

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 917 Career and Technical Education

SPONSOR(S): Choice & Innovation Subcommittee, Snyder

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

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Choice & Innovation Subcommittee	16 Y, 2 N, As CS	Dixon	Sleap
2) Higher Education Appropriations Subcommittee		Smith	Smith
3) Education & Employment Committee			

SUMMARY ANALYSIS

The bill authorizes a minor aged 16 or 17 years to work on any residential building construction if:

- the minor has earned his or her OSHA 10 certification;
- the work being performed by the minor does not include work on any scaffolding, roof, superstructure, or ladder above 6 feet;
- 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, and has at least 2 years of work experience related to the work he or she is supervising.

The bill removes the authorization for local governments to issue journeyworker licenses and charge registration fees for reciprocity in the plumbing, pipe fitting, mechanical, HVAC, electric, and alarm system trades. Instead, it mandates that local governments recognize individuals as journeyworkers in those trades if he or she meets specified exam and training requirements.

The bill requires the Department of Education to convene, no later than December 1, 2024, a workgroup to identify best practices in career and technical education (CTE) pathways from middle school to high school and to identify the three math pathways for students enrolled in secondary grades.

The bill provides an exemption from postsecondary career education program basic skills requirements for certain students who possess a high school diploma from a eligible private school, or, for a student in a home education program, a signed affidavit submitted by the student's parent or legal guardian.

The bill authorizes district school boards, as an alternative to the required annual career fair, to consult with local workforce development boards, advisory committees, and business groups to determine free or cost-effective methods to provide other career and industry networking and exposure opportunities for secondary and elementary students.

The bill establishes a CTE Task Force to study the status of CTE education in each school district. Among its duties, the Task Force is mandated to compile a detailed list of CTE courses, assess funding disparities and explore additional funding sources, evaluate advertising strategies for CTE courses, and identify district needs for CTE expansion. 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 has an indeterminate fiscal impact on state and local governments. See Fiscal Comments.

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

FULL ANALYSIS

This document does not reflect the intent or official position of the bill sponsor or House of Representatives .

STORAGE NAME: h0917b.HEA

DATE: 2/5/2024

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 Secretary of Labor.¹ 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.² This prohibition does not apply to a student learner who:³

- 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.⁴ 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.⁵ Employers must provide this benefit to all employees, including minors, whether lawfully or unlawfully employed.⁶

Employers in the construction industry are also required to provide certain training for their employees.⁷ 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.⁸ Employers are encouraged to use the safety and health training programs provided by the Secretary of Labor.⁹

The Occupational Health and Safety Administration (OSHA) within the 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.¹⁰ 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.¹¹

¹ 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 (January 2024).

² Section 450.061(2)(b), F.S.

³ Sections 450.061(2) and 450.161, F.S.

⁴ Sections 440.10(1)(a) and 440.38(1), F.S.

⁵ See ss. 440.105 and 440.107, F.S.

⁶ Section 440.02(18)(a), F.S.

⁷ 29 CFR s. 1926.21.

⁸ 29 CFR s. 1926.21(b)(2).

⁹ 29 CFR s. 1926.21(b)(1).

¹⁰ USDOL, OSHA, *Outreach Training Program: Program Overview*, <https://www.osha.gov/training/outreach/overview> (last visited Jan. 31, 2024).

¹¹ *Id.*

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.¹²

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

Effect of Proposed Changes

The bill authorizes minors aged 16 or 17 years to be employed on any residential building construction if:

- the minor has earned his or her OSHA 10 certification;
- the work being performed by the minor does not include work on any scaffolding, roof, superstructure, or ladder above 6 feet;
- 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, and 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.¹⁵

An apprenticeship or preapprenticeship program must be registered and approved by the Department of Education (DOE).¹⁶ 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 (CTE), 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.¹⁷

The term of an apprenticeship may be completed through either a time-based approach, a competency-based approach, or a hybrid approach, as follows:¹⁸

¹² *Id.*

¹³ USDOL, OSHA, *Outreach Training Program Annual Number of Trainees*, <https://www.osha.gov/training/outreach/growth> (last visited Jan. 31, 2024).

