

**HOUSE OF REPRESENTATIVES STAFF ANALYSIS**

**BILL #:** HB 917 Career and Technical Education

**SPONSOR(S):** Snyder

**TIED BILLS:** None. **IDEN./SIM. BILLS:** SB 460

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Choice & Innovation Subcommittee		Dixon	Sleap
2) Appropriations Committee			
3) Education & Employment Committee			

**SUMMARY ANALYSIS**

The bill authorizes a minor aged 16 or 17 years to work on any residential or commercial building construction or ladder at or below 6 feet if he or she has earned an Occupational Health and Safety Administration (OSHA) 10 certification, the minor’s work does not violate any OSHA rule or federal law related to minors in the workplace, and the minor is supervised by an individual meeting specified criterion.

The bill increases access and opportunities for career and technical education (CTE) in middle and high school. Specifically, the bill:

- Requires school districts to offer at least two career-themed courses in every high school and middle school in the district.
- Requires the Career and Professional Education Act (CAPE) 3-year strategic plan to integrate strategies on providing information on employment demands and opportunities within specified industries in professional development for school counselors.
- 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.
- Requires, beginning in the 2025-2026 school year, for every public high school to include employers from industries to meet with students.

The bill requires the Department of Education (DOE), in consultation with the Board of Governors (BOG), to establish list of postsecondary credits awarded for completion of specific career-themed courses and CAPE industry certifications. The DOE and BOG must publish the postsecondary credits on their respective websites and establish a mechanism for articulation and transfer of these credits.

The bill establishes a CTE Task Force to study the status of CTE education in each school district within the state. Among its duties, the Task Force is mandated to compile a detailed list of CTE courses, assess funding disparities, compare funding and reimbursement rates with traditional K-12 education, explore additional funding sources, evaluate advertising strategies for CTE courses, identify district needs for CTE expansion, and analyze employment outcomes for students earning industry certifications. The Task Force is required to submit a report of its findings by September 1, 2025, and submit recommendations by January 1, 2026, to the President of the Senate, the Speaker of the House of Representatives, and the Commissioner of Education.

The bill does not appear to have a fiscal impact.

The bill has an effective date of July 1, 2024.

# FULL ANALYSIS

## I. SUBSTANTIVE ANALYSIS

### A. EFFECT OF PROPOSED CHANGES:

#### Hazardous Occupations Prohibited

##### Present Situation

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>1</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.<sup>2</sup> This prohibition does not apply to a student learner who:<sup>3</sup>

- 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 is to 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 is to have been prepared.

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>

Employers in the construction industry are also required to provide certain training for their employees.<sup>7</sup> Employers are required to instruct each employee in the recognition and avoidance of unsafe conditions and the regulations applicable to the work environment to control or eliminate any hazards or other exposure to illness or injury.<sup>8</sup> Employers are encouraged to use the safety and health training programs provided by the US Secretary of Labor.<sup>9</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.<sup>10</sup> The OSHA Outreach Training Program provides training on the recognition, avoidance, abatement, and prevention of workplace

---

<sup>1</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>2</sup> Section 450.061(2)(b), F.S.

<sup>3</sup> Sections 450.061(2) and 450.161, F.S.

<sup>4</sup> Sections 440.10(1)(a) 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)(a), F.S.

<sup>7</sup> 29 CFR s. 1926.21.

<sup>8</sup> 29 CFR s. 1926.21(b)(2).

<sup>9</sup> 29 CFR s. 1926.21(b)(1).

<sup>10</sup> USDOL, OSHA, *Outreach Training Program: Program Overview*, <https://www.osha.gov/training/outreach/overview> (last visited Jan. 17, 2024).

hazards. Outreach classes also provide overview information regarding OSHA, including workers' rights, employer responsibilities, and how to file a complaint.<sup>11</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>12</sup>

In the Fiscal Year 2023, 1,341,168 individuals were trained through the Outreach Training Program.<sup>13</sup> The construction 10-hour certification comprised 42 percent of the trainings.<sup>14</sup>

### Effect of Proposed Changes

The bill authorizes minors aged 16 or 17 years to be employed on any residential or commercial building construction or ladder at or below 6 feet if he or she has earned his or her OSHA 10 certification, the minor's work does not violate any OSHA rule or federal law related to minors in the workplace, and the minor 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**

### Present Situation

#### *Apprentice*

Florida law defines an apprentice as a person at least 16 years of age who has entered into a written apprentice 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 craftsman. Training for an apprentice should be combined with properly coordinated studies of related technical and supplementary subjects.<sup>15</sup>

An apprenticeship program must be registered and approved by the Department of Education (DOE).<sup>16</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 Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used to satisfy high school graduation requirements.<sup>17</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:<sup>18</sup>

---

<sup>11</sup> *Id.*

<sup>12</sup> *Id.*

<sup>13</sup> USDOL, OSHA, *Outreach Training Program Annual Number of Trainees*, <https://www.osha.gov/training/outreach/growth> (last visited Jan. 17, 2024).

