USDOL, OSHA, *Outreach Training Program: Program Overview*, <https://www.osha.gov/training/outreach/overview> (last visited Jan. 11, 2024).

⁷ *Id.*

⁸ USDOL, OSHA, *Outreach Training Program: Program Overview*, <https://www.osha.gov/training/outreach/overview> (last visited Jan. 11, 2024).

In the Fiscal Year 2023, 1,341,168 individuals were trained through the Outreach Training Program.⁹ The construction 10-hour certification comprised 42 percent of the trainings.¹⁰

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.¹¹

An apprenticeship program must be registered and approved by the Department of Education (DOE).¹² 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 Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used to satisfy high school graduation requirements.¹³

The term of an apprenticeship may be completed through either a time-based approach, a competency-based approach, or a hybrid approach, as follows:¹⁴

- 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.

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.¹⁵

⁹ USDOL, OSHA, *Outreach Training Program Annual Number of Trainees*, <https://www.osha.gov/training/outreach/growth> (last visited Jan. 11, 2024).

¹⁰ USDOL, OSHA, *Number of Trainees by Class Type*, <https://www.osha.gov/training/outreach/growth#tab2> (last visited Jan. 11, 2024).

¹¹ Section 446.021(2), F.S.

¹² Section 446.021(6), F.S.

¹³ Section 1003.4282(7)(a)3., F.S.

¹⁴ Rule 6A-23.004(2), F.A.C.

¹⁵ Section 446.021(4), F.S.

Counties and municipalities are authorized to issue journeyman licenses in the electrical and alarm system trades.¹⁶ An individual who holds a valid, active journeyman license in the electrical or alarm system 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:¹⁷

- 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 4 years' verifiable practical experience in the trade for which he or she is licensed, or demonstrates 6 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,¹⁸ 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 5 years.

A local government may charge a registration fee for reciprocity, not to exceed \$25.¹⁹

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.²⁰ 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.²¹

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.²² 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

¹⁶ Section 489.5335(1), F.S.

¹⁷ Section 489.5335(2), F.S.

¹⁸ Section 553.841, F.S.

¹⁹ Section 489.5335(3), F.S.

²⁰ Section 1001.43(14), F.S.

²¹ Section 1001.43(14), F.S.

²² Section 1003.41(1), F.S.

skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.²³

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.²⁴

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.²⁵

The Career and Professional Education Act

The Florida Career and Professional Education (CAPE) Act provides a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.²⁶

Each district school board is required to develop, in collaboration with local workforce development boards, economic development agencies, and postsecondary institutions, a strategic 3-year plan to address and meet local and regional workforce demands.²⁷ The strategic plan must describe in detail provisions for the efficient transportation of students, the maximum use of shared resources, access to courses aligned to state curriculum standards through virtual education providers legislatively authorized to provide part-time instruction to middle school students, and an objective review of proposed career and professional academy courses and other career-themed courses to determine if the courses will lead to the attainment of industry certifications included on the CAPE Industry Certification Funding List. Each strategic plan must be reviewed, updated, and jointly approved every 3 years by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions.²⁸

The strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions must be constructed and based, in part, on strategies to provide professional

²³ Section 1003.41(1), F.S.

²⁴ *Id.*

²⁵ Section 1003.41(3), F.S.

²⁶ Section 1003.491, F.S.

²⁷ Section 1003.491(2), F.S.

²⁸ *Id.*

development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification.²⁹

The SBE is required to establish a process for the continual and uninterrupted review of newly proposed core secondary courses and existing courses requested to be considered as core courses to ensure that sufficient rigor and relevance is provided for workforce skills and postsecondary education and aligned to state curriculum standards.³⁰ All courses approved as core courses for purposes of middle school promotion and high school graduation must be immediately added to the Course Code Directory.³¹ Approved core courses are also required to be reviewed and considered for approval for dual enrollment credit.³²

The commissioner is required to conduct an annual review of K-12 and postsecondary CTE offerings that, at a minimum, must examine:³³

- Alignment of offerings with the framework of quality that govern inclusion on the Master Credentials List.
- Alignment of offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the Master Credentials List.³⁴
- Program utilization and unwarranted duplication across institutions serving the same students in a geographical or service area.
- Institutional performance measured by student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential and certification attainment, job placement, and wages.

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.³⁵

Certifications included on the CAPE Industry Certification Funding List:³⁶

- Require at least 150 hours of instruction and
- Can be earned in middle and high school.

²⁹ Section 1003.491(3)(p), F.S.

