

FLORIDA HOUSE OF REPRESENTATIVES BILL ANALYSIS

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BILL #: [HB 571](#)

TITLE: Career Planning Opportunities for Students

SPONSOR(S): Kendall

COMPANION BILL: [SB 1094](#) (Simon)

LINKED BILLS: None

RELATED BILLS: None

Committee References

[Careers & Workforce](#)

15 Y, 0 N



[Education Administration](#)



[Education & Employment](#)

SUMMARY

Effect of the Bill:

The bill requires work-based learning opportunities to be scheduled at times and locations that maximize student access and participation. The bill specifies that students aged 16 or older must have the opportunity to meet or interview with potential employers that offer paid work experiences for students, including registered preapprenticeship and apprenticeship programs, during required annual career fairs. The bill requires that a high school student's personalized academic and career plan be reviewed, revised as necessary, and signed annually until graduation. The bill facilitates a process for State University System (SUS) institutions, Florida College System (FCS) institutions, and career centers to award postsecondary credit or career education clock hours for apprenticeship and preapprenticeship programs.

Fiscal or Economic Impact:

The bill has an indeterminate impact on tuition and fees revenue for SUS and FCS institutions and career centers.

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ANALYSIS

EFFECT OF THE BILL:

The bill requires [work-based learning](#) opportunities to be scheduled at times and locations that maximize student access and participation. (Section [1](#)).

The bill specifies that during the statutorily-required¹ [annual career fair](#), students age 16 or older must have the opportunity to meet and interview with potential employers that offer paid work experiences for students, including registered [preapprenticeship and apprenticeship programs](#). (Section [2](#)).

The bill requires that beginning when a student enters high school, their [personalized academic and career plan](#) must be reviewed annually until the student graduates. It also must be revised as necessary to identify courses the student needs to take each year until all required core courses for his or her plan are completed. After the annual review, the plan must be signed by the student; the student's parent, legal guardian, or person standing in loco parentis to the student; and a school counselor. (Section [3](#)).

The bill requires the Board of Governors (BOG) and the State Board of Education (SBE) to adopt regulations and rules, respectively, that enable students pursuing nontraditional pathways to earn a bachelor's degree or certificate through uniform postsecondary credit and career education clock hours across all Florida public postsecondary educational institutions for college-level training and education acquired while an apprentice or preapprentice. The regulations and rules must include procedures for credential evaluation and the uniform award of credit or clock hours, including, but not limited to, equivalency and alignment of programs with appropriate postsecondary courses and course descriptions. (Section [4](#)).

¹ Section [1001.43\(14\), F.S.](#)

STORAGE NAME: h0571a.CWS

DATE: 3/12/2025

The bill requires the [Articulation Coordinating Committee](#) (ACC) to convene a workgroup composed of 16 specified members by September 1, 2025 to develop a process for prioritizing and determining postsecondary course equivalencies and the minimum credits or clock hours that must be awarded for apprenticeship or preapprenticeship programs. The workgroup must provide recommendations to the BOG and the SBE by March 1, 2026, for approval at the next meeting of each board. Upon approval, the ACC must review apprenticeship and preapprenticeship programs to determine postsecondary course equivalencies and the minimum credits or clock hours that must be awarded. The BOG and the SBE must adopt the list approved by the ACC and the ACC must update it annually. (Section [4](#)).

SUS institutions, FCS institutions, and career centers must award postsecondary credit or career education clock hours based upon the list adopted by the BOG and SBE if they are applicable toward the student's degree or certificate and they may award more than the minimum if appropriate. These credits and clock hours are guaranteed to transfer to other SUS and FCS institutions and career centers. (Section [4](#)).

The effective date for the bill is July 1, 2025. (Section [5](#)).

RULEMAKING:

Current law requires the SBE to adopt rules for implementing work-based learning opportunities and student promotion requirements. The bill modifies provisions of law already under the SBE's rulemaking authority, thus allowing the SBE to make rules to implement the bill. The bill also creates new rulemaking authority, requiring the BOG to adopt regulations and the SBE to adopt rules enabling students to earn postsecondary credit and career education clock hours for training and education acquired while an apprentice or preapprentice.