<sup>14</sup> USDOL, OSHA, *Number of Trainees by Class Type*, <https://www.osha.gov/training/outreach/growth#tab2> (last visited Jan. 17, 2024).

<sup>15</sup> Section 446.021(2), F.S.; see also Florida Department of Education, *Apprentice Florida Report*, (2022-2023), at 3 and 9, available at <https://www.fldoe.org/core/fileparse.php/9904/urlt/2223ApprenticeshipReport.pdf>.

<sup>16</sup> Section 446.021(6), F.S.

<sup>17</sup> Section 1003.4282(7)(a)3., F.S.

<sup>18</sup> Rule 6A-23.004(2), F.A.C.

- 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.

### *Journeyworkers*

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>19</sup>

Counties and municipalities are authorized to issue journeyman licenses in various trades. These trades include plumbing, pipe fitting, mechanical, HVAC trades, electrical or alarm system trades.<sup>20</sup> An individual who holds a valid, active journeyman license in one of these trades 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:<sup>21</sup>

- 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,<sup>22</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 5 years.

A local government may charge a registration fee for reciprocity, not to exceed \$25.<sup>23</sup> Subject to limited exceptions,<sup>24</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 graduate of the Institute of Applied Technology in Construction Excellence or licensed locally,<sup>25</sup> 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>26</sup>

### Effect of Proposed Changes

The bill modifies how apprenticeship 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:

<sup>19</sup> Section 446.021(4), F.S.; *see also* Florida Department of Education, *Apprentice Florida Report*, (2022-2023), at 3 and 9, available at <https://www.fldoe.org/core/fileparse.php/9904/urlt/2223ApprenticeshipReport.pdf>.

<sup>20</sup> Ch. 2021-214, L.O.F.

<sup>21</sup> Sections 489.5335(2) and 489.1455(2), F.S.

<sup>22</sup> Section 553.841, F.S.

<sup>23</sup> Section 489.5335(3), F.S.

<sup>24</sup> *See s.* 489.503, F.S.

<sup>25</sup> Section 449.5335, F.S. Authorization for counties and municipalities to issue a journeyman license in the electrical and alarm system trades.

<sup>26</sup> Section 489.537(3)(f), F.S.

- a student who earned credit for completion of one year of regulated technical instruction<sup>27</sup> in a registered apprenticeship or preapprenticeship 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.

The bill repeals s. 489.5335, F.S., removing the authority for counties and municipalities to issue journeyman licenses in the electrical and alarm system trades.

## Florida Career and Professional Education Act

### Present Situation

The Career and Professional Education (CAPE) Act was created to provide a statewide planning partnership between the business and education communities to attract, expand and retain targeted, high-value industry to sustain a strong, knowledge-based economy.<sup>28</sup> The primary purpose of the CAPE Act is to:<sup>29</sup>

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- Support local and regional economic development;
- Respond to Florida's critical workforce needs; and
- Provide state residents with access to high-wage and high-demand careers.

### *Strategic Plan*

To comply with the CAPE Act, school boards are required to develop a strategic plan in partnership with local workforce boards, economic development agencies, and state-approved postsecondary institutions to better align academy programs with local workforce needs. Two or more school districts may collaborate in the development of the strategic plan and jointly offer an academy or career-themed courses.<sup>30</sup>

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. Additionally, the plan must include 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.<sup>31</sup> 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.<sup>32</sup>

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 development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification.<sup>33</sup>

<sup>27</sup> The correct term is “related technical instruction.” Section 446.021(9), F.S.

<sup>28</sup> Section 1003.491, F.S.

<sup>29</sup> Section 1003.491(1), F.S.

<sup>30</sup> Section 1003.491(2), F.S.

<sup>31</sup> *Id.*; see also Florida Department of Education, *Cape Industry Certification Funding List*, available at <https://www.fldoe.org/core/fileparse.php/5398/urlt/2324CAPECertFundList.pdf>. The CAPE Industry Certification Funding List is a list of certifications and certificates with secondary and postsecondary funding designations.

<sup>32</sup> Section 1003.491(2), F.S.

<sup>33</sup> Section 1003.491(3)(p), F.S.