³⁰ Section 1003.491(4), F.S.

³¹ The Course Code Directory (CCD) lists all public pre-K-12 and postsecondary career and technical education courses available for use by school districts. Programs and courses funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation must be listed in the CCD. The CCD maintains course listings for administration and service assignments, K-12 education, exceptional student education, career and technical education, and adult education. Rule 6A-1.09441, F.A.C.

³² Section 1003.491(4)(b), F.S.

³³ Section 1003.491(5)(a), F.S.

³⁴ the Master Credentials List is a list maintained by the Credentials Review Committee, which is appointed by the State Workforce Development Board, to serve as a public and transparent inventory of state-approved credentials of value. Section 445.004(4)(e)1., F.S.

³⁵ Section 1008.44(1), F.S.

³⁶ Rule 6A-6.0576(5)-(6), F.S.

- Usually require passage of a subject area examination and some combination of work experience, educational attainment, or on-the-job training.

Career and Professional Academies and Career-themed Courses

A “career and professional academy” is a research-based program that integrates a rigorous academic curriculum with an industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the Department of Economic Opportunity(DEO).³⁷ School districts are required to offer career and professional academies. Students completing career and professional academy programs must receive a standard high school diploma, the highest available industry certification, and opportunities to earn postsecondary credit if the academy partners with a postsecondary institution.³⁸

A “career-themed course” is a course, or a course in a series of courses, that leads to an industry certification identified in the CAPE Industry Certification Funding List.³⁹ Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the DEO. School districts must offer at least two career-themed courses, and each secondary school is encouraged to offer at least one career-themed course. Students completing a career-themed course must be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution approved to operate in the state.⁴⁰

Each career and professional academy and secondary school providing a career-themed course is required to:⁴¹

- Provide a rigorous standards-based academic curriculum integrated with a career curriculum;
- Consider multiple styles of student learning;
- Promote learning by doing through application and adaptation;
- Maximize relevance of the subject matter;
- Enhance each student’s capacity to excel;
- Include an emphasis on work habits and work;
- Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships with postsecondary institutions must be delineated in articulation agreements and include any career and professional academy courses or career-themed courses that earn postsecondary credit. Such agreements may include articulation between the secondary school and public or private 2-year and 4-year postsecondary institutions and technical centers.

Each district school board, in collaboration with local workforce development boards, economic development agencies, and state-approved postsecondary institutions, is required to include plans

³⁷ Section 1003.493(1)(a), F.S. In 2003 the Department of Economic Opportunity was renamed the Department of Commerce. Chapter 2023-173, s. 10, Laws of Fla.

³⁸ Section 1003.493(1)(a), F.S.

³⁹ Section 1003.493(1)(b), F.S.

⁴⁰ Section 1003.493(1)(b), F.S.

⁴¹ Section 1003.493(4)(a), F.S.

to implement a career and professional academy or a career-themed course in at least one middle school in the district as part of the strategic 3-year plan.⁴²

The DOE, in consultation with the Board of Governors, is required to establish a mechanism to ensure articulation and transfer of credits from career and professional academy courses or career-themed courses to postsecondary institutions.⁴³

Career and Technical Education Courses

For purposes of calculating grade point average, a grade in a course that is level 3 or above and leads to an industry certification must be weighted the same as a grade in an honors course.⁴⁴

Course levels are designated in the following ways:⁴⁵

- Level 1 - Basic courses. Any student taking a Level 1 course in the 2013-14 school year or later may not earn credit towards a standard diploma.
- Level 2 – Regular, mainstreamed courses.
- Level 3 – Honors, IB, AP, AICE, advanced college-preparatory courses, and other higher-level courses containing rigorous academic curriculum and performance standards. In addition, numerous career and technical education (CTE) courses are designated as Level 3, or higher-level.

CTE level 3 courses demand more challenging involvement than standard CTE courses.⁴⁶ They must be demonstrably more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. CTE level 3 courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.⁴⁷

CTE level 3 courses are designed for students who have demonstrated an advanced level of interest and achievement in a given subject area. The rationale for level 3 courses is not to provide a means to attract students to enroll in classes for additional credit, but rather to offer challenging, higher level courses for students who aspire to an advanced level of learning.⁴⁸

Career and Technical Education Teachers

Each district school board is required to establish the minimum qualifications for part-time and full-time nondegreed teachers of career programs. The qualifications for such teachers must require filing a complete set of fingerprints for background screening and documentation of:⁴⁹

- A high school diploma or the equivalent.

