

The logo features a cluster of 3D cubes in blue, red, yellow, and white, arranged in a geometric pattern.

FLORIDA TALENT DEVELOPMENT COUNCIL

Agenda

June 21, 2021

3:00 pm

- I. Welcome and Introductions**
 - Invocation- Justin Berkowitz
 - Pledge of Allegiance- Justin Berkowitz
 - Roll Call- DEO Staff
 - Approval of the Minutes – Secretary, Bob Ward
- II. Meeting Objectives – Chair, Joel Schleicher**
- III. Presentation- House Bill 1507- Overview, Data, and Healthcare Workforce Component**
 - Chancellor Henry Mack, Florida Department of Education
 - Adrienne Johnston, Florida Department of Economic Opportunity
 - Chancellor Kathy Hebda, Florida Department of Education
- IV. Council Discussion on Presentation**
- V. Update on Strategic Plan- Vice Chair, Michelle Dennard**
- VI. Data and Accountability Worksheet Discussion- Vice Chair, Michelle Dennard**
- VII. Gap Analysis- Chair, Joel Schleicher and Chancellor Henry Mack**
- VIII. Public Comment**
- IX. Next Steps**
- X. Next Council Meeting**

July 26, 2021
3:00 pm – 5:00 pm
- XI. Adjourn**



FLORIDA TALENT DEVELOPMENT COUNCIL

**Monday, June 21, 2021
3:00pm – 5:00pm EDT**

Physical Address and Logistics Information:

Florida Department of Education
Turlington Building
325 W. Gaines Street, Tallahassee
Room: 1703/07 (17th Floor)

There is a parking garage directly across from the Turlington Building with a limited number of spaces, on the top level, available on a first-come, first-serve basis. Attendees may also utilize metered parking around the building.

Please note that the Turlington Building is a secure building. All participants will need to ensure they have proper photo identification and must check in at the security desk before being escorted to the conference room.

Attendees are advised to **arrive 30 minutes prior** to the meeting to account for parking and checking in with security.

Conference Call Information:

United States (Toll Free): 1-866-899-4679
Or (not toll free) United States: 1-571-317-3116
Access Code: 347-689-053

GoToMeeting Information:

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Dial in or type: 67.217.95.2 or inroomlink.goto.com
Meeting ID: 347 689 053
Or dial directly: 347689053@67.217.95.2 or 67.217.95.2##347689053
*Note: You may need to create an account or login.



FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

April 26, 2021
3:00 pm

Members Present:

Joel Schleicher, Chair
Michelle Dennard, Vice Chair
Katherine Babcock for Senator Hutson
Justin Berkowitz
Bob Boyd
Tim Cerio
Chancellor Marshall Criser
Marva Johnson
Adrienne Johnston for Dane Eagle
Chancellor Eric Hall for Commissioner Richard Corcoran
Chancellor Kathy Hebda
Chancellor Henry Mack
Jamal Sowell

Members Excused: Representative Rene Plasencia, Mark Wilson, Bob Ward

Others Present:

- John Farmer, Department of Economic Opportunity
- Nicole Duque, Department of Economic Opportunity

I. Welcome, Roll Call and Approval of Minutes

- Nicole Duque called roll. There were technical difficulties, so roll was called again after the welcome to confirm a quorum was present.
- Joel Schleicher welcomed members.
- Jamal Sowell led the invocation and the pledge of allegiance.
- Council members approved the December 21, 2020 and February 22, 2021 meeting minutes as presented.

II. Meeting Objectives

Joel Schleicher reviewed the meeting objectives.

III. Presentations

- “Upskill Tampa Bay,” Tampa Bay Partnership
- Florida College Access Network

IV. Discussion

Discussion regarding the Upskill Tampa Bay initiative included:

- The stage the Upskill Tampa Bay initiative is currently in, which was presented in the meeting.
- Favorable reception of the initiative from the business community.
- Data sources and measures of success used by Tampa Bay Partnership.
- Potential-based hiring instead of just traditional experience-based hiring.

Discussion regarding the Florida College Access Network presentation included:

- Regional data and core metrics.
- How the Council collaborates with the Florida College Access Network.
- Dissemination of information through state and regional partnerships.
- Legislation before the House and Senate (House Bill 1507).

V. Update on Strategic Plan

Michelle Dennard walked the Council through the Data and Accountability worksheet. Council members will fill the worksheet out with corresponding existing or planned efforts by members' respective organizations. This will assist the Council with addressing current gaps and assessing next steps.

Michelle Dennard provided a brief update on the strategic plan. A large focus of the revision is ensuring alignment of goals and priorities with legislative mandates as well as a focus on data. A draft update was previously provided to the Council to review and provide feedback on. CareerSource Florida will continue working on the revising the plan following initial feedback from the Council and the Chair. Department of Economic Opportunity staff will continue coordinating any additional feedback from members.

VI. Scheduling Discussion

The Council decided to cancel the next scheduled meeting in May so that the planning subcommittee can meet.

VII. Subcommittee Creation

Note: This item was not on the original agenda but was part of the Council's discussion.

The Council members voted to create a subcommittee to vet and choose non-voting members from the community and different industries. The subcommittee consists of:

- Chair, Joel Schleicher
- Chancellor Eric Hall
- Jamal Sowell

VIII. Public Comment

Dr. Maria Clapp expressed positive feedback on the new subcommittee and stated that there was a need for more capital resources in schools and local communities in order to communicate all of this information to students.



FLORIDA TALENT DEVELOPMENT COUNCIL

IX. Next Steps

- Council members will provide feedback on the Data and Accountability worksheet. CareerSource Florida will continue revisions on the strategic plan.

X. Next Council Meeting

Monday, June 21, 2021
3:00 pm – 5:00 pm

XI. Adjourn

Joel Schleicher adjourned the meeting.

Florida Talent Development Council 2020-2023

STRATEGIC PLAN

March 2021 Update



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CHAIRMAN'S LETTER

Florida is uniquely positioned for continued recovery and growth in today's global economic climate. With strong leadership from Florida's Governor and Legislature, a top-rated higher education system and engaged business and industry leaders, the collaborative effort to broaden our employment base and ensure Florida's workforce is prepared for current and future opportunities was well underway prior to the COVID-19 downturn of 2020/2021.

In this current environment and with the added context of continually changing business needs, the development, evolution, and implementation of a strategic plan to build Florida's talent pipeline by increasing educational attainment and expanding access to career pathways is more important than ever. House Bill 7071, which passed during the 2019 legislative session, amended section 1004.015, Florida Statutes, to better prepare the workforce for the evolving workplace of the future. The new law empowers the Florida Talent Development Council to create, update and recommend a strategic plan to raise the percentage of working-age adults with a high-value postsecondary credential to at least 60% by 2030. We commend Governor Ron DeSantis and the Florida Legislature for the creation of this Council to support and accelerate this vital work.

Given our increasingly complex world, it is critical to continue learning and improving one's skills even after beginning a career. This Council's recommendations and initiatives will involve employers and employees as well as students and educators. Increasingly, employers recognize that continuing education and retraining are now an integral part of their human resource cost. Today's businesses must adapt to change and invest in their workforce or risk loss. Florida's leaders have a great opportunity to support and advance this forward progress through even stronger education and training partnerships with business and industry leaders as well as workforce and economic development partners.

Access to quality education and training opportunities is essential for all Floridians to reach their potential and achieve economic stability. We believe all students, whether from rural communities, inner cities, or suburbs, should have access to better educational outcomes and will continue to champion the Governor's initiatives supporting school choice and workforce education.

We are honored to contribute to the State of Florida's work to align education and training opportunities with tomorrow's workforce needs through the attached and updated Strategic Plan, originally published in December 2019, and updated in March 2021.

Sincerely submitted by,

Joel A. Schleicher
Chairman, The Florida Talent Development Council

PURPOSE AND SCOPE OF THE FLORIDA TALENT DEVELOPMENT COUNCIL

To meet the changing and evolving employment and employer demands of the future, Florida is refocusing to create a modern alignment of postsecondary attainment, workforce development and economic development efforts. In 2019, the Florida Legislature established the Strengthening Alignment between Industry and Learning (SAIL) initiative as a proactive response to the need to develop a more evolved and highly skilled workforce. The SAIL to 60 initiative strives to have at least 60% of working-age adults (ages 25-64) in Florida with a high-value postsecondary certificate degree, credential, or training experience by 2030.

To achieve this goal, the Florida Legislature replaced the former Higher Education Coordinating Council with the Florida Talent Development Council and updated its membership, duties, and responsibilities. The enabling legislation, s.1004.015 F.S., charged the Council with developing a coordinated, data-driven, statewide approach to guide Florida's talent supply system in meeting the state's needs for a 21st century workforce.

The Florida Talent Development Council Strategic Plan, initially submitted in December 2019 and updated in March 2021, provides recommendations to raise to at least 60% the number of working-age Floridians with stated credentialing by 2030 as well as improve the alignment of programs and credentials with needs of employers. The 16-member Council includes legislative, business, workforce development and postsecondary education leaders. The Council committed to a cooperative and transparent strategic planning process and incorporated the following legislative requirements:

- Identify Florida's fastest-growing industry sectors and the postsecondary credentials required for employment in those industries **(Aligns with Goal 1, Policy and System Alignment)**
- Assess whether postsecondary degrees, certificates and other credentials awarded by Florida's institutions align with high-demand employment needs and job placement rates **(Goal 1)**
- Identify strategies to deepen and expand cross-sector collaboration to align education programs with targeted industry needs **(Goal 3)**
- Establish targeted strategies to increase certification programs for all populations with attention to closing equity gaps for underserved populations and incumbent workers requiring an upgrade of skills **(Goal 4)**
- Assess the role of apprenticeship programs in meeting targeted workforce needs and identify any barriers to program expansion **(Goal 5)**
- Identify common metrics and benchmarks to demonstrate progress toward the 60% attainment goal and how the Sail to 60 Initiative under s. 1004.013 F.S. can provide coordinated cross-sector support for the strategic plan **(Goal 1)**
- Recommend for improvement the consistency of workforce education data collected and reported by Florida College System institutions and school districts including the establishment of common elements and definitions for any data that is used for state and federal funding and program accountability **(Goal 2)**
- Establish a timeline for regularly updating the strategic plan and the established goals **(Recommend an annual review and biannual update, with additional updates if economic circumstances warrant)**

STRATEGIC PLAN EXECUTIVE SUMMARY

The need for states to remain competitive and responsive to workplace innovations, including technological advances, automation, and general shifts within the workforce, emphasizes talent as a critical component in economic growth and success. It is essential that states focus on ensuring they have the workforce needed for the future by developing a strong talent pipeline fueled by data-driven educational attainment.

ATTAINMENT: WHY DOES IT MATTER?

Higher attainment levels positively impact the individual, the local community and the state of Florida.



FLORIDA'S WORKERS:

Increased job opportunity, higher earnings, decreased likelihood of unemployment over a lifetime, enhanced skills



LOCAL BUSINESS LEADERS:

Increased ability to meet current and future talent needs, enhanced worker productivity, business development and growth, economic development



TAXPAYERS:

Increased civic engagement, improved economic impact, decrease in population needing public assistance



PROSPERITY:

Increased pathways to prosperity through innovation, a globally competitive workforce and job growth in a knowledge economy

Over the past 12 years, Florida has made significant progress in increasing the overall education attainment rate of its workforce. Florida's attainment rate has increased by 15.4% from 36.8% in 2008 to 52.2% in 2018. This is in part due to the inclusion of workforce-relevant certificates in the total of postsecondary credentials since 2014. Since 2018, the total also has included certifications. Florida's attainment rate is higher than the national average of 51.3% and currently ranks 20th nationally.

CURRENT RANKINGS

In the last 10 years, Florida's overall education attainment rate as increased by 15.4 percentage points.

Florida is above the national average: 51.3%

Florida ranking: 20th



*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials. Since 2018, the total also has included certifications.

TOP 5 STATES	
Massachusetts	- 61.1%
Colorado	- 59.8%
Washington	- 59.4%
Minnesota	- 58.6%
Connecticut	- 57.3%

As in previous recessions, the COVID-19 recession reflects unemployment rates that have been higher among individuals with lower education attainment levels. The seasonally adjusted national **unemployment rate** for workers 25 years old and over with less than a high school diploma was 12.6% in August 2020. Conversely, the national unemployment rate for those with a bachelor's degree or higher was less than half that, or 5.3%, in August 2020.

Educational attainment is the key metric that businesses use to measure the talent level in a community, region or state. Although Florida is currently ranked 20th in the nation, without a collaborative effort to address the current trajectory, the state will fall short of its goal to exceed 60% of adults with a degree or high-quality credential by 2030. To meet the state's workforce needs, Florida must maintain current rates of educational attainment as well as significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school.

The Florida Chamber Foundation's Florida Jobs 2030 report provides an in-depth analysis of the state's 21st century jobs with the goal of ensuring Florida leverages opportunities to prepare for

current and future shifts in the workforce by producing the talent needed to meet industry demand. The report identifies five key industry sectors that represent more than 30% of Florida jobs and 40% of the gross state product, which include:

- **Advanced Manufacturing**
- **Aviation and Aerospace**
- **Finance & Financial Technology**
- **Healthcare & Life Sciences**
- **Logistics and Distribution**

Enterprise Florida, the state's economic development entity, also recognizes defense and homeland security, information technology, CleanTech and headquarters as important industry sectors for economic diversification and growth.

Projections from the Florida Department of Economic Opportunity's Bureau of Workforce Statistics and Economic Research identify the following as among the fastest growing occupations requiring postsecondary degrees or credentials.

EMPLOYMENT PROJECTIONS 2019-2027

Occupational Group	Postsecondary Non-Degree Award (PSAV)	Associate Degree	Bachelor's Degree	Advanced Degree	Total Annual Openings
Business Operations Specialists	148	-	35,241	-	35,389
Health Diagnosing and Treating Practitioners	-	856	14,605	8,694	24,154
Preschool, Primary, Secondary, and Special Education School Teachers	-	2,780	16,386	-	19,166
Financial Specialists	-	-	17,881	-	17,881
Health Technologists and Technicians	9,216	5,156	1,179	42	15,592
Computer Occupations	-	1,990	13,338	44	15,372
Other Healthcare Support Occupations	15,146	-	-	-	15,146
Nursing, Psychiatric, and Home Health Aides	12,797	-	-	-	12,797
Motor Vehicle Operators	11,157	-	-	-	11,157
Top Executives	-	-	10,321	-	10,321
Other Management Occupations	-	63	9,142	558	9,762
Counselors, Social Workers, and Other Community and Social Service Specialists	-	-	4,768	4,796	9,564
Postsecondary Teachers	-	-	565	7,047	7,612
Personal Appearance Workers	7,505	-	0	-	7,505
Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	7,389	-	0	-	7,389
Operations Specialties Managers	-	-	6,245	-	6,245
Other Teachers and Instructors	-	-	5,713	-	5,713
Engineers	-	-	5,650	-	5,650
Other Installation, Maintenance, and Repair Occupations	4,412	437	-	-	4,848
Legal Support Workers	96	3,779	-	-	3,875
All Other Occupational Groups	7,242	7,220	28,593	6,976	50,030
TOTAL	75,108	22,281	169,627	28,157	295,168

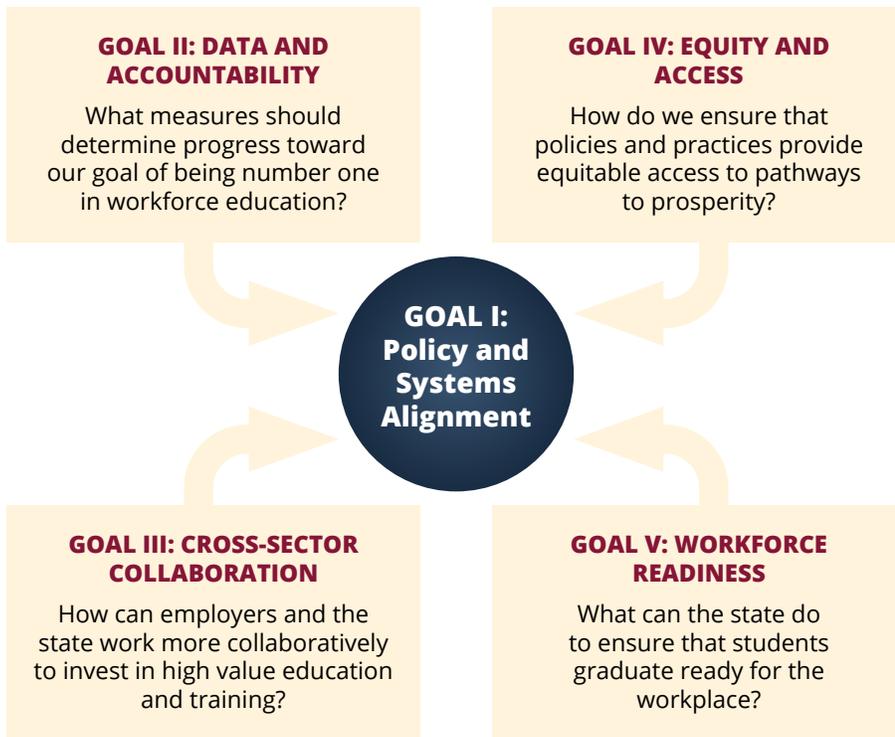
The Florida Chamber's latest report, Florida Workforce 2030, notes robots, automation, artificial intelligence, new innovations and technology are significantly changing the landscape of what will be required of Florida's workforce, and the skills that Florida students will need as they plan their future. While industry leaders are poised for continued growth, they are increasingly concerned about the lack of employability skills. Of those surveyed, 81% said they considered the lack of key skills (**employability, "soft" skills such as communication and leadership, digital skills**) are a threat to their business. With the world of work becoming increasingly complex, Florida must lead by developing, attracting, and retaining a strong talent pool to remain globally competitive.