## Core Course Review

Under the CAPE Act, 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.<sup>34</sup> The review of newly proposed core secondary courses must be the responsibility of a curriculum review committee.<sup>35</sup>

The curriculum review committee must review all newly proposed core courses electronically. Courses approved as core courses for purposes of middle school promotion and high school graduation must be immediately added to the Course Code Directory.<sup>36</sup> Approved core courses are also required to be reviewed and considered for approval for dual enrollment credit.<sup>37</sup>

## Career and Technical Education (CTE) Review

Current law requires the Commissioner of Education (commissioner) to annually conduct a review of K-12 and postsecondary CTE programs that, at a minimum, must examine:<sup>38</sup>

- Alignment of offerings with the framework of quality established by the Credentials Review Committee.<sup>39</sup>
- Alignment of offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the state's Master Credentials List.
- Program utilization and unwarranted duplication across institutions serving the same students in a geographical or service area.
- Institutional performance measured by student outcomes.

Using the findings from the CTE review,<sup>40</sup> the commissioner is required to phase out CTE offerings which are not aligned with the framework of quality established by the Credentials Review Committee, do not meet labor market demand or institutional performance, or are unwarranted program duplications.<sup>41</sup>

In addition to the CTE review, the DOE is required to collect student achievement and performance data in industry-certified career education programs and career-themed courses that includes, but need not be limited to:<sup>42</sup>

- graduation rates;
- retention rates;
- Florida Bright Futures Scholarship awards;
- additional educational attainment;

---

<sup>34</sup> Section 1003.491(4), F.S.

<sup>35</sup> Section 1003.491(4)(a), F.S.

<sup>36</sup> Florida Department of Education, *2023-2024 Course Directory*, <https://www.flrules.org/Gateway/reference.asp?No=Ref-15909>. 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.

<sup>37</sup> Section 1003.491(4)(b), F.S.

<sup>38</sup> Section 1003.491(5)(a), F.S.

<sup>39</sup> Section 445.004(4)(h), F.S. The Credentials Review Committee serves to centralize identification and designation of non-degree and degree credentials of value for inclusion on the Master Credentials List. Credentials must include registered apprenticeship programs, industry certification, licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas, associate degrees, baccalaureate degrees, and graduate degrees. *See also*, Florida Department of Education, *Master Credential List (2022-2023)*, available at <https://www.fldoe.org/core/fileparse.php/20129/urlt/13-3.pdf>.

<sup>40</sup> Florida Department of Education, *Career and Technical Education Audit*, <https://www.fldoe.org/careerpathways/index.shtml#overview> (last visited Jan. 18, 2024).

<sup>41</sup> Section 1003.491(5)(c), F.S.

<sup>42</sup> Section 1003.492(3), F.S.

- employment records;
- earnings;
- industry certification;
- return on investment; and
- employer satisfaction.

### *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>43</sup>

To be included as a CAPE Industry Certification or a CAPE Acceleration Industry Certification on the Funding List, a certification must:<sup>44</sup>

- Be on the Master Credentials List.
- Be requested by a school district for inclusion with K-12 funding eligibility.
- Be achievable by students in a secondary level program or a career dual enrollment program offered by a school district.
- Require a minimum of one hundred fifty (150) hours of instruction.

### *Career and Professional Academies*

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 Commerce (DOC).<sup>45</sup> Career and professional academies must be offered by public schools and school districts. 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.<sup>46</sup>

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.<sup>47</sup> Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the local workforce development board or the DOC. 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.<sup>48</sup>

Each career and professional academy and secondary school providing a career-themed course is required to:<sup>49</sup>

- 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;

<sup>43</sup> Section 1008.44(1), F.S.

<sup>44</sup> Rule 6A-6.0576(6), F.A.C.

<sup>45</sup> Section 1003.493(1)(a), F.S. In 2023 the Department of Economic Opportunity was renamed the Department of Commerce. s. 10, ch. 2023-173, L.O.F.

<sup>46</sup> Section 1003.493(1)(a), F.S.

<sup>47</sup> Section 1003.493(1)(b), F.S.

<sup>48</sup> Section 1003.493(1)(b), F.S.

<sup>49</sup> Section 1003.493(4)(a)-(b), F.S.

- Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. These 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. The 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 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.<sup>50</sup>

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.<sup>51</sup>

### Effect of Proposed Changes

The bill requires the Career and Professional Education Act's 3-year strategic plan to integrate strategies on providing information on employment demands and opportunities within the industries listed on the CAPE Industry Certification Funding List in the professional development provided to school counselors.

The bill requires the curriculum review committee, under the CAPE Act, to review the Applied Construction Mathematics course for inclusion in the Course Code Directory.

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 at least two in each district, and amends the requirements of the district's 3-year plan to reflect this change.

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 adds to the elements in the commissioner's annual review of K-12 and postsecondary CTE offerings the efforts of each school district to fulfill the requirements included in the district's 3-year plan regarding providing professional development to school counselors as well as 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 requires the 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:

---

<sup>50</sup> Section 1003.4935(1), F.S.

<sup>51</sup> Section 1003.493(4)(b), F.S.