⁴² Section 1003.4935(1), F.S.

⁴³ Section 1003.493(4)(b), F.S.

⁴⁴ Section 1003.4203(5), F.S.

⁴⁵ Florida Department of Education, *2023-2024 Course Code Directory and Instructional Personnel Assignments*, available at <https://www.fldoe.org/core/fileparse.php/7746/urlt/CCDNarrative2324.pdf>, at 11.

⁴⁶ Florida Department of Education, *CTE Course Level 3 Rubric: Career and Technical Education Courses Level III Criteria*, available at <https://www.fldoe.org/core/fileparse.php/5655/urlt/0061142-ctecourselevel3rubric.pdf>.

⁴⁷ *Id.*

⁴⁸ *Id.*

⁴⁹ Section 1012.39(1)(c), F.S.

- Completion of 3 years of full-time successful occupational experience or the equivalent of part-time experience in the teaching specialization area. The district school board may establish alternative qualifications for teachers with an industry certification in the career area in which they teach.
- For full-time teachers, completion of professional education training in teaching methods, course construction, lesson planning and evaluation, and teaching special needs students. This training may be completed through coursework from an accredited or approved institution or an approved district teacher education program.
- Documentation of industry certification when state or national industry certifications are available and applicable.

Executive Task Forces

A “task force” is an advisory body created without specific statutory enactment for a time not to exceed 1 year or created by specific statutory enactment for a time not to exceed 3 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.⁵⁰

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.⁵¹ A task force has the following characteristics:⁵²

- It meets a statutorily defined purpose.
- Its members, unless expressly provided otherwise in the State Constitution, are appointed for 4-year staggered terms.
- 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.⁵³

III. Effect of Proposed Changes:

SB 460 aims to enhance vocational and technical education. The bill authorizes minors aged 16 or 17 to work in construction if the minor:

- Possesses an Occupational Safety and Health Administration (OSHA) 10 certification.
- Is supervised by an individual over 21 with OSHA 10 certification and at least 2 years of relevant experience.

⁵⁰ Section 20.03(5), F.S.

⁵¹ Section 20.052(3), F.S.

⁵² Section 20.052(4), F.S.

⁵³ Section 286.011, F.S.

The bill also increases requirements related to career and technical education (CTE). The bill requires:

- Career fairs in high schools to include employers from CAPE Industry Certification Funding List industries.
- An Applied Construction Mathematics course to be reviewed for inclusion in the Course Code Directory.
- The Career and Professional Education (CAPE) Act 3-year strategic plan to integrate strategies to provide information on employment demands and opportunities.
- School districts to increase the number of career-themed courses offered to two career-themed courses in every high school and middle school in the district.
- The weight for an Honors course to be added to calculate grade-point-average for any course that is directly related to a CAPE Digital Tool Certificate or CAPE industry certification.

The bill provides flexibility from certification requirements for district school boards in hiring non-degree CTE teachers by reducing the required minimum experience to 1 year.

Lastly, the bill creates the Career and Technical Education Task Force to study the status of CTE in each school district within the state.

Hazardous Occupations Prohibited

The bill amends s. 450.061, F.S., to authorize a minor aged 16 or 17 to be employed on any scaffolding, roof, superstructure, or residential or nonresidential building construction if he or she has earned his or her OSHA 10 certification and is under the direct supervision of a person who:

- Has earned his or her OSHA 10 certification.
- Is 21 years of age or older.
- Has at least 2 years of work experience related to the work he or she is supervising.

Apprentices and Journeyworkers

The bill repeals s. 489.5335, F.S., to remove the authority for counties and municipalities to issue journeyman licenses in the electrical and alarm system trades. Accordingly, the bill conforms a cross reference that modifies s. 489.537, F.S., which removes the authorization for a county or municipality to require on a county or municipal construction site a locally licensed journeyman.

Career Fairs

The bill amends s. 1001.43, F.S., to add requirements for the annual career fair hosted at each school district high school. The bill changes the statutory reference for the required annual career fair to the career fair and industry recruitment day. The bill requires district school boards to require that each high school within its district, beginning in the 2025-2026 school year, allow employers from industries listed on the CAPE Industry Certification Funding List, including employers from the agricultural, construction, culinary, and nursing industries, to meet with other students to explain how career and technical education can result in a high-wage career in a high-demand industry.

State Academic Standards

The bill modifies s. 1003.41, F.S., to require that the specific curricular content established in the state academic standards for mathematics ensure the integration of real-life opportunities to use such curricular content. The bill also adds 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.