The COVID-19 pandemic's impact on talent may also affect skills gaps, creating challenges for employers seeking to expand or replace an aging or reduced workforce. A recent landmark survey of nearly 54,000 employers commissioned by CareerSource Florida found skills gaps reported across all occupations and education levels in Florida's labor market. This report also recommends upgrading employee skills to ensure Florida's workers are more competitive, which leads to enhanced job retention rates, career advancement and broader career pathways.



The Florida Talent Development Council began meeting in October 2019 to develop a framework for its Strategic Plan that aligns education and training programs and credentials with the needs of employers and increases education and training attainment. The framework outlined five areas of focus: Policy and Systems Alignment, Data and Accountability, Cross-Sector Collaboration and Engagement, Equity and Access, and Workforce Readiness. Workgroups consisting of Council members, stakeholders and partner organizations were assigned to develop goals, strategies and tactics around each area of focus to answer specific questions and create a strategic plan for achieving the goals within each area of focus.

The workgroups drafted recommended goals, strategies and tactics to catalyze stronger overall system outcomes and equip the state's education providers, employers, communities and students with strategies to thrive and succeed leading up to 2030 and beyond. After reviewing the recommendations, the Council adopted the following goals for the five areas of focus, establishing Policy and Systems Alignment as the foundational goal for the overall Strategic Plan:



Strategies and tactics brought forward as recommendations to achieve the Council's goals are outlined in the following pages of the Strategic Plan. Some recommendations have been achieved; others are in progress. While a few recommendations may require legislative action, others involve process updates, systems change or enhanced collaboration to achieve Florida's overarching goal of at least 60% attainment by 2030 and ensure Florida's global competitiveness, now and into the future.

FLORIDA'S TALENT DEVELOPMENT SYSTEM

Talent is a key component of Florida's economic growth. This system consists of an interconnected network of state, private and nonprofit education, workforce development, community development and business partners who work toward shared goals of ensuring Florida's workforce has the education and skills needed for resilient, self-sustaining and rewarding employment in a rapidly changing global economy.

Florida's K-12 education system has a strong tradition of success and accountability. Recently, Florida was **ranked 4th** in the nation for K-12 student achievement. The state was recognized for improving significantly in both 4th grade and 8th grade math, according to the Nation's Report Card. An emphasis on both choice and higher standards continues to yield significant results as the state focuses on talent. Florida's high school graduation rate is at 86% and needs to continue this upward trend. The innovative Florida Career and Professional Education Act (CAPE) created a statewide partnership between business and education communities to expand and retain high-value industry certifications while increasing career and technical education programs. These programs have yielded more than 165,000 industry certifications, many of which articulate into postsecondary programs.

Florida higher education has been ranked No. 1 for the past

three years by U.S. News & World Report for its overall performance, including its two-year and four-year graduation rates. Individually, many colleges and universities have excellent rankings and earned awards for student success as well as innovative partnerships with industry. Recently, the Florida Council of 100 reported that universities in the state are producing \$2.4 billion of research and development annually that benefit industry as well as the universities.

Florida's focus on access, affordability and higher education has provided many paths to pursue a credential beyond high school that leads to a career. These programs include certifications and associate, bachelor's and graduate-level degrees. Florida's colleges remain the primary point of access to higher education, with 63% of the state's high school graduates who pursue postsecondary education beginning at a Florida college. Florida's nationally recognized articulation agreement allows students who begin at one of Florida's colleges to articulate to one of the state's universities.

GOAL:

FLORIDA

#1



IN TALENT

CURRENTLY:

FLORIDA RANKED

#20

**IN THE NATION
POSTSECONDARY
ATTAINMENT**

(Lumina Stronger Nation Report)

FLORIDA'S HIGH IMPACT POLICIES / PRACTICES

PATHWAYS TO CAREER OPPORTUNITY GRANTS

\$10 million to expand and build new registered apprenticeship and pre-apprenticeship programs.

WORKFORCE PERFORMANCE INCENTIVE FUNDING

\$21 million to Florida Colleges and district technical centers for the awarding of approved industry certifications.

WORKFORCE PERFORMANCE AND STUDENT SUCCESS INCENTIVE FUNDING

\$10 million to support efforts to align workforce programs by Florida Colleges to workforce demand.

STATE UNIVERSITY SYSTEM PERFORMANCE FUNDING

Under the Pillars of Excellence, \$560 million is awarded to universities for their performance on metrics including percentage of graduates in areas of strategic emphasis, as well as post-graduate employment and earnings.

CAREER AND TECHNICAL EDUCATION AUDIT

Executive Order 19-31 directed the Department of Education to audit career and technical education (CTE) offerings in the state to ensure alignment with high-growth, high-demand and high wage employment opportunities other credentials awarded by K-12 and postsecondary institutions.

Florida provides many opportunities to gain valuable employment and training credentials that complement the traditional education pipeline. Industry-recognized credentials are one tool Florida incentivizes to ensure high school graduates are prepared for college and career. Industry certifications validate the knowledge and skills required for success in a given industry or occupation. A report by the Department of Education shows more than 80% of workers holding non-degree credentials reported them as important for getting a job, keeping a job and staying marketable to prospective employers.

In the U.S., postsecondary certificates have become a cost-effective tool for increasing gainful employment and upward mobility by providing training in specific fields. There has been substantial growth in the awarding of these credentials, which are not only efficient – usually taking fewer than one to two years – but also provide a significant return on investment. Research from the Lumina Foundation estimates that about 5% of U.S. residents, and 8% of Floridians, hold a workforce-relevant certificate.

A recent report by ExcelinEd and Burning Glass Technologies entitled “Where Credentials Meet the Market,” found that Florida industry certifications provided a positive wage premium for completers. Furthermore, they also increased the likelihood of graduating high school, enrolling in college, completing community or state college, and enrolling in university. To ensure industry credentials are aligned to workforce demand, the report recommends that the state:

- Collaborate across sectors to develop clear definitions for industry credentials of value that are appropriate to CTE programs and pathways.
- Collect and report data on industry credential attainment throughout secondary and postsecondary.
- Connect industry credential attainment data to longitudinal datasets that include secondary, postsecondary and labor market outcomes. Publish periodic, user-friendly reports to all relevant stakeholders, including parents and students.
- Assess the return on investment of industry credentials over time to guide decision making related to policy and CTE program offerings, alignment, and quality. States can assess the value of individual credentials internally by adapting the methodology used in this report.
- Once these credentials are identified, provide financial incentives and accountability metrics for the attainment of industry.

Where Credentials Meet the Market

State Case Studies on the Effect of High School Industry Credentials on Educational and Labor Market Outcomes

June 2019



Florida’s public and private institutions produce more than 340,000 postsecondary credentials annually, including industry certifications, academic certificates, associates, bachelor’s and graduate degrees. The Florida College System is the workforce engine of the state; 51% of the degrees and certificates awarded prepare students to enter directly into workforce. The additional degrees produced, associates of arts, are designed as a transfer pathway to university. According to the Board of Governors, degree production in STEM (science, technology, engineering, and mathematics) and Health disciplines continues to increase. In the last five years, STEM/Health degrees at the baccalaureate level have grown 32%, compared to a 1% decline for non-STEM/ Health disciplines. Graduate STEM/Health degrees grew 24%, compared to a 5% decline for non-STEM/ Health disciplines.

Florida’s colleges and universities have remained focused on affordability and alignment between degrees and credentials and the jobs of today and tomorrow. For the last several years, Florida has tracked employment and earnings outcomes for graduates of public postsecondary institutions - from certificates to degrees and apprenticeships - in the annual Economic Security Report, which reinforces the value of education and training beyond high school. The average earnings for postsecondary graduates/completers, one year after finishing, ranged from \$26,800 for a technical diploma at a school district technical center to \$42,000-44,000 for apprenticeships, bachelor’s or advanced associate of science degrees. According to Florida Education and Training Placement Information Program (FETPIP), the average earnings for a 2017 high school graduate with no additional education or training was about \$11,000.

Florida's workforce system includes CareerSource Florida, the Governor's principal workforce policy organization, the Florida Department of Economic Opportunity, administrative entity for state workforce programs; 24 locally managed workforce development boards; and 100 career centers. In the 2019-2020 fiscal year, the network assisted more than 130,061 job seekers, including more than 7,712 veterans who found jobs, and provided services to more than 59,355 businesses.

CareerSource Florida is led by a board of directors appointed by the Governor, Florida Senate President and Florida House Speaker. The board is made up of leaders in business, government, education, labor, economic development and community development who provide policy direction for about \$250 million in annual workforce investments to address the employment and training needs of job seekers, workers and businesses. The local workforce development boards work closely with Florida employers and with the state's 28 state colleges to connect students and workers with credential and degree programs aligned with in-demand occupations in local areas.

In 2018, CareerSource Florida commissioned a landmark statewide survey of job vacancies and skills gaps. Skills gaps are generally considered to be a difference in the skills required or desired for a job by an employer and the actual skills and capabilities of the available workforce. Out of a total of 247,399 estimated vacancies reported by the nearly 54,000 Florida private-sector employers surveyed, 62,941 vacancies were reported to have skills gaps. This represented about one-third of the total employers that experienced skills gaps with job seekers, current and former employees. When gaps were noted by employers, foundational skills gaps such as communication, reliability and time management, leadership and problem solving were reported twice as often as technical skills gaps. The most commonly reported technical skills were information technology or research, workplace skills such as tool use and selection and safety skills, and math, including logic and job-specific mathematics.



Economic shifts in Florida will result in **SKILLS GAPS** between jobs and the workers needs to fill these **EMPLOYMENT OPPORTUNITIES**. The state faces an **URGENT** and **GROWING** need for **TALENT**.

TO MAKE FLORIDA #1 IN TALENT, increasing the number of credentials that align to workforce needs will close the educational and skills gap.

In Florida, more than 1.3 million people between the ages of 25 and 64 have some college experience, but no degree, according to the U.S. Census Bureau's American Community Survey. To stay competitive, the state must incentivize these individuals to return and complete their degree or other types of high quality training or certification. Better-paying jobs will continue to demand more sophisticated skills in manufacturing, financial services or the trades.



The survey showed skills gaps are found across all occupations and education levels in Florida's labor market. The COVID-19 emergency further exacerbated the divide between the skills and opportunities for reemployment or advancement in employment in several industries. Skills are a key to growing an economy and a viable labor market for employees, students, and job seekers.

Apprenticeships have become an increasingly important talent development strategy to address skills gaps in Florida, with registered apprenticeship and pre-apprenticeship training programs a key component of Florida's workforce education ecosystem. Registered apprenticeship and pre-apprenticeship nearly guarantee the most qualified workforce for Florida's industries; they also nearly guarantee students the ability to acquire advanced skills and knowledge so they can find meaningful work and accelerate in productive careers.

Florida has increased the number of registered apprentices by 4,100 since last year, as noted in Florida's **[Annual Apprenticeship and Preapprenticeship Report](#)** by the Florida Department of Education, with strong collaboration between the Florida Department of Education and its Office of Apprenticeship within the Division of Career and Adult Education, the state college system, CareerSource Florida and the Department of Economic Opportunity as well as Florida's business community.

The Strategic Plan that follows aims to address findings and built upon the successes already being demonstrated among Florida's talent development partners under the leadership of Governor DeSantis and the Florida Legislature.

FLORIDA TALENT DEVELOPMENT COUNCIL STRATEGIC GOALS

I. POLICY AND SYSTEMS ALIGNMENT - Deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs.

The foundational goal of the Florida Talent Development Council's Strategic Plan is policy and systems alignment, necessary to deliver postsecondary education and training for students that results in talent pipeline alignment with high-demand employment needs and integral to achieving a workforce that meets the needs of 21st century employers.

Strategies

1. Identify the postsecondary degrees, certificates and other credentials awarded by Florida's postsecondary institutions.

Tactics

- a) Identify postsecondary program offerings across district postsecondary institutions, Florida College System institutions, State University System, Independent Colleges and Universities of Florida and the Commission for Independent Education.
- b) Collect data on program offerings and credential production for postsecondary institutions through the Integrated Postsecondary Education Data Set (IPEDS) and existing reporting systems or institutions, such as data on enrollment counts, completion counts, location of institution and key student outcome measures, including job placement rates.
- c) Using information collected through tactics a. and b., create an inventory of program offerings across the state's delivery systems.

2. Identify high-demand employment needs.

Tactics

- a) Identify high-demand employment needs, with an emphasis on Florida's targeted sectors and fastest-growing industry sectors.
- b) Develop mechanisms for capturing real-time data on high-demand employment needs to supplement data provided by the Florida Department of Economic Opportunity and other current methods.
- c) Identify emerging employment needs that may not be captured elsewhere.
- d) Using information collected through strategies one and three, create an inventory of employment needs.



3. Determine the postsecondary programs and credentials needed to fill current and emerging demand for jobs.

Tactics

- a) Analyze available data on other variables related to the population, including variables on in- and out-migration, current attainment levels and prospective students in the pipeline (e.g., recent high school graduates, adult education students, incumbent workers, etc.)
- b) Match occupation data with postsecondary program data to examine the difference between employment needs and potential supply, adjusting for any population data collected through strategy one above.

4. Connect employers with postsecondary delivery systems to help identify the gaps in curriculum to build a talent pipeline.

Tactics

- a) Provide access to information by publishing a data visualization tool on the areas (occupations and regions) where there is an unmet need for a particular program as well as data on outcomes of postsecondary completers.
- b) Encourage the continued building and improvement of sector strategies and sector partnerships that have been and are being built regionally (by workforce region)—bring together multiple employers within an industry to collaborate with postsecondary institutions, schools, workforce boards, community and economic development organizations and other stakeholders to align training and outcomes with the skills needed to help industries grow and compete.
- c) Publish best practices on partnerships, leveraging the career and technical education audit as a resource and vehicle for annually sharing information.

II. DATA AND ACCOUNTABILITY – Identify common metrics and benchmarking to demonstrate progress on the SAIL to 60 by 2030 initiative.

Florida has a strong history of data collection that informs policy and practice. Through the Department of Education, the state tracks measures that are critical to education attainment. The metrics include kindergarten readiness, 3rd grade reading proficiency, 8th grade math skills, high school completion rates, postsecondary enrollment rates and completions. The Department of Economic Opportunity tracks important measures connected to employment and earnings. The metrics include total employment, employment rate, per capita income and average annual wage. These metrics are directly connected to talent and economic mobility in Florida. The Florida Economic Security Report details data on graduate outcomes for public educational systems including numbers of completers, wages after graduation and wages by credential type. The Florida College Access Network collects data on educational attainment rates at the state and county level.

Concurrence among talent development system partners on common metrics and benchmarking is necessary to accurately assess progress and identify areas for continuous improvement. This concurrence and collaboration are expected by the system's shared customers – Florida's students, parents, workforce and employers – and is integral to achieving the goals of this Strategic Plan.