- The number of postsecondary credits available to a student who completes a career and professional program through a career and professional academy. Such information must be published as workforce education information.
- The number of postsecondary credits available to students who complete a career-themed course or series of courses that lead to an industry certification listed on the CAPE Industry Certification Funding List.

The bill creates the Career and Technical Education Task Force, adjunct to the DOE to study the status of CTE education in each school district. 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, and the Secretary of the DOC 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 education courses offered within each school district. Such data must be broken down by industry, 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 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 reimbursements 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 by September 1, 2025, and submit recommendations by January 1, 2026, to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the commissioner

## ***CTE Courses and Calculating Grade Point Average***

### Present Situation

For purposes of calculating a student's 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.<sup>52</sup>

Course levels are designated in the following ways:<sup>53</sup>

- 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 CTE courses are designated as Level 3, or higher-level.

---

<sup>52</sup> Section 1003.4203(5), F.S.

<sup>53</sup> Florida Department of Education, *2023-2024 Course Code Directory and Instructional Personnel Assignments*, at 11, available at <https://www.fldoe.org/core/fileparse.php/7746/urlt/CCDNarrative2324.pdf>.

CTE level 3 courses demand more challenging involvement than standard CTE courses.<sup>54</sup> 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.<sup>55</sup>

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.<sup>56</sup>

### Effect of Proposed Changes

The bill modifies the requirements for calculating grade point average, requiring that 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.

## **School District Career Fairs**

### Present Situation

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.<sup>57</sup> 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<sup>58</sup> as part of the career fair activities.<sup>59</sup>

### Effect of Proposed Changes

The bill requires district school boards to require each high school within its district, beginning in the 2025-2026 school year, to 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 during an industry recruitment day to explain how CTE can result in a high-wage career in a high-demand industry.

## **State Academic Standards**

### Present Situation

Florida's 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.<sup>60</sup> The 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;

---

<sup>54</sup> 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>.

<sup>55</sup> *Id.*

<sup>56</sup> *Id.*

<sup>57</sup> Section 1001.43(14), F.S.

<sup>58</sup> Xello, *The Future of Work Florida*, <https://xello.world/en/florida-college-career-ready/> (last visited Jan. 18, 2024). Xello is Florida's official, K-12 career planning and work-based learning coordination provider.

<sup>59</sup> Section 1001.43(14), F.S.

<sup>60</sup> Section 1003.41(1), F.S.

collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.<sup>61</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>62</sup>

The 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>63</sup>

### The Effect of Proposed Changes

The bill adds to the persons who the commissioner must include for review and comment on proposed revisions to 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.

#### B. SECTION DIRECTORY:

- Section 1:** Amends s. 450.061, F.S.; authorizing minors to work in specified conditions; providing requirements for such conditions.
- Section 2:** Repeals s. 489.5335, F.S.; relating to journeyman reciprocity.
- Section 3:** Amends s. 489.537, F.S.; conforming provisions to changes made by the act.
- Section 4:** Amends s. 1001.43, F.S.; revising the requirements for an annual career fair to include allowing certain employers to meet with students regarding career and technical education.
- Section 5:** Amends s. 1003.41, F.S.; revising a list of individuals who are required to review and comment on certain revisions to the state academic standards.
- Section 6:** Amends s. 1003.4203, F.S.; revising the requirements for certain courses to receive the same rate as honors courses for purposes of student grade point averages.
- Section 7:** Amends s. 1003.4282, F.S.; revising the requirements for certain credits and certifications to meet specified graduation requirements.
- Section 8:** Amends s. 1003.491, F.S.; revising the requirements for a specified 3-year strategic plan relating to career and professional education; requiring the curriculum review committee to review the Applied Construction Mathematics course for inclusion in the course code directory; revising the requirements for an annual review of K-12 and postsecondary career and technical education offerings.
- Section 9:** Amends s. 1003.493, F.S.; requiring the Department of Education and the Board of Governors to annually post specified information to their respective websites; revising the amount of career-themed courses school districts must offer for specified grades;

---

<sup>61</sup> *Id.*

<sup>62</sup> *Id.*

<sup>63</sup> Section 1003.41(3), F.S.  
**STORAGE NAME:** h0917.CIS  
**DATE:** 1/23/2024

revising duties of the Department of Education relating to the award of specified postsecondary credits.

**Section 10:** Amends s. 1003.4935, F.S.; conforming provisions to changes made by the act.

**Section 11:** Creates the Career and Technical Education Task Force; providing the membership and duties of the task force; requiring the task force to submit a report and recommendations to certain officials by specified dates; providing for expiration of the task force.

**Section 12:** Establishes an effective date.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

### C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

### D. FISCAL COMMENTS:

None.

## III. COMMENTS

### A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

### B. RULE-MAKING AUTHORITY:

None.

### C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

**IV. AMENDMENTS/COMMITTEE SUBSTITUTE CHANGES**

Not Applicable.