¹⁴ USDOL, OSHA, *Number of Trainees by Class Type*, <https://www.osha.gov/training/outreach/growth#tab2> (last visited Jan. 31, 2024).

¹⁵ Section 446.021(2), F.S.; see also Florida Department of Education, *Apprentice Florida Report*, (2022-2023), at 3 and 9, <https://www.fldoe.org/core/fileparse.php/9904/urlt/2223ApprenticeshipReport.pdf> (last visited Jan. 31, 2024).

¹⁶ Sections 446.021(5) and 446.021(6), F.S.

¹⁷ Section 1003.4282(7)(a)3., F.S.

¹⁸ 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.¹⁹

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.²⁰ 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:²¹

- 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,²² 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 \$25.²³ Subject to limited exceptions,²⁴ 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, 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.²⁵

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 CTE education, or electives. The bill authorizes such credit for a student who earned credit for completion of one year of related technical instruction in a registered apprenticeship or preapprenticeship program, rather than completion of the program.

¹⁹ Section 446.021(4), F.S.; *see also* Florida Department of Education, *Apprentice Florida Report*, (2022-2023), at 3 and 9, <https://www.fldoe.org/core/fileparse.php/9904/urlt/2223ApprenticeshipReport.pdf> (last visited Jan. 31, 2024).

²⁰ Sections 489.1455 and 489.5335, F.S.

²¹ Sections 489.5335(2) and 489.1455(2), F.S.

²² Section 553.841, F.S.

²³ Sections 489.5335(3), F.S. and 489.1455(3), F.S.

²⁴ Section 489.503, F.S.

²⁵ Section 489.537(3)(f), F.S.

The bill adds the requirement for journeyworkers to pass a state-approved industry test and amends the type of apprenticeship program the journeyworker must complete to be a state-approved apprenticeship program.

The bill removes the authorization for counties and municipalities to issue journeyworker licenses and charge registrations fees for reciprocity in the plumbing, pipe fitting, mechanical, HVAC, electric, and alarm system trades. Instead, it mandates that the counties and municipalities must recognize individuals as journeyworkers in those trades if he or she meets the following requirements:

- Scores at least 70 percent, or after October 1, 1997, at least 75 percent, on a Block and Associates examination or other proctored examination approved by the board for the trade in which he or she is licensed.
- Accumulates at least 12,000 hours of on-the-job training in his or her specific trade.
- Completes a registered and state-approved apprenticeship program as defined under the law.
- Satisfactorily completes specialized and advanced module coursework approved by the Florida Building Commission, as part of the building code training program established under the law, specific to the discipline or, pursuant to authorization by the certifying authority, and provides proof of completion of such coursework within 6 months after such certification.

Career and Technical Education and Mathematics Pathways

Middle Grades Career Planning

Florida law requires the completion of a career and education planning course in 6th, 7th, or 8th grade.²⁶ The course must:²⁷

- be Internet-based, and 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;²⁸
- 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;
- emphasize the importance of entrepreneurship and employability skills; and
- include information from the economic security report and other state career planning resources.

The required personalized academic and career plan must inform students of high school graduation requirements including a detailed explanation of the requirements for earning a high school diploma designation and the CTE pathway to earn a standard high school diploma; the requirements for each scholarship in the Florida Bright Futures Scholarship Program requirements; state university and Florida college admission requirements; 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); career education courses (including career-themed courses and course sequences that lead to Industry certification).²⁹

Statewide Mathematics Pathways

In 2018, the Florida Student Success Center³⁰ established three workgroups to identify current challenges in mathematics pathways and develop policy and practice recommendations to improve

²⁶ Section 1003.4156(1)(e), F.S.

²⁷ *Id.*

²⁸ Xello, *For the Future of Work Florida*, <https://xello.world/en/florida-college-career-ready/> (last visited Jan. 31, 2024). Xello is Florida's official, K-12 career planning and work-based learning coordination provider.

²⁹ Section 1003.4156(1)(e), F.S.