Lawmaking is a legislative power; however, the Legislature may delegate a portion of such power to executive branch agencies to create rules that have the force of law. To exercise this delegated power, an agency must have a grant of rulemaking authority and a law to implement.

FISCAL OR ECONOMIC IMPACT:

STATE GOVERNMENT:

The bill has an indeterminate impact on tuition and fees revenue for SUS institutions, FCS institutions, and career centers. The adoption of new postsecondary course equivalencies to award credit or clock hours for apprenticeship and preapprenticeship programs may preclude public postsecondary institutions from collecting the maximum amount of tuition and fees from the applicable student population. However, the bill may allow apprenticeship and preapprenticeship students to obtain certain degrees or certificates more quickly resulting in higher enrollment in other postsecondary programs. Potential additional enrollment at SUS and FCS institutions and career centers may have a positive impact on tuition and fees revenue.

RELEVANT INFORMATION

SUBJECT OVERVIEW:

[Work-Based Learning](#)

A work-based learning opportunity is an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned with curriculum and instruction, and is provided in partnership with an educational institution.² Work-based learning opportunities must meet all of the following criteria:³

- Be developmentally appropriate.
- Identify learning objectives for the term of experience.

² Section [446.0915\(1\), F.S.](#)

³ Section [446.0915\(2\), F.S.](#)

- Explore multiple aspects of an industry.
- Develop workplace skills and competencies.
- Assess performance.
- Provide opportunities for work-based reflections.
- Link to next steps in career planning and preparation in a student’s chosen career pathway.
- Be provided in an equal and fair manner.
- Be documented and reported in compliance with state and federal labor laws.

A work-based learning opportunity should prioritize paid experiences, such as apprenticeship, preapprenticeship, and diversified education programs. School districts are required to ensure that every high school student has access to at least one work-based learning opportunity.⁴

[Annual Career Fair](#)

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 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 system⁵ as part of the career fair activities.⁶

As an alternative, beginning with the 2024-2025 school year, district school boards may 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.⁷

[Apprenticeship and Preapprenticeship Programs](#)

Florida law defines an apprentice as a person at least 16 years of age who has entered into a written apprenticeship agreement with a registered sponsor. The sponsor can be an employer, an association of employers, or a local joint apprenticeship committee. The purpose of this agreement is to enable the apprentice to learn a recognized skilled trade through actual work experience under the supervision of a journeywork craftsperson. Training for an apprentice should be combined with properly coordinated studies of related technical and supplementary subjects.⁸

An apprenticeship or preapprenticeship program must be registered and approved by the Department of Education (DOE).⁹ A student who earns credit upon completion of 1 year of related technical instruction for 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, career and technical education (CTE), or electives. The 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.¹⁰ A student who earns an industry certification for which there is an SBE-approved statewide course credit articulation agreement may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.¹¹

⁴ Section [446.0915\(2\)-\(3\), F.S.](#)

⁵ Xello, *The Future of Work Florida*, <https://xello.world/en/florida-college-career-ready/> (last visited Mar. 6, 2025). Xello is Florida’s official K-12 career planning and work-based learning coordination provider.

⁶ Section [1001.43\(14\), F.S.](#)

⁷ *Id.*

⁸ Section [446.021\(2\), F.S.](#); see also Florida Department of Education, *2023-2024 Apprentice Florida Report*, [Florida's Annual Apprenticeship and Preapprenticeship Report](#) (last visited Mar. 6, 2025).

⁹ Sections 446.021(5)-(6), F.S.

¹⁰ Section [1003.4282\(7\)\(a\)3., F.S.](#)

¹¹ Section [1003.4282\(3\)\(b\), F.S.](#)

Florida's Registered Apprenticeship programs require five core components:¹²

- Business involvement.
- Structured on the job training.
- Related technical instruction.
- Rewards for skill gains.
- A nationally recognized credential.

These five components work together to provide the apprentice with a meaningful educational experience to jump start his or her career.

The term of an apprenticeship may be completed through either a time-based approach, a competency-based approach, or a hybrid approach, as follows:¹³

- 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.