Strategies

1. Identify the fastest-growing industry sectors in Florida.

Tactics

- a) Use calibrated job forecasting analysis from the Florida Department of Economic Opportunity, Enterprise Florida, CareerSource Florida and other real-time data sources to see which occupations are forecasted to grow the most, ranging from low- to high-skilled jobs with an emphasis on Florida's target sectors as well as emerging employment needs.
- b) Develop a matrix that aligns fastest-growing industries and occupations to Enterprise Florida's Targeted Industry Clusters and includes occupations ranging from low- to high-skill jobs.
- c) Develop an awareness campaign and a dashboard to help educate and inform students, parents, counselors, recruiters and other stakeholders to the in-demand jobs and job openings in their region that range from low-, middle- and high-skill occupations.

2. Ensure postsecondary credentials needed for the fastest-growing jobs are available.

Tactics

- a) Develop a consistent validation process to ensure industry credentials and job skills offered across secondary and postsecondary institutions are in demand for the fastest-growing jobs in the region.
- b) Develop a sustainable process for the business community to identify the secondary and postsecondary credentials and occupation skills needed to fill talent gaps in Florida.
- c) Modify the national Classification of Instructional Programs (CIP) x Standard Occupational Classification (SOC) crosswalk to align with Florida secondary and postsecondary credentials and implement as statewide standards.

PATHWAY TO JOB MARKET DASHBOARD **\$2.5 MILLION** (from Governor's Fund)



- Further meets the goals of Executive Order 19-31 by positioning Florida to become #1 in workforce education by 2030, developing a technology platform to provide accurate quantitative data on all of Florida's CTE courses/ programs.
- For economic recovery, postsecondary technical/vocational certifications are an increasingly viable route to well-paying middle-skill jobs and careers in critical needs areas. In Florida, these areas include healthcare technicians, first responders, trades, manufacturing, supply chain and logistics, and general business administration.
- Currently, CTE data is captured and collected locally and available to FDOE upon request. FDOE would source a technology platform that would provide quantitative data on all of its CTE courses and programs at the state and regional level. The tool would provide internal and external CTE stakeholders a "cockpit view" of the performance (e.g., established performance quality indicators and extent of the program's market alignment) of Florida's credentials of value.
- The platform would integrate all existing labor market information resources and data, analyzing and aggregating them in a way that paints the most comprehensive and accurate picture possible of the labor market. The platform would be housed within and maintained by FDOE, and integrate data from all secondary CTE programs and all CTE programs within the state's postsecondary system (i.e., all Florida College System institutions and state technical colleges).
- In the end, the dashboard would permit all of the state's workforce and economic development agencies to access and capture key workforce intelligence and analytics.

Florida Department of Education Presentation, Talent Development Council, June 2020

3. Form a Florida Workforce Data Advisory Panel to evaluate the current workforce education data collected by the Florida College System institutions and school districts, the schedule of collection, funding sources and state data system infrastructure.

Tactics

- a) Leverage current standardized data elements and reporting mechanisms to improve information available to the entire workforce performance network to make key strategic, programmatic and funding decisions as well as communicate performance to all stakeholders, including students/parents, job seekers, businesses and policymakers.
- b) Identify and leverage existing program accountability measures required by law and how these measures may be improved by the addition of business satisfaction, entry into or advancement in employment and retention in Florida's talent network.
- c) Identify, measure and assess the integration of critical employability skills into academic and training programs and assessments.
- d) Leverage current and emerging technology (e.g., artificial intelligence) to provide in-demand and on-the-job training to incumbent workers to enhance their skills. Increase the number of students enrolling in online/distance learning courses. Consider solutions for Florida's 29 rural counties where broadband access may be unavailable or limited.
- e) Measure and assess the use of business-led, work-based learning, such as pre-apprenticeships, apprenticeships, customized training and on-the-job training as well as credit for prior learning.

III. CROSS-SECTOR COLLABORATION AND ENGAGEMENT – Engage all stakeholders in talent development and workforce education and training and leverage community partnerships to better align efforts to meet the needs of employers, particularly those in high-demand industry sectors.

Under the federal Workforce Innovation and Opportunity Act, Florida’s talent development system partners have established a strong record of cross-sector collaboration and engagement that well-positions the state for success in achieving this important goal. Also critical to the achievement of all goals within this plan, cross-sector collaboration provides all system partners the ability to leverage each other’s strengths and expertise to advance individual and collective efforts to strengthen Florida’s talent pipeline.

Strategies

- 1. Engage targeted industry sectors, employers and businesses in the design and delivery of training and education programs.**

Tactics

- a) Leverage input from employers to identify, understand and anticipate collective industry needs, address how industry trends will impact training and other workforce needs, and implement customized solutions.
- b) At the regional level, work across partner lines to implement a coordinated and unified sector strategy approach to integrate business engagement, business needs assessment and business service/solutions delivery.
- c) Incentivize the business community to provide more work and learn opportunities to Florida students and adults.

CAREER & TECHNICAL EDUCATION PROGRAM AUDIT & DEFINING STATEWIDE CREDENTIALS OF VALUE

- All CTE Audit related information for year one can be found at fldoe.org/careerpathways.
- Recently onboarded the Statewide Director of Career and Technical Education Quality, Dr. Keith Richard, to conclude year one of the audit and re-envision the future of the CTE Audit.
- Institutions are currently conducting their local review of programs and will be submitting their reviews to the FDOE to meet upcoming deadlines. Reviews of institutional performance are due June 30th and reviews of market demand are due August 31st (to coincide with Perkins V deadlines).
- Year two of the CTE Audit will be re-envisioned through broader work conducted by the FDOE through collaboration with external partners.

Florida Department of Education Presentation, Talent Development Council, June 2020

2. Ensure all partners in Florida’s education, job skills training and career development systems share the common goal and mission to increase the skills of Floridians, provide pathways to self-sufficient careers and measure success using common metrics.

Tactics

- a) Reduce duplication among training and education providers by incentivizing collaboration among postsecondary institutions and other entities in the development of industry/ employer partnerships and the design and delivery of apprenticeship, internship and other training programs.
- b) Build upon and align with the Workforce Innovation and Opportunity Act (WIOA) State Plan’s core partners/programs’ strategies aimed to enhance coordination and partnerships.
- c) Support service and education alignment across workforce, education and nonprofit support service organizations and social service agencies.

3. Expand and accelerate the development, approval and implementation of employer-driven training models, including non-traditional work and learn models.

Tactics

- a) Fast-track expansion and implementation of employer-driven training models that are supported by industry/employer stakeholders.
- b) Expand state and community college and partner capacity to design/replicate employer-driven training models by linking the sharing of models to professional development and continuing education requirements.
- c) Establish a system-wide business services design incorporating a single point of contact who can offer collective solutions.





4. Leverage postsecondary institutions to deepen the state's talent pool to support expansion in targeted sectors.

Tactics

- a) Further universities' and colleges' efforts targeting specific industry sectors, businesses and employers by proactively identifying their priorities and needs.
- b) Encourage universities and colleges to expand and strengthen programs related to targeted sectors.
- c) Leverage job placement programs to assist current students and recent graduates in finding state and local career options among businesses within the targeted sectors.
- d) Provide value-added tools and activities for students and job seekers to more efficiently connect with employers who are recruiting talent.

5. Directly link public investments for postsecondary education, training and career development to the targeted industry needs within Florida's economy.

Tactics

- a) Evaluate current resource allocation and funding streams for system partners to identify and address duplicative services.
- b) Identify and recommend creative, cross-agency and cross-sector funding models that support similar workforce programs and include agency programs that potentially benefit from public- private partnerships.
- c) Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Florida's regional and state economies.
- d) Leverage opportunities to adopt technology solutions for data coordination to share information more systematically among job seekers, employers and partners.
- e) Engage businesses, employers, employer organizations, trade associations and job seekers through outreach and recruitment.

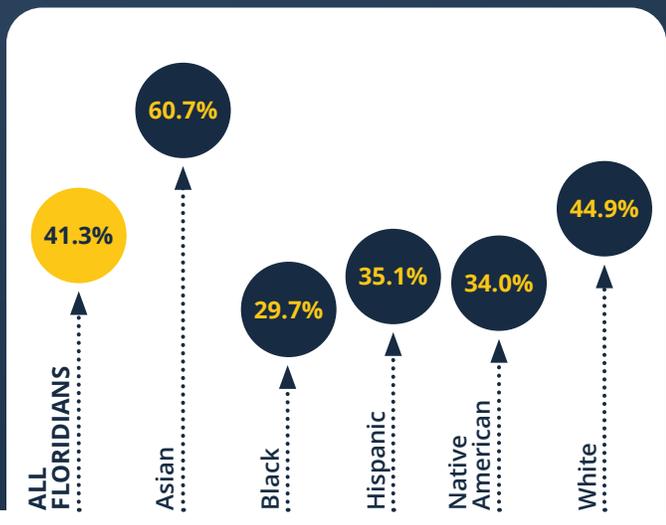
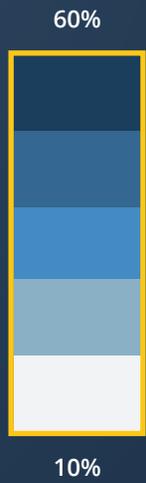
IV. EQUITY AND ACCESS – Increase access to postsecondary education and successful completion for underserved populations and incumbent workers requiring an upgrade of skills.

Florida is a diverse state with differences in capacity and talent needs from northern, central, southern, urban and rural areas. Disparities in equity and access are evidenced by wide variation in attainment levels by race, income level and from county to county.

A coordinated talent development strategy should fully engage stakeholders who reflect the business community, education partners, nonprofit organizations, chambers, workforce boards, and economic and community development organizations of each region. This will ensure the strategy is responsive to the local needs of the community and aligns to the workforce demand for the area.

DEGREE ATTAINMENT FOR WORKING-AGE ADULTS BY COUNTY

Florida is a diverse state and there are differences in capacity and talent needs from northern, central, southern, urban and rural areas. A coordinated talent development strategy should fully engage stakeholders that reflect the business community of the region, leaders from both the education and nonprofit sectors, as well as chambers, workforce boards and economic development organizations. This will ensure that the strategy is responsive to the local needs of the community and aligns to the workforce demand for the area.



LOCAL AND STATE LEADERS CAN USE LOCAL ATTAINMENT RATES TO WORK TOWARD IMPROVING TALENT DEVELOPMENT

Strategies

- 1. Conduct a rigorous analysis of economic and demographic indicators of key equity gaps that must be addressed to propel Florida toward achieving the state's postsecondary attainment goal.**

Tactics

- a) Develop a framework to identify the opportunity groups that have the lowest rates of postsecondary attainment historically and examine whether there are groups that may be excluded from competing for high-wage, high-demand jobs and careers due to their lagging educational attainment. The framework must include information regarding critical gaps for underserved and underrepresented groups in focus areas including but not limited to socioeconomic, geographic, race/ ethnicity, veterans and other indicators deemed essential to achieve the state's postsecondary attainment goal.
 - b) Use data to identify benchmarks and targets for postsecondary attainment by the underserved and underrepresented opportunity groups for whom equity gaps exist.
 - c) Identify opportunities to enhance postsecondary attainment completion for all Floridians by further addressing existing college and career readiness achievement gaps in secondary education including but not limited to increasing to 100% 3rd graders reading at or above grade level, 8th graders reading and performing math at or above grade level and accelerated coursework.
- 2. Evaluate current practices to identify, share, and, where appropriate, replicate proven practices that expand access to and completion of postsecondary degrees, certificates and other credentials and support closing equity gaps.**

Tactics

- a) Reduce duplication among training and education providers by incentivizing a) Conduct an inventory of current practices in secondary and postsecondary education (public and private) to close equity gaps by gathering stakeholder input on programs and practices that are assets in addressing equity issues with proven results to increase certification and degree completion.
- b) Identify and highlight strategies, programs and practices by community partners and other entities that effectively address closing equity gaps in education and training resulting in postsecondary attainment.
- c) Using the framework outcomes, benchmarks and targets, identify statewide priorities for closing critical equity gaps in education and training, which may include but not be limited to dual enrollment, increasing work-based learning opportunities for Florida students and incumbent workers and expanding access to online education.

3. Provide Florida students access to quality, comprehensive and coordinated information and guidance on postsecondary education and career opportunities to support their decisions about postsecondary attainment, employment and careers. (DOE)

Tactics

- a) Identify and assess existing tools and resources in Florida that offer college and career information, guidance and support through state-level investments to ensure the state investment is focused on evidence-based, results-driven information and guidance in collaboration with employers, education, workforce and community partners.
- b) Gather information about existing methods for making college and career information available to students at each tier of the education system and evaluate opportunities for audience-focused continuous improvement and collaboration.
- c) Develop and support funding for a statewide outreach campaign to enhance awareness of the value of postsecondary attainment including a focused communication strategy to target underserved and underrepresented Floridians to help increase their postsecondary attainment outcomes.



V. WORKFORCE READINESS – Increase postsecondary attainment, training transition, skills and gainful employment in targeted industry sectors.

Florida is a diverse state with differences in capacity and talent needs from northern, central, southern, urban and rural areas. Disparities in equity and access are evidenced by wide variation in attainment levels by race, income level and from county to county.

A coordinated talent development strategy should fully engage stakeholders who reflect the business community, education partners, nonprofit organizations, chambers, workforce boards, and economic and community development organizations of each region. This will ensure the strategy is responsive to the local needs of the community and aligns to the workforce demand for the area.

Strategies

1. Expand apprenticeships in meeting targeted workforce needs. (DOE, CSF)

Tactics

- a) Increase enrollment and reduce barriers to participation.
- b) Expand education and awareness of apprenticeships and work-based learning as a critical workforce strategy.
- c) Expand apprenticeships, including traditional apprenticeships, high-quality and degree/college-connected apprenticeships.
- d) Determine integration of existing apprenticeships' related technical instruction in credit and non-credit and paid and nonpaid credit instruction.

2. Increase early career-related education and exposure. (DOE)

Tactics

- a) Leverage and build upon existing early career-related education programs and best practices.
- b) Build partnerships among K-12, postsecondary education, technical education, adult education, industry, apprenticeships, specialty training and other partners to facilitate earlier engagement in career exploration and work-based learning opportunities for all student populations.
- c) Influence policy shifts to allow students in K-12 to have more hands-on training, internships and work-based learning opportunities.
- d) Expose K-12, postsecondary education, adult education and other populations to in-demand career opportunities in employer-defined career pathways.

3. Address essential and occupational skills gaps.

Tactics

- a) Embed essential employability framework (soft skills) across curricula and into instruction, ideally through work-based components that complement classroom-based academic work.
- b) Develop and implement portable and soft skills programs and instruction for incumbent workers that are recognized by businesses and industries.
- c) Increase the use of employer-driven applied/work-based learning in both credit and non-credit programs.
- d) Build awareness of, and support for, the value of earlier career exposure and among key audience/stakeholder groups.

4. Establish career pathways as the framework for Florida’s talent development system.

Tactics

- a) Develop lifelong career pathway systems that provide opportunities to attain stackable credentials.
- b) Embed career advancement in existing career pathways and connect non-credit training and adult education to postsecondary credit training.
- c) Connect all talent pools to career pathway and credential opportunities in target industries (e.g., elementary and secondary students, disconnected youth, returning military members, adult education participants and other populations).
- d) Expand the scope of the learning environment to include workplaces and communities, positioning work-based learning as integral to career preparation and student success

5. Increase postsecondary transitions and credential attainment. (DOE)

Tactics

- a) Establish a system to enable multiple entry points into postsecondary education for various student and adult learners that are aligned from first entry through transfer and employment, to clearly identified student readiness levels and credentials, certifications, and/or degrees.
- b) Make career-related services, tools and enabling technologies readily accessible to all students.
- c) Establish the concept of lifelong learning and standardized stackable credentials across educational institutions statewide as a norm.

CALL TO ACTION

After taking the opportunity to evaluate plan elements and to consider Florida's economic climate, the Florida Talent Development Council will enter an implementation and execution phase of the strategic plan. These implementation steps will include:

- Prioritizing the strategies developed by the council for action;
- Sharing best practices and ongoing work at both the state and regional level;
- Identifying the organizations and agencies who have a role in the strategies and tactics identified as top priorities;
- Developing benchmarks for measuring progress, including anticipated timeframes for action; and
- Reevaluating the strategic priorities for periodic plan updates.

While the strategic plan provides a blueprint for action in realizing Florida's attainment goal, it is the responsibility of the council to evaluate progress and make modifications and improvements as necessary. The council will phase implementation during the 2021 calendar for progress and continuous improvement.