³⁰ The Florida Student Success Center is part of the national Student Success Center Network and supports Florida's 28 state and community colleges' efforts to develop student-centered pathways and increase student completion rates. The Florida College System, *Florida Student Success Center*, <https://www.floridacollegesystemfoundation.org/fssc> (last visited Jan. 31, 2024).

student achievement across Florida's education systems. The charge to the workgroups was to explore complex issues surrounding mathematics pathways to prepare high school students for transition into Florida College System (FCS) institutions, and FCS institution students for transition into four-year universities.³¹

In 2022, the SBE adopted statewide mathematics pathways at the postsecondary level to facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future careers. Students entering the FCS in the 2024-2025 academic year and thereafter must be advised of the mathematics pathway that aligns to the mathematics skills needed for success in the corresponding academic programs aligned to their career goals.³²

In 2023, the Florida Legislature required the DOE to convene a workgroup to:³³

- Identify best practices in CTE pathways from middle school to high school to aid middle school students in career planning and facilitate their transition to high school programs. The career pathway must be linked to postsecondary programs.
- Establish three mathematics pathways for students enrolled in secondary grades by aligning mathematics courses to programs, postsecondary education, and careers. The workgroup shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs, postsecondary education, and careers.

Effect of Proposed Changes

The bill requires the DOE to convene, no later than December 1, 2024, the workgroup to identify best practices in CTE pathways from middle school to high school and to identify the three math pathways for students enrolled in secondary grades.

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 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, the Secretary of Commerce, the Secretary of Corrections, and the Secretary of Juvenile Justice 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, grade level, location, the number of students enrolled in such courses, the number of students who complete such courses, and the total number of students per district enrolled in such courses.
- Compile a list of CTE course offered through the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ). Such data must be broken down by location, population, industry course offering, the number of students enrolled in each course, and the number of students who complete such courses.
- 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 geography, course or industry.
- Identify the total funding provided for the CTE course offered by the DOC and the DJJ.

³¹ The Florida College System, *Mathematics Re-Design*, <https://www.floridacollegesystemfoundation.org/fssc-math-redesign> (last visited Jan. 31, 2024).

³² Rule 6A-10.024(17), F.A.C.; *see also* State Board of Education, *Mathematics Pathway List*, <https://www.flrules.org/Gateway/reference.asp?No=Ref-15154> (last visited Jan. 31, 2024).

³³ Ch. 2023-81, L.O.F.; *see also* Section 1003.4282(10), F.S.

- 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.
- Review existing postsecondary credits available for K-12 CTE course offerings and how this information is advertised to students and parents.
- Compare existing CTE course offerings with data from the Department of Commerce and industry leaders about in-demand careers and the state's economic needs.
- Provide recommendations for changes and expansions to CTE course offerings beginning in the 2026-2027 school year.
- Provide recommendations for increasing funding, eliminating barriers to expanding CTE offerings, and streamlining regulations.
- Provide recommendations for improving the marketing of CTE offerings to students and parents.

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.

Requirements for Career Education Basic Skills

Each CTE career certificate program, 450 clock hours or longer, has identified associated basic academic skills (reading, mathematics, and language) that are required for completion from each CTE program. For the purpose of CTE and basic skills requirements, completion is accomplished when a student has demonstrated mastery of the entire program's standards and benchmarks and receives a Career Certificate of Completion.³⁴

Students who enroll in the program offered for career credit of 450 hours or more must complete an entry-level examination within the first six weeks after admission into the program.³⁵ The SBE designates examinations to assess student mastery of basic communication (reading) or computation (mathematics) skills, which include the following:³⁶

- Test of Adult Basic Education (TABE), Forms 11 and 12, 2017;
- Demonstration of basic communication and computation skills;³⁷
- Comprehensive Adult Student Assessment System (CASAS), GOALS 900 Series, 2019;
- 2014 GED® Tests: Reasoning through Language Arts and Mathematical Reasoning where a minimum score as determined by the SBE has been attained on each test;³⁸ and
- A test adopted by the Criminal Justice Standards and Training Commission, used for admission into law enforcement or corrections training programs.³⁹

³⁴ Florida Department of Education, *Career and Technical Education, 2019-2020 Technical Assistance Paper, CTE Basic Skills Assessment Requirements* (Mar. 2020), at 2, <https://www.fldoe.org/core/fileparse.php/5398/urlt/basic-skill-tap-att1.pdf>. (Last visited Jan. 31, 2024). The basic skills are exit requirements, not entry requirements.