The Career and Professional Education Act

The bill amends s. 1003.491, F.S., to modify the requirements for the basis of the strategic 3-year plan developed jointly by the local school district, local workforce development boards, economic development agencies, and state-approved postsecondary institutions. The bill specifies that the strategies to provide professional development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification must also include providing information on the employment demands and opportunities within the industries listed on the CAPE Industry Certification Funding List.

The bill adds to the elements in the commissioner's annual review of K-12 and postsecondary CTE offerings. The bill requires the commissioner to review the efforts of each school district to include in the 3-year plan the strategies to provide professional development, and the number of students and parents each school district informs about CTE offerings and the number of representatives from various industries who speak with students about CTE.

The bill also requires the curriculum review committee that reviews proposed core secondary courses and existing courses requested to be considered as core courses to review the Applied Construction Mathematics⁵⁴ course for inclusion in the Course Code Directory.

Career and Professional Academies and Career-themed Courses

The bill modifies s. 1003.493, F.S., to require the Department of Education (DOE), in consultation with the Board of Governors (BOG), to:

- Establish a list of postsecondary credits that must be awarded based on the student's completion of certain career-themed courses in grades 9 through 12.
- Establish a list of postsecondary credits that must be awarded based on the student receiving a CAPE industry certification.
- Establish a mechanism to ensure articulation and transfer of such credits to postsecondary institutions in the state.

The bill also requires the DOE and the BOG to annually publish on their respective websites the number of postsecondary credits available to a student who completes:

⁵⁴ According to the National Center for Construction Education and Research, Applied Construction Math is designed to help learners understand the fundamentals of math in a way that is engaging, interesting, and relevant to their craft training. National Center for Construction Education and Research, *Applied Construction Math*, <https://www.nccer.org/craft-catalog/applied-construction-math/> (last visited Jan. 12, 2024).

- A career and professional program through a career and professional academy. The bill requires the information to be published as workforce education information.
- A career-themed course or series of courses that lead to an industry certification listed on the CAPE Industry Certification Funding List.

The bill increases the number of career-themed courses that school districts must offer. The bill requires school districts to offer at least two career-themed courses in every high school and middle school in the district instead of two courses in the entire district. The bill repeals the limitation that students completing a career-themed course may only be provided opportunities to earn postsecondary credit if the credit for the career-themed course can be articulated to a postsecondary institution. Hence, a student completing a career-themed course may be provided opportunities to earn postsecondary credit regardless of whether the credit for the career-themed course can be articulated to a postsecondary institution.

The bill amends s. 1003.4935, F.S., to modify the requirement for each district school board, in collaboration with local workforce development boards, economic development agencies, and state-approved postsecondary institutions, to include plans to implement a career and professional academy or a career-themed course, in at least one middle school in the district as part of the strategic 3-year plan. The bill increases to two in each middle school in the district the number of career-themed courses that must be planned to implement as part of the strategic 3-year plan.

Career and Technical Education Courses

The bill modifies s. 1003.4203, F.S., to modify the requirement that a grade in a level 3 or above course that leads to an industry certification be weighted the same as an honors course. Instead, the bill specifies that, for purposes of calculating grade point average, any course that is directly related to a CAPE Digital Tool Certificate or CAPE industry certification must be weighted the same as an honors course, regardless of whether the course is a level 3 or above.

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 such credit for:

- Completion of one year of regulated technical instruction⁵⁵ in a registered apprenticeship program, rather than completion of the program; or
- Completion of a preapprenticeship program, but adds a requirement that the student earn the OSHA 10 certification.

Career and Technical Education Teachers

The bill modifies s. 1012.39, F.S., to provide flexibility from certification requirements for district school boards in hiring non-degree CTE teachers by reducing the required minimum experience to 1 year.

⁵⁵ The correct term is “related technical instruction.” Section 446.021(9), F.S.

The Career and Technical Education Task Force

The bill creates the Career and Technical Education Task Force, adjunct to the DOE, to study the status of CTE in each school district within the state. The bill requires the DOE 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.
- 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 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 and recommendations to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the commissioner by June 1, 2025. The task force expires upon submission of the report.

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:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill substantially amends the following sections of the Florida Statutes: 450.061, 489.537, 1001.43, 1003.41, 1003.4203, 1003.4282, 1003.491, 1003.493, 1003.4935, and 1012.39.

This bill repeals s. 489.5335 of the Florida Statutes.

IX. Additional Information:

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

None.

- B. **Amendments:**

None.

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