COUNCIL MEMBERS

JOEL SCHLEICHER, CHAIR

SENATOR TRAVIS HUTSON

Governor's Appointee, Senate Appointee

DANE EAGLE

Florida Department of Economic Opportunity

BOB WARD, SECRETARY

Florida Council of 100

TIMOTHY M. CERIO

Florida Board of Governors

RICHARD CORCORAN

Florida Department of Education

MICHELLE DENNARD, VICE CHAIR

CareerSource Florida

MARVA JOHNSON

State Board of Education

REPRESENTATIVE RENE PLASENCIA

House Appointee

JAMAL SOWELL

Enterprise Florida, Inc.

MARK WILSON

Florida Chamber of Commerce

EX-OFFICIO MEMBERS:

BRANDON BIEDERMAN

*Florida Association of Postsecondary
Schools and Colleges*

ROBERT BOYD

Independent Colleges and Universities of Florida

CHANCELLOR MARSHALL CRISER

State University System of Florida

CHANCELLOR KATHY HEBDA

*Florida Department of Education
Florida College System*

CHANCELLOR HENRY MACK

*Florida Department of Education Division
of Career and Adult Education*

Florida Talent Development Council 2020-2023

STRATEGIC PLAN

March 2021 Update

floridajobs.org/TalentDevelopmentCouncil





FLORIDA TALENT DEVELOPMENT COUNCIL

House Bill 1507

1 A bill to be entitled
2 An act relating to workforce related programs and
3 services; creating s. 14.36, F.S.; creating the Office
4 of Reimagining Education and Career Help Act for
5 certain purposes; creating the Office of Reimagining
6 Education and Career Help within the Executive Office
7 of the Governor for a specified purpose; providing
8 definitions; providing the duties of the office;
9 requiring the office to create a specified strategy;
10 providing requirements for such strategy; requiring
11 the office to establish a workforce opportunity
12 portal; providing requirements related to the portal;
13 requiring a report to the Legislature; amending s.
14 216.136, F.S.; renaming the Workforce Estimating
15 Conference as the Labor Market Estimating Conference;
16 removing requirements of the Workforce Estimating
17 Conference; providing requirements for the Labor
18 Market Estimating Conference; amending s. 288.047,
19 F.S.; requiring participants of the Quick-Response
20 Training Program to earn at or above minimum wage;
21 amending s. 445.002, F.S.; revising the definition of
22 the term "for cause"; amending s. 445.003, F.S.;
23 revising requirements for Workforce Innovation and
24 Opportunity Act Title I funds; requiring, rather than
25 authorizing, the executive director of the state

26 workforce development board to work with the
27 Department of Economic Opportunity for certain
28 purposes; providing duties of the Department of
29 Economic Opportunity for the implementation of the
30 federal Workforce Innovation and Opportunity Act;
31 amending s. 445.004, F.S.; revising the composition of
32 the state board; requiring the state board to appoint
33 a Credentials Review Committee for a specified
34 purpose; providing the composition of the committee;
35 requiring certain information to be accessible to the
36 public; providing duties and requirements of the
37 committee; specifying entities that can authorize
38 certain expenditures; providing and revising
39 requirements for the state board in order to achieve
40 certain purposes; requiring the state board, in
41 consultation with the Department of Economic
42 Opportunity, to submit a report to the Governor and
43 Legislature; providing and revising reporting
44 requirements; requiring the state board to assign and
45 make public a letter grade for each local workforce
46 development board based on certain criteria; removing
47 certain auditing authority of the Auditor General;
48 requiring local performance accountability measures to
49 be based on identified local area needs; amending s.
50 445.006, F.S.; providing requirements for the state

51 plan for workforce development; requiring the
52 Department of Economic Opportunity to prepare a
53 federal waiver for specified purposes; amending s.
54 445.007, F.S.; requiring certain information be
55 accessible on the website of a local workforce
56 development board or the Department of Economic
57 Opportunity; providing term limits for members of
58 local boards; providing an exception; requiring
59 actions of the local board to be consistent with
60 federal and state law; providing requirements for
61 certain contracts between a local board and certain
62 entities; providing an exception; requiring the
63 Department of Economic Opportunity to review certain
64 documentation when considering whether to approve a
65 contract; removing authority for a local board to
66 review a decision by the Department of Economic
67 Opportunity to deny a contract; requiring a local
68 board to disclose certain compensation information to
69 the Department of Economic Opportunity; amending s.
70 445.009, F.S.; requiring a certain final payment
71 amount to Individual Training Accounts; conforming
72 provisions to changes made by the act; amending s.
73 445.011, F.S.; establishing an automated consumer-
74 first workforce system; requiring the Department of
75 Education and the Department of Children and Families,

76 | in consultation with the Department of Economic
77 | Opportunity, to implement such system; requiring that
78 | such system improve coordination among specified
79 | partners; revising requirements for such system;
80 | requiring that certain contracts be performance based;
81 | requiring the Department of Economic Opportunity to
82 | develop training for specified partners; amending s.
83 | 445.033, F.S.; requiring the Department of Economic
84 | Opportunity and the Department of Children and
85 | Families, rather than the state board, to measure the
86 | performance of certain workforce related programs;
87 | requiring the state board to consult with local
88 | boards; requiring local boards to provide quarterly
89 | reports to the state board with certain information;
90 | requiring, rather than authorizing, the state board
91 | and the Department of Economic Opportunity to share
92 | certain information; amending s. 445.038, F.S.;
93 | conforming provisions to changes made by the act;
94 | amending s. 446.021, F.S.; revising a definition;
95 | amending s. 446.032, F.S.; requiring certain standards
96 | and policies established by the Department of
97 | Education to include a specified requirement for
98 | training providers; requiring, rather than
99 | authorizing, the Department of Education to adopt
100 | rules; revising provisions relating to a certain

101 summary of expenditures for apprenticeship and
102 preapprenticeship programs; providing requirements for
103 a certain annual report; requiring the Department of
104 Education to provide data from certain resources to
105 specified persons and entities; amending s. 446.041,
106 F.S.; revising a catchline relating to the Department
107 of Education's duties regarding apprenticeship and
108 preapprenticeship programs; creating s. 446.0915,
109 F.S.; providing a definition for the term "work-based
110 learning opportunity"; specifying the required
111 criteria for such opportunity; providing that such
112 opportunity should prioritize paid experiences;
113 requiring the State Board of Education to adopt rules;
114 amending s. 570.07, F.S.; requiring the Department of
115 Agriculture and Consumer Services to submit certain
116 information to the Credentials Review Committee for
117 placement on the Master Credentials List, rather than
118 the CAPE Industry Certification Funding List or CAPE
119 Postsecondary Industry Certification Funding List;
120 amending s. 1001.706, F.S.; revising and providing
121 requirements for the Board of Governors' strategic
122 plan; removing criteria for the designation of high-
123 demand programs of emphasis; amending s. 1003.4156,
124 F.S.; requiring a career and education planning course
125 to include certain resources; amending s. 1003.42,

126 F.S.; requiring a specified character development
127 curriculum to include certain instruction and
128 resources; amending s. 1003.4203, F.S.; specifying
129 where the Department of Education has to identify CAPE
130 Digital Tool certificates; removing the deadline for
131 such identification; removing specified skills that
132 have to be mastered; authorizing courses identified in
133 the CAPE Industry Certification Funding List to
134 articulate for college credit; removing the course
135 limit; amending s. 1003.491, F.S.; requiring certain
136 strategic plans to use labor projections identified by
137 the Labor Market Estimating Conference; providing and
138 revising the information that the Commission of
139 Education must review for the annual review of K-12
140 and postsecondary career and technical education
141 offerings; requiring the Department of Education to
142 adopt rules; amending s. 1003.492, F.S.; providing
143 that industry certification is achieved when a student
144 receives a credential that is identified on the Master
145 Credentials List; conforming provisions to changes
146 made by the act; amending s. 1003.4935, F.S.;
147 conforming provisions to changes made by the act;
148 amending s. 1004.013, F.S.; creating the Strategic
149 Efforts to Achieve Self-Sufficiency consisting of the
150 workforce opportunity portal, the Open Door Grant

151 Program, and the Money-Back Guarantee Program;
152 amending s. 1004.015, F.S.; providing responsibilities
153 of the Florida Talent Development Council relating to
154 the healthcare workforce in the state; providing
155 responsibilities of the Board of Governors and the
156 State Board of Education; requiring a specified gap
157 analysis; requiring specified entities to provide
158 certain data; requiring a survey to collect certain
159 data; amending s. 1004.02, F.S.; revising definitions;
160 creating s. 1006.75, F.S.; requiring specified
161 educational centers and institutions to ensure that
162 certain services and resources prepare students for
163 employment; requiring student career service centers
164 to use specified resources to assist students with
165 certain activities; amending s. 1007.25, F.S.;
166 requiring specified students to complete certain
167 courses before a certain degree is awarded; requiring
168 the chairs of the State Board of Education and the
169 Board of Governors, or their designees, to jointly
170 appoint faculty committees to identify competencies
171 which will result in a digital credential; requiring
172 specified institutions to grant and accept such
173 credential; requiring the Department of Education to
174 identify certain courses in which such credential may
175 be earned; authorizing certain courses to use

176 specified resources and provide students with the
177 opportunity to create a digital resume; amending s.
178 1008.39, F.S.; conforming provisions to changes made
179 by the act; amending s. 1008.40, F.S.; providing
180 requirements for design specifications for the
181 Workforce Development Information System; requiring
182 the Department of Education to work with certain
183 entities to develop certain metrics; providing
184 requirements for a workforce development metrics
185 dashboard; amending s. 1008.41, F.S.; conforming
186 provisions to changes made by the act; amending s.
187 1008.44, F.S.; removing the CAPE Postsecondary
188 Industry Certification Funding List; requiring the
189 State Board of Education to annually adopt, based on
190 recommendations by the Commissioner of Education, the
191 CAPE Industry Certification Funding List; providing
192 that certain full-time equivalent membership funding
193 may only be earned in certain areas; providing
194 certificates, certifications, and courses that may be
195 included on the list; requiring the Commissioner of
196 Education to conduct a certain review and make
197 recommendations; requiring the recommendations be
198 provided to the Governor and Legislature by specified
199 date; requiring the CAPE Industry Certification
200 Funding List be used to determine certain funding

201 distributions; conforming provisions to changes made
202 by the act; creating s. 1009.895, F.S.; creating the
203 Open Door Grant Program; providing definitions;
204 providing the purpose of the program; requiring the
205 Department of Education to provide certain grants;
206 providing for the prioritization of grant funding;
207 requiring a student to complete a specified
208 application to be eligible for the grant; providing
209 for the distribution of the grant to a student based
210 on whether the student receives other types of
211 financial aid; providing for reimbursement to an
212 institution; providing requirements for the Department
213 of Education in administering the grant program;
214 requiring the Department of Education to report
215 certain information to the State Board of Education
216 annually; requiring the Department of Education to
217 adopt rules; amending s. 1011.80, F.S.; requiring
218 approval by the State Board of Education to conduct
219 workforce education programs; requiring the State
220 Board of Education to establish criteria for the
221 review and approval of new workforce education
222 programs; prohibiting certain funding to a school
223 district or Florida College System institution until
224 new workforce education programs are reviewed and
225 approved; providing requirements for the criteria;

226 exempting preapprenticeship and apprenticeship
227 programs from continuing workforce education
228 requirements relating to state funding and fees;
229 requiring the Credentials Review Committee to develop
230 a returned-value funding formula by a specified time;
231 conforming provisions to changes made by the act;
232 requiring the State Board of Education to phase out
233 certain program offerings; amending s. 1011.801, F.S.;
234 conforming a provision to changes made by the act;
235 amending s. 1011.802, F.S.; requiring the Department
236 of Education to award grants for preapprenticeship
237 programs, in addition to apprenticeship programs, that
238 meet certain criteria; authorizing grant funds to be
239 used for instructional personnel; requiring the
240 Department of Education to report certain information
241 annually on its website; authorizing the Department of
242 Education to use certain funds to administer the grant
243 program; requiring the State Board of Education to
244 adopt rules; creating s. 1011.803, F.S.; creating the
245 Money-Back Guarantee Program to help individuals
246 achieve self-sufficiency; requiring each school
247 district and Florida College System institution to
248 offer a money-back guarantee on certain programs by a
249 specified time and to establish student eligibility
250 criteria; requiring each school district and Florida

251 College System institution to notify the State Board
252 of Education of its program by a specified date;
253 requiring information about the program to be posted
254 on certain websites; requiring a report to the
255 Governor and Legislature; amending s. 1011.81, F.S.;
256 requiring the Credentials Review Committee to develop
257 a returned-value funding formula by a specified time;
258 conforming provisions to changes made by the act;
259 amending ss. 443.151, 445.010, and 445.045, F.S.;
260 conforming provisions to changes made by the act;
261 amending ss. 943.22 and 1001.64, F.S.; conforming
262 cross-references; providing an effective date.

263

264 Be It Enacted by the Legislature of the State of Florida:

265

266 Section 1. Section 14.36, Florida Statutes, is created to
267 read:

268 14.36 Reimagining Education and Career Help Act.—The
269 Reimagining Education and Career Help Act is created to address
270 the evolving needs of Florida's economy by increasing the level
271 of collaboration and cooperation among state businesses and
272 education communities while improving training within and equity
273 and access to a more integrated workforce and education system
274 for all Floridians.

275 (1) The Office of Reimagining Education and Career Help is

276 created in the Executive Office of the Governor to facilitate
277 alignment and coordination of entities responsible for the
278 state's workforce development system. The head of the office is
279 the Director of the Office of Reimagining Education and Career
280 Help. The Director of the Office of Reimagining Education and
281 Career Help shall be appointed by and shall serve at the
282 pleasure of the Governor.

283 (2) As used in this section, the term:

284 (a) "Credential" means an apprenticeship certificate,
285 industry certification, license, advanced technical certificate,
286 college credit certificate, career certificate, applied
287 technology diploma, associate in applied science degree,
288 associate in science degree, bachelors of applied science
289 degree, and bachelors of science degree.

290 (b) "Office" means the Office of Reimagining Education and
291 Career Help.

292 (c) "Workforce development system" means the entities and
293 activities that contribute to the state's talent pipeline system
294 through education, training, and support services that prepare
295 individuals for employment or career advancement, and the
296 entities that are responsible for oversight or conducting those
297 activities such as CareerSource Florida, Inc., local workforce
298 development boards, one-stop career centers, the Department of
299 Economic Opportunity, the Department of Education, and the
300 Department of Children and Families.

301 (d) "Workforce education region" means areas of the state
 302 identified by the Department of Education, in collaboration with
 303 the Department of Economic Opportunity, to maximize resource
 304 allocation by combining two or more sources of funding to
 305 integrate education and training in order to improve access to
 306 credentials of value for participants in adult education
 307 programs.

308 (e) "Workforce related program" means a program operated,
 309 delivered, or enabled, in whole or in part, by a state or local
 310 entity using federal funds or state appropriations to offer
 311 incentives, funding, support, or guidance for any of the
 312 following purposes:

- 313 1. Job training.
- 314 2. The attainment of a credential of value identified
 315 pursuant to s. 445.004(4)(h)4.c.
- 316 3. The attainment of a postsecondary degree or credential.
- 317 4. The provision of other types of employment assistance.
- 318 5. Any other program that has, at least in part, the goal
 319 of securing employment or better employment for an individual
 320 and receives federal funds or a state appropriation.

321 (3) The duties of the office are to:

322 (a) Serve as the advisor to the Governor on matters
 323 related to the state's workforce development system.

324 (b) Establish criteria and goals for workforce development
 325 and diversification in the state's workforce development system.

326 (c) Provide strategies to align and improve efficiency in
327 the state's workforce development system and the delivery of
328 workforce related programs.

329 (d) Coordinate state and federal workforce related
330 programs, plans, resources, and activities provided by
331 CareerSource Florida, Inc., the Department of Economic
332 Opportunity, and the Department of Education.

333 (e) Oversee the Workforce Development Information System
334 described in s. 1008.40 to verify the validity of data collected
335 and monitor compliance of workforce related programs and
336 education and training programs with applicable federal and
337 state requirements as authorized by federal and state law.

338 (f) Serve on the Credentials Review Committee established
339 in s. 445.004 to identify nondegree and degree credentials of
340 value and facilitate the collection of data necessary to conduct
341 committee work.

342 (g) Coordinate and facilitate a memorandum of
343 understanding for data sharing agreements of the state's
344 workforce performance data among state agencies and align, to
345 the greatest extent possible, performance measures adopted under
346 ss. 445.004 and 1008.43.