³⁵ Section 1004.91(2), F.S.

³⁶ Rule 6A-10.040(1), F.A.C.

³⁷ The SBE determines the acceptable methods of demonstrating basic communication and computation skills. Methods include, but are not limited to, achieving a specified score on a common placement test such as the Postsecondary Education Readiness Test, the SAT, and the ACT, or specified performance in high school coursework. *See* Rule 6A-10.0315, F.A.C.

³⁸ A student must attain a minimum score of 145 on Reasoning through Language Arts and Mathematical Reasoning. *See* Rule 6A-6.0201, F.A.C.

³⁹ Applicants who apply for entry into a Commission-approved Basic Recruit Training Program are required to obtain a passing score on a Commission-approved Basic Abilities Test for the law enforcement or correctional disciplines, prior to entering a program. *See* Rule 11B-35.0011, F.A.C.

A student who lacks the required level of basic skills for the career program must be provided with a structured program of basic skills instruction to correct deficiencies.⁴⁰ A student may not receive a career or technical certificate of completion without first demonstrating the basic skills required in the state curriculum frameworks for the career education program.⁴¹

An adult with a disability⁴² may be exempted from the basic skills assessment requirement. In addition, the following students are exempt from taking the initial basic skill assessment.⁴³

- A student who possesses a college degree at the associate in applied science level or higher.
- A student who demonstrates readiness for public postsecondary education in communication and computation specified in SBE rule.⁴⁴
- A student who passes a specified state, national or industry certification or licensure examination that is aligned to the career education program.⁴⁵
- An adult student who is enrolled in an apprenticeship program that is registered with the DOE.

Effect of Proposed Changes

The bill provides an exemption from postsecondary career education program basic skills requirements for a student who graduated in 2007 and thereafter, and who possesses a high school diploma from a private school in compliance with state requirements, or, for a student in a home education program, a signed affidavit submitted by the student's parent or legal guardian attesting that the student has completed a home education program as prescribed under the law.

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.⁴⁶ 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 system⁴⁷ as part of the career fair activities.⁴⁸

Effect of Proposed Changes

The bill authorizes district school boards, as an alternative to the required annual career fair, to consult with local workforce development boards, advisory committees, and business groups to determine free or cost-effective methods to provide other career and industry networking opportunities, during the

⁴⁰ Section 1004.91(2), F.S. *see also* Rule 6A-10.040, F.A.C.

⁴¹ Section 1004.91(2), F.S.

⁴² An adult with disability means an individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, and who requires modifications to the educational program, adaptive equipment, or specialized instructional methods and services in order to participate in workforce development programs that lead to competitive employment. *See* Section 1004.02(6), F.S.

⁴³ Section 1004.91(3), F.S.

⁴⁴ Rule 6A-10.0315, F.A.C.

⁴⁵ Section 943.17(1)(g), F.S., requires students in a career certificate program in law enforcement and corrections to complete a basic skills examination, based on FDLE rather than SBE standards, prior to entrance into the program. Law enforcement and correctional officer students are exempt from the basic skills requirement in s. 1004.91, F.S., because such students are required to pass the State Officer Certification Examination. Florida Department of Law Enforcement, *2024 FDLE Legislative Bill Analysis of SB 622* (Dec. 8, 2023), at 2.

⁴⁶ Section 1001.43(14), F.S.

⁴⁷ Xello, *The Future of Work Florida*, <https://xello.world/en/florida-college-career-ready/> (last visited Jan. 31, 2024). Xello is Florida's official, K-12 career planning and work-based learning coordination provider.

⁴⁸ Section 1001.43(14), F.S.

school day, for secondary students and exposure for elementary and secondary students to a representative variety of industries, businesses, and careers.

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.⁴⁹ 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; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.⁵⁰

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.⁵¹

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.⁵²

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. 446.021, F.S.; revising the definition of the term "journeyworker".

Section 2: Amends s. 450.061, F.S.; providing an exemption for minors to work in specified conditions.