[Personalized Academic and Career Plan](#)

A course in career and education planning must be completed in 6th, 7th, or 8th grade. It may be delivered as a stand-alone course or integrated into another course or courses, and may be taught by any member of the instructional staff.¹⁴ The course should incorporate the standards and benchmarks established in the curriculum frameworks.¹⁵ The course numbers for the approved stand-alone and integrated courses are listed in the Course Code Directory.¹⁶ The course must:¹⁷

- be Internet-based, customizable to each student and include research-based assessments to assist students in determining educational and career options and goals;
- result in a completed personalized academic and career plan for the student, which must use, when available, Florida's online career planning and work-based learning coordination system;¹⁸
- teach each student how to access and update the plan and encourage the student to update the plan at least annually as the student progresses through middle school and high school;
- be implemented as a stand-alone course or integrated into another course or courses.

The required personalized academic and career plan must:¹⁹

- emphasize the importance of entrepreneurship and employability skills;
- include information from the DOC's economic security report and other state career planning resources;
- inform students of high school graduation requirements;
- include a detailed explanation of the requirements for earning a high school diploma designation and the career and technical education pathway to earn a standard high school diploma; as well as scholarship requirements for each scholarship in the Florida Bright Futures Scholarship Program requirements;
- outline admission criteria for state university and Florida College System institutions;

¹² Florida Department of Education, *2023-2024 Apprentice Florida Report*, [Florida's Annual Apprenticeship and Preapprenticeship Report](#) (last visited Mar. 6, 2025).

¹³ Rule 6A-23.004(2), F.A.C.

¹⁴ Section [1003.4156\(1\)\(e\), F.S.](#)

¹⁵ Florida Department of Education, *2024-2025 CTE Curriculum Frameworks*, [2024-25 CTE Curriculum Frameworks](#) (last visited Mar. 6, 2025). The curriculum frameworks and program standards are identified under each career cluster, which are aligned with industry expectations and academic requirements.

¹⁶ Florida Department of Education, *2024-2025 Course Code Directory*, <https://www.fldoe.org/policy/articulation/ccd/2024-2025-course-directory.stml> (last visited Mar. 6, 2025); *see also*, Florida Department of Education, *2024-2025 Approved Middle School Courses for Career & Education Planning* (2024), available at [Approved Middle School Courses for Career & Education Planning](#).

¹⁷ Section [1003.4156\(1\)\(e\), F.S.](#)

¹⁸ Xello, *The Future of Work Florida*, <https://xello.world/en/florida-college-career-ready/> (last visited Mar. 6, 2025).

¹⁹ Section [1003.4156\(1\)\(e\), F.S.](#)

- detail opportunities to earn college credit in high school, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment (including career dual enrollment), work-based learning opportunities (including internships, preapprenticeship and apprenticeship programs), and career education courses (including career-themed courses and course sequences that lead to industry certification).

In high school, students in grades 9 through 12 must receive instruction on life skills that build confidence, support mental health and emotional health and enable students to overcome challenges.²⁰ Such instruction must include developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics, and workplace law; managing stress and expectations; and self-motivation.²¹

[Articulation Coordinating Committee](#)

The ACC is a K-20 advisory body established in 1971 and appointed by the Commissioner of Education. It is comprised of representatives from all levels of public and private education: the SUS, the FCS, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. There is also an additional member representing students. The committee exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next.²²

RECENT LEGISLATION:

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2024	CS/CS/HB 917	Snyder	Simon	Became law on July 1, 2024
2023	CS/CS/SB 240	Melo	Hutson	Became law on July 1, 2023

OTHER RESOURCES:

Education & Employment Committee, [Postsecondary Career and Adult Education Fact Sheet](#)

BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
Careers & Workforce Subcommittee	15 Y, 0 N	3/12/2025	Kiner	Blalock
Education Administration Subcommittee				
Education & Employment Committee				

²⁰ Section [1003.42\(2\)\(o\)4., F.S.](#)

²¹ Section [1003.42\(2\)\(o\)4.f., F.S.](#)

²² Section [1007.01\(3\), F.S.](#) See Florida Department of Education, *Articulation Coordinating Committee- Oversight Committee, Oversight Committee* (last visited Mar. 6, 2025).