347 (h) Develop the criteria for assigning a letter grade for
348 each local workforce development board under s. 445.004. The
349 criteria shall, in part, be based on local workforce development
350 board performance accountability measures and return on

351 investment. The majority of the grade shall be based on the
352 improvement by each local workforce development board in the
353 long-term self-sufficiency of participants through outcome
354 measures such as reduction in long-term public assistance and
355 the percentage of participants whose wages were higher after
356 program completion compared to wages before participation in a
357 program.

358 (i) Streamline the clinical placement process and increase
359 clinical placement opportunities for students, hospitals, and
360 other clinical sites by administering, directly or through a
361 contract, a web-based centralized clinical placement system for
362 use by all nursing education programs subject to the
363 requirements in s. 464.019.

364 (j) Direct the objectives of the Talent Development
365 Council established in s. 1004.015.

366 (4) The office shall create a no-wrong-door-entry strategy
367 to improve equity and access to the myriad of state and
368 federally funded workforce related programs through CareerSource
369 Florida, Inc., local workforce development boards, one-stop
370 career centers, school districts, charter technical centers,
371 Florida College System institutions, the State University
372 System, and through eligible training providers. Individuals
373 must not be required to visit multiple locations when seeking
374 access to education and workforce training. To create the
375 strategy, the office shall:

376 (a) Develop a training course to cross-train all staff
377 within the state's workforce development system on workforce
378 related programs, including how to use an integrated case
379 management system, develop an individual employment plan,
380 conduct a comprehensive needs assessment, precertify individuals
381 for workforce related programs, and on any other activities to
382 reinforce the no-wrong-door-entry strategy.

383 (b) Coordinate and facilitate a common intake form and
384 case management system for use by workforce related programs to
385 minimize duplicate data entry.

386 (c) Coordinate and facilitate a memorandum of
387 understanding between the Department of Economic Opportunity and
388 the Department of Children and Families to permit Supplemental
389 Nutrition Assistance Program (SNAP) and Temporary Assistance for
390 Needy Families (TANF) clients to precertify for Workforce
391 Innovation and Opportunity Act training services without having
392 to physically visit a one-stop center.

393 (d) Oversee the performance evaluation of workforce
394 related programs and services under s. 445.033.

395 (e) Identify other state and federal programs that serve
396 individuals with significant barriers to employment as
397 demonstrated by low placement, employment, and earnings rates
398 and identify strategies to increase the utilization of such
399 programs by local workforce development boards.

400 (5) The office shall provide the public with access to

401 available federal, state, and local services and provide
402 stakeholders with a systemwide, global view of workforce related
403 program data across various programs through actionable
404 qualitative and quantitative information. The office shall:
405 (a) Minimize duplication and maximize the use of existing
406 resources by facilitating the adaptation and integration of
407 state information systems to improve usability and seamlessly
408 link to the workforce opportunity portal and other compatible
409 state information systems and applications to help residents of
410 the state:
411 1. Explore and identify career opportunities.
412 2. Identify in-demand jobs and associated earning
413 potential.
414 3. Identify the skills and credentials needed for specific
415 jobs.
416 4. Access a broad array of federal, state, and local
417 workforce related programs.
418 5. Determine the quality of workforce related programs
419 offered by public postsecondary educational institutions and
420 public and private training providers, based on employment,
421 wages, continued education, student loan debt, and receipt of
422 public assistance by graduates of workforce, certificate, or
423 degree programs. To gather this information, the office shall
424 review each workforce related program 1 year after the program's
425 first graduating class and every 5 years after the first review.

426 6. Identify opportunities and resources to support
427 individuals along their career pathway.

428 7. Provide information to help individuals understand
429 their potential earnings through paid employment and cope with
430 the loss of public assistance as they progress through career
431 pathways toward self-sufficiency.

432 8. Map the timing and magnitude of the loss of public
433 assistance for in-demand occupations across the state to help
434 individuals visualize how their incomes will increase over time
435 as they move toward self-sufficiency.

436 (b) Provide access to labor market data consistent with
437 the official information developed by the Labor Market
438 Estimating Conference and provide guidance on how to analyze the
439 data, the appropriate use of the data, and any limitations of
440 the data, including instances in which such data may not be
441 used.

442 (c) Maximize the use of the workforce opportunity portal
443 at locations within the workforce development system.

444 (d) Maximize the use of available federal and private
445 funds for the development and initial operation of the workforce
446 opportunity portal. Any incidental costs to state agencies must
447 be derived from existing resources.

448 (e) By December 1, 2022, and annually thereafter, report
449 to the Legislature on the implementation and outcomes of the
450 workforce opportunity portal, including the increase of economic

451 self-sufficiency of individuals.

452 Section 2. Subsection (7) of section 216.136, Florida
453 Statutes, is amended to read:

454 216.136 Consensus estimating conferences; duties and
455 principals.—

456 (7) LABOR MARKET ~~WORKFORCE~~ ESTIMATING CONFERENCE.—

457 (a) The Labor Market ~~Workforce~~ Estimating Conference shall
458 develop such official information with respect to real-time
459 supply and demand in Florida's statewide, regional, and local
460 labor markets ~~on the workforce development system planning~~
461 ~~process as it relates to the personnel needs of current, new,~~
462 ~~and emerging industries~~ as the conference determines is needed
463 by the state planning and budgeting system. Such information
464 shall include labor supply by education level, analyses of labor
465 demand by occupational groups and occupations compared to labor
466 supply, a ranking of critical areas of concern, and
467 identification of in-demand, high-skill, middle-level to high-
468 level wage occupations prioritized by level of statewide or
469 regional shortages. The Office of Economic and Demographic
470 Research is designated as the official lead for the United
471 States Census Bureau's State Data Center Program or its
472 successor. All state agencies must provide the Office of
473 Economic and Demographic Research with the necessary data to
474 accomplish the goals of the conference. In accordance with s.
475 216.135, state agencies must ensure that any related work

476 product regarding labor demand and supply is consistent with the
477 official information developed by the Labor Market Estimating
478 Conference created in s. 216.136.~~, using quantitative and~~
479 ~~qualitative research methods, must include at least: short-term~~
480 ~~and long-term forecasts of employment demand for jobs by~~
481 ~~occupation and industry; entry and average wage forecasts among~~
482 ~~those occupations; and estimates of the supply of trained and~~
483 ~~qualified individuals available or potentially available for~~
484 ~~employment in those occupations, with special focus upon those~~
485 ~~occupations and industries which require high skills and have~~
486 ~~high entry wages and experienced wage levels. In the development~~
487 ~~of workforce estimates, the conference shall use, to the fullest~~
488 ~~extent possible, local occupational and workforce forecasts and~~
489 ~~estimates.~~

490 ~~(b) The Workforce Estimating Conference shall review data~~
491 ~~concerning local and regional demands for short-term and long-~~
492 ~~term employment in High-Skills/High-Wage Program jobs, as well~~
493 ~~as other jobs, which data is generated through surveys conducted~~
494 ~~as part of the state's Internet-based job matching and labor~~
495 ~~market information system authorized under s. 445.011. The~~
496 ~~conference shall consider this data in developing its forecasts~~
497 ~~for statewide employment demand, including reviewing local and~~
498 ~~regional data for common trends and conditions among localities~~
499 ~~or regions which may warrant inclusion of a particular~~
500 ~~occupation on the statewide occupational forecasting list~~

501 ~~developed by the conference. Based upon its review of such~~
502 ~~survey data, the conference shall also make recommendations~~
503 ~~semiannually to CareerSource Florida, Inc., on additions or~~
504 ~~deletions to lists of locally targeted occupations approved by~~
505 ~~CareerSource Florida, Inc.~~

506 (b) ~~(c)~~ The Labor Market ~~Workforce~~ Estimating Conference,
507 for the purposes described in paragraph (a), shall meet at least
508 twice a year and as necessary to address emerging opportunities
509 for the state's economy no less than 2 times in a calendar year.
510 ~~The first meeting shall be held in February, and the second~~
511 ~~meeting shall be held in August. Other meetings may be scheduled~~
512 ~~as needed.~~

513 Section 3. Paragraph (b) of subsection (8) of section
514 288.047, Florida Statutes, is amended to read:

515 288.047 Quick-response training for economic development.—

516 (8) The Quick-Response Training Program is created to
517 provide assistance to participants in the welfare transition
518 program. CareerSource Florida, Inc., may award quick-response
519 training grants and develop applicable guidelines for the
520 training of participants in the welfare transition program. In
521 addition to a local economic development organization, grants
522 must be endorsed by the applicable local workforce development
523 board.

524 (b) Participants trained under ~~pursuant to~~ this subsection
525 must be employed at a job paying a wage equivalent to or above

526 | the state's minimum hourly wage ~~at least \$6 per hour.~~

527 | Section 4. Subsection (2) of section 445.002, Florida
528 | Statutes, is amended to read:

529 | 445.002 Definitions.—As used in this chapter, the term:

530 | (2) "For cause" includes, but is not limited to, engaging
531 | in fraud or other criminal acts, incapacity, unfitness, neglect
532 | of duty, official incompetence and irresponsibility,
533 | misfeasance, malfeasance, nonfeasance, gross mismanagement,
534 | waste, or lack of performance.

535 | Section 5. Paragraph (a) of subsection (3) and subsection
536 | (6) of section 445.003, Florida Statutes, are amended, and
537 | subsection (7) is added to that section, to read:

538 | 445.003 Implementation of the federal Workforce Innovation
539 | and Opportunity Act.—

540 | (3) FUNDING.—

541 | (a) Title I, Workforce Innovation and Opportunity Act
542 | funds; Wagner-Peyser funds; and NAFTA/Trade Act funds will be
543 | expended based on the 4-year plan of the state board. The plan
544 | must outline and direct the method used to administer and
545 | coordinate various funds and programs that are operated by
546 | various agencies. The following provisions apply to these funds:

547 | 1. At least 50 percent of the Title I funds for Adults and
548 | Dislocated Workers which are passed through to local workforce
549 | development boards shall be allocated to and expended on
550 | Individual Training Accounts unless a local workforce

551 development board obtains a waiver from the state board.
552 Tuition, books, and fees of training providers and other
553 training services prescribed and authorized by the Workforce
554 Innovation and Opportunity Act qualify as Individual Training
555 Account expenditures.

556 2. Fifteen percent of Title I funding shall be retained at
557 the state level and dedicated to state administration and shall
558 be used to design, develop, induce, ~~and fund,~~ and evaluate the
559 long-term impact of innovative Individual Training Account
560 pilots, demonstrations, and programs to enable participants to
561 attain self-sufficiency and to evaluate the effectiveness of
562 performance-based contracts used by local workforce development
563 boards under s. 445.024(5) on increasing wages and employment
564 over the long term. Of such funds retained at the state level,
565 \$2 million may be reserved for the Incumbent Worker Training
566 Program created under subparagraph 3. Eligible state
567 administration costs include the costs of funding for the state
568 board and state board staff; operating fiscal, compliance, and
569 management accountability systems through the department;
570 conducting evaluation and research on workforce development
571 activities; and providing technical and capacity building
572 assistance to local workforce development areas at the direction
573 of the state board. Notwithstanding s. 445.004, such
574 administrative costs may not exceed 25 percent of these funds.
575 An amount not to exceed 75 percent of these funds shall be

576 allocated to Individual Training Accounts and other workforce
577 development strategies for other training designed and tailored
578 by the state board in consultation with the department,
579 including, but not limited to, programs for incumbent workers,
580 nontraditional employment, and enterprise zones. The state
581 board, in consultation with the department, shall design, adopt,
582 and fund Individual Training Accounts for distressed urban and
583 rural communities.

584 3. The Incumbent Worker Training Program is created for
585 the purpose of providing grant funding for continuing education
586 and training of incumbent employees at existing Florida
587 businesses. The program will provide reimbursement grants to
588 businesses that pay for preapproved, direct, training-related
589 costs. For purposes of this subparagraph, the term "businesses"
590 includes hospitals operated by nonprofit or local government
591 entities which provide nursing opportunities to acquire new or
592 improved skills.

593 a. The Incumbent Worker Training Program will be
594 administered by CareerSource Florida, Inc., which may, at its
595 discretion, contract with a private business organization to
596 serve as grant administrator.

597 b. The program shall be administered under ~~pursuant to~~ s.
598 134(d)(4) of the Workforce Innovation and Opportunity Act.
599 ~~Priority for~~ Funding priority shall be given in the following
600 order: ~~to~~

601 (I) Businesses that provide employees with opportunities
 602 to acquire new or improved skills by earning a credential on the
 603 Master Credentials List.

604 (II) Hospitals operated by nonprofit or local government
 605 entities that provide nursing opportunities to acquire new or
 606 improved skills.

607 (III) Businesses whose grant proposals represent a
 608 significant upgrade in employee skills.

609 (IV) Businesses with 25 employees or fewer, businesses in
 610 rural areas, and businesses in distressed inner-city areas.

611 (V) Businesses in a qualified targeted industry
 612 ~~businesses whose grant proposals represent a significant upgrade~~
 613 ~~in employee skills,~~ or businesses whose grant proposals
 614 represent a significant layoff avoidance strategy.

615 c. All costs reimbursed by the program must be preapproved
 616 by CareerSource Florida, Inc., or the grant administrator. The
 617 program may not reimburse businesses for trainee wages, the
 618 purchase of capital equipment, or the purchase of any item or
 619 service that may possibly be used outside the training project.
 620 A business approved for a grant may be reimbursed for
 621 preapproved, direct, training-related costs including tuition,
 622 fees, books and training materials, and overhead or indirect
 623 costs not to exceed 5 percent of the grant amount.

624 d. A business that is selected to receive grant funding
 625 must provide a matching contribution to the training project,

626 including, but not limited to, wages paid to trainees or the
627 purchase of capital equipment used in the training project; must
628 sign an agreement with CareerSource Florida, Inc., or the grant
629 administrator to complete the training project as proposed in
630 the application; must keep accurate records of the project's
631 implementation process; and must submit monthly or quarterly
632 reimbursement requests with required documentation.

633 e. All Incumbent Worker Training Program grant projects
634 shall be performance-based with specific measurable performance
635 outcomes, including completion of the training project and job
636 retention. CareerSource Florida, Inc., or the grant
637 administrator shall withhold the final payment to the grantee
638 until a final grant report is submitted and all performance
639 criteria specified in the grant contract have been achieved.

640 f. The state board may establish guidelines necessary to
641 implement the Incumbent Worker Training Program.

642 g. No more than 10 percent of the Incumbent Worker
643 Training Program's total appropriation may be used for overhead
644 or indirect purposes.

645 4. At least 50 percent of Rapid Response funding shall be
646 dedicated to Intensive Services Accounts and Individual Training
647 Accounts for dislocated workers and incumbent workers who are at
648 risk of dislocation. The department shall also maintain an
649 Emergency Preparedness Fund from Rapid Response funds, which
650 will immediately issue Intensive Service Accounts, Individual

651 Training Accounts, and other federally authorized assistance to
652 eligible victims of natural or other disasters. At the direction
653 of the Governor, these Rapid Response funds shall be released to
654 local workforce development boards for immediate use after
655 events that qualify under federal law. Funding shall also be
656 dedicated to maintain a unit at the state level to respond to
657 Rapid Response emergencies and to work with state emergency
658 management officials and local workforce development boards. All
659 Rapid Response funds must be expended based on a plan developed
660 by the state board in consultation with the department and
661 approved by the Governor.

662 (6) AUTHORITY TO HIRE EXECUTIVE DIRECTOR AND STAFF.—The
663 state board may hire an executive director and staff to assist
664 in carrying out the functions of the Workforce Innovation and
665 Opportunity Act and in using funds made available through the
666 act. The state board shall require ~~authorize~~ the executive
667 director and staff to work with the department to minimize
668 duplication and maximize efficient use of resources in carrying
669 out the functions of the Workforce Innovation and Opportunity
670 Act.

671 (7) DUTIES OF THE DEPARTMENT.—The department shall adopt
672 rules to implement the requirements of this chapter, including:

673 (a) The submission, review, and approval of local
674 workforce plans.

675 (b) Initial and subsequent eligibility criteria, based on

676 input from the state board, local workforce development boards,
677 the Department of Education, and other stakeholders, for the
678 Workforce Innovation and Opportunity Act eligible training
679 provider list. This list directs training resources to programs
680 leading to employment in high-demand and high-priority
681 occupations that provide economic security, particularly those
682 occupations facing a shortage of skilled workers. A training
683 provider who offers training to obtain a credential on the
684 Master Credentials List under s. 445.004(4)(h), may not be
685 included on a state or local eligible training provider list if
686 the provider fails to submit the required information or fails
687 to meet initial or subsequent eligibility criteria. Subsequent
688 eligibility criteria must use the performance and outcome
689 measures defined and reported under s. 1008.40, to determine
690 whether each program offered by a training provider is qualified
691 to remain on the list.