Section 3: Amends s. 489.117, F.S.; conforming a cross-reference.

Section 4: Amends s. 489.1455 F.S.; requiring counties and municipalities to recognize certain persons as journeymen for specified occupations if such persons meet specified criteria; deleting provisions authorizing a local government to charge a specified registration fee.

Section 5: Amends s. 489.5335, F.S.; requiring counties and municipalities to recognize certain persons as journeymen for specified occupations if such persons meet specified criteria; deleting provisions authorizing a local government to charge a specified registration fee.

⁴⁹ Section 1003.41(1), F.S.

⁵⁰ *Id.*

⁵¹ *Id.*

⁵² Section 1003.41(3), F.S.

- Section 6:** Amends s. 1001.43, F.S.; providing an alternative to career fairs through other career and industry networking opportunities.
- Section 7:** 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; making technical changes.
- Section 8:** Amends s. 1003.4282, F.S.; revising the requirements for certain credits and certifications to meet specified graduation requirements; requiring the Department of Education to convene a workgroup by a specified date for specified purposes; making a technical change.
- Section 9:** Amends s. 1004.91, F.S.; providing an additional exemption from completing an entry-level examination for certain students.
- Section 10:** Creates the Career and Technical Education Task Force adjunct to the Department of Education; providing the purpose of the 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 11:** Establishes an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

See Fiscal Comments.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

See Fiscal Comments.

2. Expenditures:

See Fiscal Comments.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

The bill has an indeterminate fiscal impact on DOE expenditures. 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.

Local governments currently assessing licensing and registration fees to journeyworkers in specified trades would see an indeterminate decrease in revenues and expenditures.

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

On January 25, 2024, the Choice & Innovation Subcommittee adopted a strike all amendment and reported the bill favorably as a committee substitute. The amendment:

- prohibits minors aged 16 to 17, employed in residential building construction, from working on any scaffolding, roof, superstructure, or ladder above 6 feet, while maintaining the requirements that the minor has earned an Occupational Health and Safety Administration 10 Certificate, adhering to OSHA and federal laws, and being supervised by an individual meeting specified criterion;
- revises the definition of journeyworkers to include passing a state-approved industry test and amends the type of apprenticeship program the journeyworker must complete to be a state-approved apprenticeship program;
- prohibits counties and municipalities from issuing specified journeywork licenses and requires such entities to recognize individuals as journeyworkers if they meet specific criterion;
- removes from the bill the requirement for school districts to offer at least two career-themed courses in every high school and middle school in the district;
- removes the Career and Professional Education Act (CAPE) 3-year strategic plan's requirement to integrate strategies in school councils' professional development;
- removes the requirement for the curriculum review committee to review the Applied Construction Mathematics course for inclusion in the Course Code Directory;
- removes the requirement for every public high school, beginning in the 2025-2026 year, to include employers from industries to meet with students at a career fair;
- authorizes an alternative to the required district school board's career fairs to provide other career and industry networking opportunities;
- requires the Department of Education (DOE) to convene, no later than Dec. 1, 2024, the workgroup to identify best practices in CTE pathways from middle school to high school and to identify the three math pathways for students enrolled in secondary grades;
- removes the requirement for DOE, in consultation with the Board of Governor (BOG), to establish and publish lists related to articulation of certain CTE credits;
- removes the requirement for DOE and the BOG to annually publish specified workforce education information on their respective websites;
- provides an exemption from postsecondary career education program basic skill requirements for a student who has a high school diploma from a private school or, for home education program students, a signed affidavit confirming program completion submitted by the parent.
- adds the Secretary of the Department of Corrections and the Secretary of Juvenile Justice as individuals who will appoint members to the CTE task force;
- requires the CTE task force to compile a list of CTE course offered through the Department of Corrections and the Department of Juvenile Justice; and
- add to the bill's duties of the CTE task force to include gathering data on CTE courses from the Department of Corrections and the Department of Juvenile Justice, analyzing funding uniformity,

reviewing postsecondary credits, comparing offerings with industry needs, and recommending improvements for funding, elimination of barriers, and marketing strategies.

The bill analysis is drafted to the committee substitute adopted by the Choice & Innovation Subcommittee.