692 1. For the 2021-2022 program year, the Department of
693 Economic Opportunity and the Department of Education shall
694 establish the minimum criteria a training provider must achieve
695 for completion, earnings, and employment rates of eligible
696 participants. The minimum program criteria may not exceed the
697 threshold at which more than 20 percent of all eligible training
698 providers in the state would fall below.

699 2. Beginning with the 2022-2023 program year, each program
700 offered by a training provider must, at a minimum, meet all of

701 the following:

702 a. Income earnings for all individuals who complete the
703 program that are equivalent to or above the state's minimum wage
704 in a calendar quarter.

705 b. An employment rate of at least 75 percent for all
706 individuals. For programs linked to an occupation, the
707 employment rate is calculated based on obtaining employment in
708 the field in which the participant was trained.

709 c. A completion rate of at least 75 percent for all
710 individuals, beginning with the 2023-2024 program year.

711 (c) Monitoring compliance of programs authorized by this
712 chapter and determining whether such programs are meeting
713 performance expectations, including an analysis of the return on
714 investment of workforce related programs on individual
715 employment, earnings, and public benefit usage outcomes and a
716 cost-benefit analysis of the monetary impacts of workforce
717 services from the participant and taxpayer points of view.

718 Section 6. Paragraph (d) of subsection (3), paragraphs (b)
719 and (e) of subsection (5) and subsections (6), (7), and (8),
720 paragraph (b) of subsection (9), and subsection (11) of section
721 445.004, Florida Statutes, are amended, and paragraph (h) is
722 added to subsection (4), to read:

723 445.004 CareerSource Florida, Inc., and the state board;
724 creation; purpose; membership; duties and powers.—

725 (3)

726 (d) The state board must include the vice chairperson of
727 the board of directors of Enterprise Florida, Inc., and one
728 member representing each of the Workforce Innovation and
729 Opportunity Act partners, including the Division of Career and
730 Adult Education, the Division of Vocational Rehabilitation, the
731 Division of Blind Services, the Department of Children and
732 Families, and other entities representing programs identified in
733 the Workforce Innovation and Opportunity Act, as determined
734 necessary.

735 (4)

736 (h)1. The state board shall appoint a Credentials Review
737 Committee to identify nondegree credentials and degree
738 credentials of value for approval by the state board and
739 inclusion in the Master Credentials List. Such credentials must
740 include registered apprenticeship programs, industry
741 certifications, licenses, advanced technical certificates,
742 college credit certificates, career certificates, applied
743 technology diplomas, associate degrees, baccalaureate degrees,
744 and graduate degrees. The Credentials Review Committee must
745 include:

- 746 a. The Chancellor of the Division of Public Schools.
747 b. The Chancellor of the Division of Career and Adult
748 Education.
749 c. The Chancellor of the Florida College System.
750 d. The Chancellor of the State University System.

751 e. The director of the Office of Reimagining Education and
752 Career Help.

753 f. Four members from local workforce development boards,
754 with equal representation from urban and rural regions.

755 g. Two members from nonpublic postsecondary institutions.

756 h. Two members from industry associations.

757 i. Two members from Florida-based businesses.

758 j. Two members from the Department of Economic
759 Opportunity.

760 k. One member from the Department of Agriculture and
761 Consumer Services.

762 2. All information pertaining to the Credentials Review
763 Committee, the process for the approval of credentials of value,
764 and the Master Credentials List must be made available and be
765 easily accessible to the public on all relevant state agency
766 websites.

767 3. The Credentials Review Committee shall establish a
768 definition for credentials of value and create a framework of
769 quality. The framework must align with federally funded
770 workforce accountability requirements and undergo biennial
771 review.

772 4. The criteria to determine value for nondegree
773 credentials should, at a minimum, require:

774 a. Evidence that the credential meets labor market demand
775 as identified by the Labor Market Estimating Conference created

776 in s. 216.136 or meets local demand as identified in the
777 criteria adopted by the Credentials Review Committee. Evidence
778 must include employer information on present credential use or
779 emerging opportunities.

780 b. Evidence that the competencies mastered upon completion
781 of the credential are aligned with labor market demand.

782 c. Evidence of the employment and earnings outcomes for
783 individuals after obtaining the credential. Earnings outcomes
784 must provide middle-level to high-level wages with preference
785 given to credentials generating high-level wages. Credentials
786 that do not meet the earnings outcomes criteria must be part of
787 a sequence of credentials that are required for the next level
788 occupation that does meet the earnings outcomes criteria in
789 order to be identified as a credential of value. For new
790 credentials, this criteria may be met with conditional
791 eligibility until measurable labor market outcomes are obtained.

792 5. The Credentials Review Committee shall establish the
793 criteria to determine value for degree programs. This criteria
794 shall include evidence that the program meets the labor market
795 demand as identified by the Labor Market Estimating Conference
796 created in s. 216.136 or meets local demand as determined by the
797 committee. Such criteria must be used to designate programs of
798 emphasis under s. 1001.706 and to guide the development of
799 program standards and benchmarks under s. 1004.92.

800 6. The Credentials Review Committee shall establish a

801 process for prioritizing nondegree credentials and degree
802 programs based on critical statewide or regional shortages.

803 7. The Credentials Review Committee shall establish a
804 process for:

805 a. At a minimum, quarterly review and approval of
806 credential applications. Approved credentials of value shall be
807 used by the committee to develop the Master Credentials List.

808 b. Annual review of the Master Credentials List.

809 c. Phasing out credentials on the Master Credentials List
810 that no longer meet the framework of quality.

811 d. Designating performance funding eligibility under ss.
812 1011.80 and 1011.81, based upon the highest available
813 certification for postsecondary students.

814 e. Beginning with the 2022-2023 school year, the state
815 board shall submit the Master Credentials List to the State
816 Board of Education. The list must, at a minimum, identify
817 nondegree credentials and degree programs determined to be of
818 value for purposes of ss. 1008.44 and 1011.62(1); if the
819 credential or degree program meets statewide, regional, or local
820 level demand; the type of certificate, credential, or degree;
821 and the primary standard occupation classification code. For the
822 2021-2022 school year, the Master Credentials List shall be
823 comprised of the CAPE Industry Certification Funding List and
824 the CAPE Postsecondary Industry Certification Funding List under
825 ss. 1008.44 and 1011.62(1) and adopted by the State Board of

826 Education before October 1, 2021.

827 8. The Credentials Review Committee shall establish a
828 process for linking Classifications of Instructional Programs
829 (CIP) to Standard Occupational Classifications (SOC) for all new
830 credentials of value identified on the Master Credentials List.
831 The CIP code aligns instructional programs to occupations. A CIP
832 to SOC link indicates that programs classified in the CIP code
833 category prepare individuals for jobs classified in the SOC code
834 category. The state board shall submit approved CIP to SOC
835 linkages to the State board of Education with each credential
836 that is added to the Master Credentials List.

837 9. The Credentials Review Committee shall identify all
838 data elements necessary to collect information on credentials by
839 the Florida Education and Training Placement Program automated
840 system under s. 1008.39.

841 10. The Credentials Review Committee shall develop a
842 returned-value funding formula as provided under ss.
843 1011.80(7)(b) and 1011.81(2)(b). When developing the formula,
844 the committee may not penalize Florida College System
845 institutions or school districts if students postpone employment
846 to continue their education.

847 (5) The state board has all the powers and authority not
848 explicitly prohibited by statute which are necessary or
849 convenient to carry out and effectuate its purposes as
850 determined by statute, Pub. L. No. 113-128, and the Governor, as

851 well as its functions, duties, and responsibilities, including,
852 but not limited to, the following:

853 (b) Providing policy direction to ensure that the
854 following programs are administered by the department consistent
855 with approved plans:

856 1. Programs authorized under Title I of the Workforce
857 Innovation and Opportunity Act, Pub. L. No. 113-128, with the
858 exception of programs funded directly by the United States
859 Department of Labor under Title I, s. 167.

860 2. Programs authorized under the Wagner-Peyser Act of
861 1933, as amended, 29 U.S.C. ss. 49 et seq.

862 3. Activities authorized under Title II of the Trade Act
863 of 2002, as amended, 19 U.S.C. ss. 2272 et seq., and the Trade
864 Adjustment Assistance Program.

865 4. Activities authorized under 38 U.S.C. chapter 41,
866 including job counseling, training, and placement for veterans.

867 5. Employment and training activities carried out under
868 funds awarded to this state by the United States Department of
869 Housing and Urban Development.

870 6. Welfare transition services funded by the Temporary
871 Assistance for Needy Families Program, created under the
872 Personal Responsibility and Work Opportunity Reconciliation Act
873 of 1996, as amended, Pub. L. No. 104-193, and Title IV, s. 403,
874 of the Social Security Act, as amended.

875 7. The Florida Bonding Program, provided under Pub. L. No.

876 97-300, s. 164(a)(1).

877 8. The Food Assistance Employment and Training Program,
878 provided under the Food and Nutrition Act of 2008, 7 U.S.C. ss.
879 2011-2032; the Food Security Act of 1988, Pub. L. No. 99-198;
880 the Hunger Prevention Act, Pub. L. No. 100-435; and the
881 Agriculture Improvement Act of 2018, Pub. L. No. 115-334.

882 9. The Quick-Response Training Program, provided under ss.
883 288.046-288.047. Matching funds and in-kind contributions that
884 are provided by clients of the Quick-Response Training Program
885 count toward the requirements of s. 288.904, pertaining to the
886 return on investment from activities of Enterprise Florida, Inc.

887 10. The Work Opportunity Tax Credit, provided under the
888 Tax and Trade Relief Extension Act of 1998, Pub. L. No. 105-277,
889 and the Taxpayer Relief Act of 1997, Pub. L. No. 105-34.

890 11. Offender placement services, provided under ss.
891 944.707-944.708.

892

893 ~~The department may adopt rules necessary to administer this~~
894 ~~chapter which relate to implementing and administering the~~
895 ~~programs listed in this paragraph as well as rules related to~~
896 ~~eligible training providers and auditing and monitoring~~
897 ~~subrecipients of the workforce system grant funds.~~

898 (e) Ensuring that the state does not waste valuable
899 training resources. The state board's policy is that all
900 resources, including equipment purchased for training Workforce

901 Innovation and Opportunity Act clients, be available for use at
902 all times by eligible populations as first priority users. At
903 times when eligible populations are not available, such
904 resources shall be used for any other state-authorized education
905 and training purpose. The state board and any of its committees,
906 councils, or administrative entities may authorize expenditures
907 to award suitable framed certificates, pins, or other tokens of
908 recognition for performance by a local workforce development
909 board, its committees and subdivisions, and other units of the
910 workforce system. The state board may also authorize
911 expenditures for promotional items, such as t-shirts, hats, or
912 pens printed with messages promoting the state's workforce
913 system to employers, job seekers, and program participants.
914 However, such expenditures are subject to federal regulations
915 applicable to the expenditure of federal funds.

916 (6) The state board shall ~~may take action that it deems~~
917 ~~necessary to~~ achieve the purposes of this section by, ~~including,~~
918 ~~but not limited to:~~

919 (a) Creating a state employment, education, and training
920 policy that ensures workforce related programs ~~that programs to~~
921 ~~prepare workers~~ are responsive to present and future business
922 and industry needs and complement the initiatives of Enterprise
923 Florida, Inc.

924 (b) Establishing policy direction for a uniform funding
925 system that prioritizes evidence-based, results-driven solutions

926 by providing ~~provides~~ incentives to improve the outcomes of
927 career education, registered apprenticeship, and work-based
928 learning programs and that focuses resources on occupations
929 related to new or emerging industries that add greatly to the
930 value of the state's economy.

931 (c) Establishing a comprehensive policy related to the
932 education and training of target populations such as those who
933 have disabilities, are economically disadvantaged, receive
934 public assistance, are not proficient in English, or are
935 dislocated workers. This approach should ensure the effective
936 use of federal, state, local, and private resources in reducing
937 the need for public assistance by combining two or more sources
938 of funding to support workforce related programs or activities
939 for vulnerable populations.

940 (d) Identifying barriers to coordination and alignment
941 among workforce related programs and activities and developing
942 solutions to remove such barriers.

943 (e) Maintaining a Master Credentials List that:

944 1. Serves as a public and transparent inventory of state-
945 approved credentials of value.

946 2. Directs the use of federal and state funds for
947 workforce education and training programs that lead to approved
948 credentials of value.

949 3. Guides workforce education and training programs by
950 informing the public of the credentials that have value in the

951 current or future job market.

952 ~~(d) Designating Institutes of Applied Technology composed~~
953 ~~of public and private postsecondary institutions working~~
954 ~~together with business and industry to ensure that career~~
955 ~~education programs use the most advanced technology and~~
956 ~~instructional methods available and respond to the changing~~
957 ~~needs of business and industry.~~

958 ~~(e) Providing policy direction for a system to project and~~
959 ~~evaluate labor market supply and demand using the results of the~~
960 ~~Workforce Estimating Conference created in s. 216.136 and the~~
961 ~~career education performance standards identified under s.~~
962 ~~1008.43.~~

963 ~~(f) Reviewing the performance of public programs that are~~
964 ~~responsible for economic development, education, employment, and~~
965 ~~training. The review must include an analysis of the return on~~
966 ~~investment of these programs.~~

967 ~~(g) Expanding the occupations identified by the Workforce~~
968 ~~Estimating Conference to meet needs created by local emergencies~~
969 ~~or plant closings or to capture occupations within emerging~~
970 ~~industries.~~

971 (7) By December 1 of each year, the state board, in
972 consultation with the department, shall submit to the Governor,
973 the President of the Senate, the Speaker of the House of
974 Representatives, the Senate Minority Leader, and the House
975 Minority Leader a complete and detailed annual report setting

976 forth:

977 (a) All audits and investigations, ~~including any audit~~
978 ~~conducted under subsection (8)~~.

979 (b) The operations and accomplishments of the state board,
980 including the programs or entities specified in subsection (6).

981 (c) The number of mandatory partners located within one-
982 stop centers.

983 (d) The progress on implementing solutions to address
984 barriers to coordination and alignment among programs and
985 activities identified under paragraph (6) (d).

986 (8) Annually, beginning July 1, 2022, the state board
987 shall assign and make public a letter grade for each local
988 workforce development board using the criteria established by
989 the Office of Reimagining Education and Career Help under s.
990 14.36 Pursuant to his or her own authority or at the direction
991 ~~of the Legislative Auditing Committee, the Auditor General may~~
992 ~~conduct an audit of the state board and CareerSource Florida,~~
993 ~~Inc., or the programs or entities created by the state board.~~
994 ~~The Office of Program Policy Analysis and Government~~
995 ~~Accountability, pursuant to its authority or at the direction of~~
996 ~~the Legislative Auditing Committee, may review the systems and~~
997 ~~controls related to performance outcomes and quality of services~~
998 ~~of the state board and CareerSource Florida, Inc.~~
999 (9) The state board, in collaboration with the local
1000 workforce development boards and appropriate state agencies and

1001 local public and private service providers, shall establish
1002 uniform performance accountability measures that apply across
1003 the core programs to gauge the performance of the state and
1004 local workforce development boards in achieving the workforce
1005 development strategy.

1006 (b) The performance accountability measures for each local
1007 area consist of the primary indicators of performance, any
1008 additional indicators of performance, and a local level of
1009 performance for each indicator pursuant to Pub. L. No. 113-128.
1010 The local level of performance is determined by the local board,
1011 the chief elected official, and the Governor pursuant to Pub. L.
1012 No. 113-128, Title I, s. 116(c). Any local performance
1013 accountability measures that are established must be based on
1014 identified local area needs.

1015 (11) The workforce development system must use local
1016 design and control of service delivery and targeted activities.
1017 The state board, in consultation with the department, is
1018 responsible for ensuring that local workforce development boards
1019 have a membership consistent with the requirements of federal
1020 and state law and have developed a plan consistent with the
1021 state's workforce development strategy. The plan must specify
1022 methods for allocating the resources and programs in a manner
1023 that eliminates unwarranted duplication, minimizes
1024 administrative costs, meets the existing job market demands and
1025 the job market demands resulting from successful economic

1026 development activities, ensures access to quality workforce
1027 development services for all Floridians, allows for pro rata or
1028 partial distribution of benefits and services, prohibits the
1029 creation of a waiting list or other indication of an unserved
1030 population, serves as many individuals as possible within
1031 available resources, and maximizes successful outcomes. The
1032 state board shall establish incentives for effective alignment
1033 and coordination of federal and state programs and those
1034 identified by the Office of Reimagining Education and Career
1035 Help under s. 14.36(4)(e), outline rewards for long-term self-
1036 sufficiency of ~~successful job placements~~ participants, and
1037 institute collaborative approaches among local service
1038 providers.

1039 Section 7. Subsection (2) of section 445.006, Florida
1040 Statutes, is amended, and subsection (4) is added to that
1041 section, to read:

1042 445.006 State plan for workforce development.—

1043 (2) STRATEGIC PLANNING ELEMENTS.—The state board, in
1044 conjunction with state and local partners in the workforce
1045 development system, shall develop strategic planning elements,
1046 pursuant to Pub. L. No. 113-128, Title I, s. 102, for the state
1047 plan.

1048 (a) The strategic planning elements of the state plan must
1049 include, but need not be limited to, strategies for:

1050 1. Fulfilling the workforce system goals and strategies

1051 prescribed in s. 445.004.~~†~~

1052 2. Aggregating, integrating, and leveraging workforce
1053 system resources.~~†~~

1054 3. Coordinating the activities of federal, state, and
1055 local workforce system partners.~~†~~

1056 4. Addressing the workforce needs of small businesses.~~†~~
1057 and

1058 5. Fostering the participation of rural communities and
1059 distressed urban cores in the workforce system.

1060 (b) The strategic planning elements must include criteria
1061 for allocating workforce resources to local workforce
1062 development boards. With respect to allocating funds to serve
1063 customers of the welfare transition program, such criteria may
1064 include weighting factors that indicate the relative degree of
1065 difficulty associated with securing and retaining employment
1066 placements for specific subsets of the welfare transition
1067 caseload.

1068 (c) The state plan must describe:

1069 1. How the activities will be carried out by the
1070 respective core programs to implement the strategy and how the
1071 activities will be aligned across the programs and among the
1072 entities administering the programs, including using
1073 coenrollment and other strategies.

1074 2. How the activities will be aligned with other
1075 activities that are provided under employment, training,

1076 education, including career and technical education, and human
1077 services programs that are not covered by the state plan, as
1078 appropriate, to avoid duplication and assure coordination.

1079 3. How the entities carrying out the respective core
1080 programs will coordinate activities and provide comprehensive,
1081 high-quality services, including supportive services, to
1082 individuals.

1083 4. How the state's strategy to engage Florida College
1084 System institutions and local career and technical education
1085 schools as partners in the workforce development system will
1086 enable the state to leverage other federal, state, and local
1087 investments and increase access to workforce development
1088 programs at those institutions.

1089 5. How the activities will be coordinated with economic
1090 development strategies.

1091 6. How the state's strategy will improve access to
1092 activities leading to a state approved recognized postsecondary
1093 credential, including a credential that is an industry
1094 recognized certificate or certification that is portable and
1095 builds on additional education or training.

1096 (4) WAIVERS.—The department shall prepare a federal waiver
1097 to be submitted by the Governor to the United States Department
1098 of Labor that:

1099 (a) Allows the state board to fulfill the roles and
1100 responsibilities of local workforce development boards or that

1101 reduces the number of local workforce development boards based
1102 on population size and commuting patterns in order to:

1103 1. Eliminate multiple layers of administrative entities to
1104 improve coordination of the workforce development system.

1105 2. Establish consistent eligibility standards across the
1106 state to improve the accountability of workforce related
1107 programs.

1108 3. Provide greater flexibility in the allocation of
1109 resources to maximize the funds directed to training and
1110 business services.

1111 (b) Allows the Governor to reallocate funds among local
1112 areas that have a demonstrated need for additional funding and
1113 programmatic outcomes that will maximize the use of the
1114 additional funds to serve low-income individuals, public
1115 assistance recipients, dislocated workers, and unemployment
1116 insurance claimants.

1117 Section 8. Section 445.007, Florida Statutes, is amended
1118 to read:

1119 445.007 Local workforce development boards.—

1120 (1) One local workforce development board shall be
1121 appointed in each designated service delivery area and shall
1122 serve as the local workforce development board pursuant to Pub.
1123 L. No. 113-128. The membership of the local board must be
1124 consistent with Pub. L. No. 113-128, Title I, s. 107(b). If a
1125 public education or training provider is represented on the

1126 local board, a representative of a private education provider
1127 must also be appointed to the local board. The state board may
1128 waive this requirement if requested by a local ~~workforce~~
1129 ~~development~~ board if it is demonstrated that such
1130 representatives do not exist in the region. The importance of
1131 minority and gender representation shall be considered when
1132 making appointments to the local board. The local board, its
1133 committees, subcommittees, and subdivisions, and other units of
1134 the workforce system, including units that may consist in whole
1135 or in part of local governmental units, may use any method of
1136 telecommunications to conduct meetings, including establishing a
1137 quorum through telecommunications, provided that the public is
1138 given proper notice of the telecommunications meeting and
1139 reasonable access to observe and, when appropriate, participate.
1140 Local ~~workforce development~~ boards are subject to chapters 119
1141 and 286 and s. 24, Art. I of the State Constitution. ~~If the~~
1142 ~~local workforce development board enters into a contract with an~~
1143 ~~organization or individual represented on the local board, the~~
1144 ~~contract must be approved by a two-thirds vote of the local~~
1145 ~~board, a quorum having been established, and the local board~~
1146 ~~member who could benefit financially from the transaction must~~
1147 ~~abstain from voting on the contract. A local board member must~~
1148 ~~disclose any such conflict in a manner that is consistent with~~
1149 ~~the procedures outlined in s. 112.3143.~~ Each member of a local
1150 ~~workforce development~~ board who is not otherwise required to

1151 file a full and public disclosure of financial interests under
1152 s. 8, Art. II of the State Constitution or s. 112.3144 shall
1153 file a statement of financial interests under s. 112.3145. The
1154 executive director or designated person responsible for the
1155 operational and administrative functions of the local ~~workforce~~
1156 ~~development~~ board who is not otherwise required to file a full
1157 and public disclosure of financial interests under s. 8, Art. II
1158 of the State Constitution or s. 112.3144 shall file a statement
1159 of financial interests under s. 112.3145. The local board's
1160 website, or the department's website if the local board does not
1161 maintain a website, must inform the public that each disclosure
1162 or statement has been filed with the Commission on Ethics and
1163 provide information how each disclosure or statement may be
1164 reviewed. The notice to the public must remain on the website
1165 throughout the term of office or employment of the filer and
1166 until 1 year after the term on the local board or employment
1167 ends.

1168 (2) (a) The local workforce development board shall elect a
1169 chair from among the representatives described in Pub. L. No.
1170 113-128, Title I, s. 107(b)(2)(A) to serve for a term of no more
1171 than 2 years and may not ~~shall~~ ~~serve~~ ~~no~~ more than two terms as
1172 chair. Members of a local workforce development board shall
1173 serve staggered terms and may not serve for more than 8
1174 consecutive years, unless such member is a representative of a
1175 governmental entity. Service in a term of office which commenced

1176 before July 1, 2021, does not count toward the 8-year
1177 limitation.

1178 (b) The Governor may remove a member of the local board,
1179 the executive director of the local board, or the designated
1180 person responsible for the operational and administrative
1181 functions of the local board for cause.

1182 (c) The chief elected official for the local ~~workforce~~
1183 ~~development~~ board may remove a member of the local board, the
1184 executive director of the local board, or the designated person
1185 responsible for the operational and administrative functions of
1186 the local board for cause.

1187 (3) The department shall assign staff to meet with each
1188 local workforce development board annually to review the local
1189 board's performance as determined under s. 445.004(8) and to
1190 certify that the local board is in compliance with applicable
1191 state and federal law.

1192 (4) In addition to the duties and functions specified by
1193 the state board and by the interlocal agreement approved by the
1194 local county or city governing bodies, the local workforce
1195 development board shall have the following responsibilities:

1196 (a) Develop, submit, ratify, or amend the local plan
1197 pursuant to Pub. L. No. 113-128, Title I, s. 108 and this act.

1198 (b) Conclude agreements necessary to designate the fiscal
1199 agent and administrative entity. A public or private entity,
1200 including an entity established under s. 163.01, which makes a

1201 majority of the appointments to a local ~~workforce development~~
1202 board may serve as the local board's administrative entity if
1203 approved by the department based upon a showing that a fair and
1204 competitive process was used to select the administrative
1205 entity.

1206 (c) Provide ongoing oversight related to administrative
1207 costs, duplicated services, career counseling, economic
1208 development, equal access, compliance and accountability, and
1209 performance outcomes.

1210 (d) Oversee the one-stop delivery system in its local
1211 area.

1212 (5) The department and CareerSource Florida, Inc., in
1213 consultation with the state board, shall implement a training
1214 program for the local workforce development boards to
1215 familiarize local board members with the state's workforce
1216 development goals and strategies.

1217 (6) Consistent with federal and state law, the local
1218 workforce development board shall designate all local service
1219 providers and may not transfer this authority to a third party.
1220 Consistent with the intent of the Workforce Innovation and
1221 Opportunity Act, local ~~workforce development~~ boards should
1222 provide the greatest possible choice of training providers to
1223 those who qualify for training services. A local ~~workforce~~
1224 ~~development~~ board may not restrict the choice of training
1225 providers based upon cost, location, or historical training

1226 arrangements. However, a local board may restrict the amount of
1227 training resources available to any one client. Such
1228 restrictions may vary based upon the cost of training in the
1229 client's chosen occupational area. The local ~~workforce~~
1230 ~~development~~ board may be designated as a one-stop operator and
1231 direct provider of intake, assessment, eligibility
1232 determinations, or other direct provider services except
1233 training services. Such designation may occur only with the
1234 agreement of the chief elected official and the Governor as
1235 specified in 29 U.S.C. s. 2832(f)(2). The state board shall
1236 establish procedures by which a local ~~workforce-development~~
1237 board may request permission to operate under this section and
1238 the criteria under which such permission may be granted. The
1239 criteria shall include, but need not be limited to, a reduction
1240 in the cost of providing the permitted services. Such permission
1241 shall be granted for a period not to exceed 3 years for any
1242 single request submitted by the local ~~workforce-development~~
1243 board.

1244 (7) Local workforce development boards shall adopt a
1245 committee structure consistent with applicable federal law and
1246 state policies established by the state board.

1247 (8) The importance of minority and gender representation
1248 shall be considered when appointments are made to any committee
1249 established by the local workforce development board.

1250 (9) For purposes of procurement, local workforce

1251 development boards and their administrative entities are not
1252 state agencies and are exempt from chapters 120 and 287. The
1253 local ~~workforce development~~ boards shall apply the procurement
1254 and expenditure procedures required by federal law and policies
1255 of the department and the state board for the expenditure of
1256 federal, state, and nonpass-through funds. The making or
1257 approval of smaller, multiple payments for a single purchase
1258 with the intent to avoid or evade the monetary thresholds and
1259 procedures established by federal law and policies of the
1260 department and the state board is grounds for removal for cause.
1261 Local ~~workforce development~~ boards, their administrative
1262 entities, committees, and subcommittees, and other workforce
1263 units may authorize expenditures to award suitable framed
1264 certificates, pins, or other tokens of recognition for
1265 performance by units of the workforce development system. Local
1266 ~~workforce development~~ boards; their administrative entities,
1267 committees, and subcommittees; and other workforce units may
1268 authorize expenditures for promotional items, such as t-shirts,
1269 hats, or pens printed with messages promoting the state's
1270 ~~Florida's~~ workforce system to employers, job seekers, and
1271 program participants. However, such expenditures are subject to
1272 federal regulations applicable to the expenditure of federal
1273 funds. All contracts executed by local ~~workforce development~~
1274 boards must include specific performance expectations and
1275 deliverables.

1276 (10) State and federal funds provided to the local
 1277 workforce development boards may not be used directly or
 1278 indirectly to pay for meals, food, or beverages for members,
 1279 staff, or employees of local ~~workforce development~~ boards, the
 1280 state board, or the department except as expressly authorized by
 1281 state law. Preapproved, reasonable, and necessary per diem
 1282 allowances and travel expenses may be reimbursed. Such
 1283 reimbursement shall be at the standard travel reimbursement
 1284 rates established in s. 112.061 and shall be in compliance with
 1285 all applicable federal and state requirements. The department
 1286 shall provide fiscal and programmatic guidance to the state
 1287 board, CareerSource Florida, Inc., and all local ~~workforce~~
 1288 ~~development~~ boards to hold both the state and local ~~workforce~~
 1289 ~~development~~ boards strictly accountable for adherence to the
 1290 policy and subject to regular and periodic monitoring by the
 1291 department. Local boards are prohibited from expending state or
 1292 federal funds for entertainment costs and recreational
 1293 activities for local board members and employees as these terms
 1294 are defined by 2 C.F.R. part 200.

1295 (11) (a) To increase transparency and accountability, a
 1296 local workforce development board must comply with the
 1297 requirements of this section before contracting with a member of
 1298 the local board; ~~or~~ a relative, as defined in s. 112.3143(1)(c),
 1299 of a local board member; an organization or individual
 1300 represented on the local board; or of an employee of the local

1301 board. Such contracts may not be executed before or without the
1302 prior approval of the department. Such contracts, as well as
1303 documentation demonstrating adherence to this section as
1304 specified by the department, must be submitted to the department
1305 for review and approval. Such a contract must be approved by a
1306 two-thirds vote of the local board, a quorum having been
1307 established; all conflicts of interest must be disclosed before
1308 the vote in a manner that is consistent with the procedures
1309 outlined in s. 112.3143(4); and any member who may benefit from
1310 the contract, or whose organization or relative may benefit from
1311 the contract, must abstain from the vote. A contract subject to
1312 the requirements of this subsection may not be included on a
1313 consent agenda.

1314 (b) A contract under \$10,000 ~~\$25,000~~ between a local
1315 ~~workforce development board,~~ and a member of that board or
1316 ~~between~~ a relative, as defined in s. 112.3143(1)(c), of a local
1317 board member, or of an employee of the local board is not
1318 required to have the prior approval of the department, but must
1319 be approved by a two-thirds vote of the local board, a quorum
1320 having been established, and must be reported to the department
1321 and the state board within 30 days after approval.

1322 (c) All contracts between a local board and a member of
1323 the local board; a relative, as defined in s. 112.3143(1)(c), of
1324 a local board member; an organization or individual represented
1325 on the local board; or an employee of the local board, approved

1326 on or after July 1, 2021, must also be published on the local
1327 board's website, or on the department's website if the local
1328 board does not maintain a website, within 10 days after approval
1329 by the local board or department, whichever is later. Such
1330 contracts must remain published on the website for at least 1
1331 year after termination of the contract.

1332 (d) In considering whether to approve a contract under
1333 this subsection, the department shall review and consider all
1334 documentation provided to the department by the local board,
1335 including the performance of the entity with which the local
1336 board is proposing to contract with, if applicable, and the
1337 nature, size, and makeup of the business community served by the
1338 local board, including whether the entity with which the local
1339 board is proposing to contract with is the only provider of the
1340 desired goods or services within the area served by the local
1341 board ~~If a contract cannot be approved by the department, a~~
1342 ~~review of the decision to disapprove the contract may be~~
1343 ~~requested by the local workforce development board or other~~
1344 ~~parties to the disapproved contract.~~

1345 (12) Each local workforce development board shall develop
1346 a budget for the purpose of carrying out the duties of the local
1347 board under this section, subject to the approval of the chief
1348 elected official. Each local ~~workforce development~~ board shall
1349 submit its annual budget for review to the department no later
1350 than 2 weeks after the chair approves the budget. The local

1351 board shall publish the budget on its website, or the
1352 department's website if the local board does not maintain a
1353 website, within 10 days after approval by the department. The
1354 budget shall remain published on the website for the duration of
1355 the fiscal year for which it accounts for the expenditure of
1356 funds.

1357 (13) Each local workforce development board shall
1358 annually, within 30 days after the end of the fiscal year,
1359 disclose to the department, in a manner determined by the
1360 department, the amount and nature of compensation paid to all
1361 executives, officers, directors, trustees, key employees, and
1362 the highest compensated employees, as defined for purposes of
1363 the Internal Revenue Service Form 990, Return of Organization
1364 Exempt from Income Tax, including salary, bonuses, present value
1365 of vested benefits including but not limited to retirement,
1366 accrued leave and paid time off, cashed-in leave, cash
1367 equivalents, severance pay, pension plan accruals and
1368 contributions, deferred compensation, real property gifts, and
1369 any other liability owed to such persons. The disclosure must be
1370 accompanied by a written declaration, as provided for under s.
1371 92.525(2), from the chief financial officer, or his or her
1372 designee, that he or she has read the foregoing document and the
1373 facts stated in it are true. Such information must also be
1374 published on the local board's website, or the department's
1375 website if the local board does not maintain a website, for a

1376 period of 3 years after it is first published.

1377 (14) Each local workforce development board shall annually
 1378 publish its most recent Internal Revenue Service Form 990,
 1379 Return of Organization Exempt from Income Tax, on its website,
 1380 or the department's website if the local board does not maintain
 1381 a website. The form must be posted on the local board's website
 1382 within 60 calendar days after it is filed with the Internal
 1383 Revenue Service and remain posted for 3 years after it is filed.

1384 Section 9. Paragraphs (a) and (e) of subsection (8) of
 1385 section 445.009, Florida Statutes, are amended to read:

1386 445.009 One-stop delivery system.—

1387 (8) (a) Individual Training Accounts must be expended on
 1388 programs that prepare people to enter ~~high-wage~~ occupations
 1389 identified by the Labor Market Workforce Estimating Conference
 1390 created by s. 216.136, and on other programs recommended and
 1391 approved by the state board following a review by the department
 1392 to determine the program's compliance with federal law.

1393 (e) Training services provided through Individual Training
 1394 Accounts must be performance-based, with successful job
 1395 placement triggering final full payment of at least 10 percent.

1396 Section 10. Section 445.011, Florida Statutes, is amended,
 1397 to read:

1398 445.011 Consumer-first workforce system ~~information~~
 1399 ~~systems.~~—

1400 (1) The department, in consultation with the state board,

1401 the Department of Education, and the Department of Children and
1402 Families, shall implement, subject to legislative appropriation,
1403 an automated consumer-first workforce system that improves
1404 coordination among required one-stop partners and is ~~information~~
1405 ~~systems that are~~ necessary for the efficient and effective
1406 operation and management of the workforce development system.
1407 This system ~~These information systems~~ shall include, but need
1408 not be limited to, the following:

1409 (a) An integrated management system for the one-stop
1410 service delivery system, which includes, at a minimum, common
1411 registration and intake for required one-stop partners,
1412 screening for needs and benefits, case management ~~planning and~~
1413 ~~tracking,~~ training benefits management, service and training
1414 provider management, performance reporting, executive
1415 information and reporting, and customer-satisfaction tracking
1416 and reporting.

1417 1. The system should report current budgeting,
1418 expenditure, and performance information for assessing
1419 performance related to outcomes, service delivery, and financial
1420 administration for workforce programs pursuant to s. 445.004(5)
1421 and (9).

1422 2. The ~~information~~ system should include auditable systems
1423 and controls to ensure financial integrity and valid and
1424 reliable performance information.

1425 3. The system should support service integration and case

1426 management across programs and agencies by providing for case
1427 tracking for participants in workforce programs, participants
1428 who receive benefits pursuant to public assistance programs
1429 under chapter 414, and participants in welfare transition
1430 programs under this chapter.

1431 (b) An automated job-matching information system that is
1432 accessible to employers, job seekers, and other users via the
1433 Internet, and that includes, at a minimum:

1434 1. Skill match information, including skill gap analysis;
1435 resume creation; job order creation; skill tests; job search by
1436 area, employer type, and employer name; and training provider
1437 linkage;

1438 2. Job market information based on surveys, including
1439 local, state, regional, national, and international occupational
1440 and job availability information; and

1441 3. Service provider information, including education and
1442 training providers, child care facilities and related
1443 information, health and social service agencies, and other
1444 providers of services that would be useful to job seekers.

1445 (2) The department may procure independent verification
1446 and validation services associated with developing and
1447 implementing the consumer-first ~~any~~ workforce ~~information~~
1448 system.

1449 (3) The department shall coordinate development and
1450 implementation of the consumer-first workforce system

1451 ~~information systems~~ with the state chief information officer to
1452 ensure compatibility with the state's information system
1453 strategy and enterprise architecture.

1454 (4) Any contract entered into or renewed on or after July
1455 1, 2021, for the purpose of implementing this section must be
1456 performance based.

1457 (5) The department shall develop training for required
1458 one-stop partners on the use of the consumer-first workforce
1459 system and how to prequalify individuals for workforce programs.

1460 Section 11. Section 445.033, Florida Statutes, is amended
1461 to read:

1462 445.033 Evaluation.—The ~~department state board~~ and the
1463 Department of Children and Families shall measure the
1464 performance of workforce related programs and services for
1465 participants who receive benefits pursuant to family self-
1466 sufficiency programs under chapter 414, and participants in
1467 welfare transition ~~arrange for evaluation of TANF-funded~~
1468 programs ~~operated~~ under this chapter, as follows:

1469 ~~(1) If required by federal waivers or other federal~~
1470 ~~requirements, the state board and the department may provide for~~
1471 ~~evaluation according to these requirements.~~

1472 (1)(2) The state board and the department shall consult
1473 with local workforce development boards to develop annual
1474 performance reports that analyze participants' transition from
1475 public assistance to self-sufficiency, including, but not

1476 limited to, ~~shall participate in the evaluation of this program~~
1477 ~~in conjunction with evaluation of the state's workforce~~
1478 ~~development programs or similar activities aimed at evaluating~~
1479 ~~program outcomes, cost-effectiveness, or return on investment,~~
1480 and coenrollment in these programs, and the impact of time
1481 limits, sanctions, and other welfare reform measures ~~set out in~~
1482 ~~this chapter.~~ Each local board shall, at a minimum, provide
1483 quarterly reports on the following measures:

1484 (a) The percent of participants working in unsubsidized
1485 employment.

1486 (b) The percent of participants who stop receiving
1487 benefits for reasons other than disqualification or sanction.

1488 (c) The number of sanctions and waivers that are granted,
1489 measured by the type of sanction or waiver and the number of
1490 completed compliance activities that lead to a restoration of
1491 benefits.

1492 (d) The median placement wage rate.

1493 (e) The TANF work participation rate, defined as the
1494 participation requirements specified under Public Law 109-171,
1495 the Deficit Reduction Act of 2005.

1496 (f) A self-sufficiency index, by county, calculated each
1497 quarter based on the percent of current or former participants
1498 who stop receiving benefits or are working 30 or more hours per
1499 week and at 1 and 2 years after participants stop receiving
1500 benefits or work 30 or more hours per week. The quarterly report

1501 must include the percentage of participants earning at or above
1502 200 percent of the federal poverty level 3 years after
1503 participants stop receiving benefits or work 30 or more hours
1504 per week. The quarterly report must also contain an expected
1505 range of performance for each county on the self-sufficiency
1506 index. The expected range shall be derived by a statistical
1507 methodology developed in consultation with the local boards. The
1508 statistical methodology shall control differences across
1509 counties in economic conditions and demographics of participants
1510 in family self-sufficiency programs under chapter 414, and
1511 welfare transition programs under this chapter. Evaluation shall
1512 ~~also contain information on the number of participants in work~~
1513 ~~experience assignments who obtain unsubsidized employment,~~
1514 ~~including, but not limited to, the length of time the~~
1515 ~~unsubsidized job is retained, wages, and the public benefits, if~~
1516 ~~any, received by such families while in unsubsidized employment.~~
1517 ~~The evaluation must solicit the input of consumers, community-~~
1518 ~~based organizations, service providers, employers, and the~~
1519 ~~general public, and must publicize, especially in low-income~~
1520 ~~communities, the process for submitting comments.~~

1521 (2)~~(3)~~ The state board and the department shall ~~may~~ share
1522 information with and develop protocols for information exchange
1523 with the Florida Education and Training Placement Information
1524 Program.

1525 (3)~~(4)~~ The state board and the department may initiate or

1526 | participate in additional evaluation or assessment activities
 1527 | that will further the systematic study of issues related to
 1528 | program goals and outcomes.

1529 | (4)~~(5)~~ In providing for evaluation activities, the state
 1530 | board and the department shall safeguard the use or disclosure
 1531 | of information obtained from program participants consistent
 1532 | with federal or state requirements. Evaluation methodologies may
 1533 | be used which are appropriate for evaluation of program
 1534 | activities, including random assignment of recipients or
 1535 | participants into program groups or control groups. To the
 1536 | extent necessary or appropriate, evaluation data shall provide
 1537 | information with respect to the state, district, or county, or
 1538 | other substate area.

1539 | (5)~~(6)~~ The state board and the department may contract
 1540 | with a qualified organization for evaluations conducted under
 1541 | this section.

1542 | Section 12. Section 445.038, Florida Statutes, is amended
 1543 | to read:

1544 | 445.038 Digital media; job training.—CareerSource Florida,
 1545 | Inc., through the Department of Economic Opportunity, may use
 1546 | funds dedicated for incumbent worker training for the digital
 1547 | media industry. Training may be provided by public or private
 1548 | training providers for broadband digital media jobs listed on
 1549 | the ~~targeted~~ occupations list developed by the Labor Market
 1550 | ~~Workforce~~ Estimating Conference ~~or CareerSource Florida, Inc.~~

1551 Programs that operate outside the normal semester time periods
1552 and coordinate the use of industry and public resources should
1553 be given priority status for funding.

1554 Section 13. Subsection (8) of section 446.021, Florida
1555 Statutes, is amended to read:

1556 446.021 Definitions of terms used in ss. 446.011-446.092.—
1557 As used in ss. 446.011-446.092, the term:

1558 (8) "Uniform minimum ~~preapprenticeship~~ standards" means
1559 the minimum requirements established uniformly for each
1560 occupation ~~craft~~ under which an apprenticeship or a
1561 preapprenticeship program is administered or a work-based
1562 learning opportunity is provided. The term ~~and~~ includes
1563 standards of admission, training goals, training objectives,
1564 curriculum outlines, objective standards to measure successful
1565 completion of the apprenticeship or preapprenticeship program or
1566 work-based learning opportunity, and the percentage of credit
1567 which may be given to an apprentice or a preapprentice or work-
1568 based learning student ~~preapprenticeship graduates upon~~
1569 ~~acceptance into the apprenticeship program.~~

1570 Section 14. Subsection (1), paragraphs (b) and (f) of
1571 subsection (2), and subsection (3) of section 446.032, Florida
1572 Statutes, are amended, and paragraphs (g) and (h) are added to
1573 subsection (2) of that section, to read:

1574 446.032 General duties of the department for
1575 apprenticeship training.—The department shall:

1576 (1) Establish uniform minimum standards and policies
 1577 governing apprenticeship and preapprenticeship ~~apprentice~~
 1578 programs and agreements which must require training providers to
 1579 submit data necessary to determine program performance
 1580 consistent with state and federal law. The standards and
 1581 policies shall govern the terms and conditions of the
 1582 apprentice's employment and training, including the quality
 1583 training of the apprentice for, but not limited to, such matters
 1584 as ratios of apprentices to journeyworkers, safety, related
 1585 instruction, and on-the-job training; but these standards and
 1586 policies may not include rules, standards, or guidelines that
 1587 require the use of apprentices and job trainees on state,
 1588 county, or municipal contracts. The department shall ~~may~~ adopt
 1589 rules necessary to administer the standards and policies.

1590 (2) By September 1 of each year, publish an annual report
 1591 on apprenticeship and preapprenticeship programs. The report
 1592 must be published on the department's website and, at a minimum,
 1593 include all of the following:

1594 (b) A detailed summary of each local educational agency's
 1595 expenditure of funds for apprenticeship and preapprenticeship
 1596 programs, including:

1597 1. The total amount of funds received for apprenticeship
 1598 and preapprenticeship programs. ~~†~~

1599 2. The total amount of funds allocated by training
 1600 provider, program, and to each trade or occupation. ~~†~~

1601 3. The total amount of funds expended for administrative
 1602 costs by training provider, program, and ~~per trade or~~
 1603 occupation. ~~and~~

1604 4. The total amount of funds expended for instructional
 1605 costs by training provider, program, ~~per trade~~ and occupation.

1606 (f) Documentation of activities conducted by the
 1607 department to promote apprenticeship and preapprenticeship
 1608 programs through public engagement, community-based
 1609 partnerships, and other initiatives and the outcomes of such
 1610 activities and their impact on establishing or expanding
 1611 apprenticeship and preapprenticeship programs.

1612 (g) Retention and completion rates of participants
 1613 disaggregated by training provider, program, and occupation.

1614 (h) Wage progression of participants as demonstrated by
 1615 starting, exit, and postapprenticeship wages at 1 and 5 years
 1616 after participants exit the program.

1617 (3) Provide assistance to district school boards, Florida
 1618 College System institution boards of trustees, program sponsors,
 1619 and local workforce development boards in notifying students,
 1620 parents, and members of the community of the availability of
 1621 apprenticeship and preapprenticeship opportunities, including
 1622 data provided in the economic security report under ~~pursuant to~~
 1623 s. 445.07 and other state career planning resources.

1624 Section 15. Section 446.041, Florida Statutes, is amended
 1625 to read:

1626 446.041 ~~Apprenticeship program~~, Duties of the department.-
 1627 The department shall:
 1628 (1) Administer ss. 446.011-446.092.
 1629 (2) Administer the standards established by the
 1630 department.
 1631 (3) Register in accordance with this chapter any
 1632 apprenticeship or preapprenticeship program, regardless of
 1633 affiliation, which meets standards established by the
 1634 department.
 1635 (4) Investigate complaints concerning the failure of any
 1636 registered program to meet the standards established by the
 1637 department.
 1638 (5) Cancel the registration of any program that fails to
 1639 comply with the standards and policies of the department or that
 1640 unreasonably fails or refuses to cooperate with the department
 1641 in monitoring and enforcing compliance with the standards.
 1642 (6) Develop and encourage apprenticeship programs.
 1643 (7) Lead and coordinate outreach efforts to educate
 1644 veterans about apprenticeship and career opportunities.
 1645 (8) Cooperate with and assist local apprenticeship
 1646 sponsors in the development of their apprenticeship standards
 1647 and training requirements.
 1648 (9) Encourage registered apprenticeship programs to grant
 1649 consideration and credit to individuals completing registered
 1650 preapprenticeship programs.

1651 (10) Monitor registered apprenticeship programs to ensure
1652 that they are being operated in compliance with all applicable
1653 standards.

1654 (11) Supervise all apprenticeship programs that are
1655 registered with the department.

1656 (12) Ensure that minority and gender diversity are
1657 considered in administering this program.

1658 (13) Adopt rules required to administer ss. 446.011-
1659 446.092.

1660 Section 16. Section 446.0915, Florida Statutes, is created
1661 to read:

1662 446.0915 Work-based learning opportunities.-

1663 (1) As used in this section, the term "work-based learning
1664 opportunity" means an interaction with industry or community
1665 professionals that occurs in a workplace setting, to the extent
1666 possible, or a simulated environment at an educational
1667 institution that allows firsthand experience with tasks required
1668 in a given career field, is aligned with curriculum and
1669 instruction, and is provided in partnership with an educational
1670 institution.

1671 (2) A work-based learning opportunity must meet all of the
1672 following criteria:

1673 (a) Be developmentally appropriate.

1674 (b) Identify learning objectives for the term of
1675 experience.

- 1676 (c) Explore multiple aspects of an industry.
- 1677 (d) Develop workplace skills and competencies.
- 1678 (e) Assess performance.
- 1679 (f) Provide opportunities for work-based reflection.
- 1680 (g) Link to next steps in career planning and preparation
- 1681 in a student's chosen career pathway.
- 1682 (h) Be provided in an equal and fair manner.
- 1683 (i) Be documented and reported in compliance with state
- 1684 and federal labor laws.

1685

1686 A work-based learning opportunity should prioritize paid

1687 experiences, such as apprenticeship and preapprenticeship

1688 programs.

1689 (3) The State Board of Education shall adopt rules to

1690 implement this section which must include uniform minimum

1691 standards and guidelines for determining student eligibility,

1692 obligations of employers, and requirements of institutions that

1693 offer work-based learning opportunities.

1694 Section 17. Subsection (43) of section 570.07, Florida

1695 Statutes, is amended to read:

1696 570.07 Department of Agriculture and Consumer Services;

1697 functions, powers, and duties.—The department shall have and

1698 exercise the following functions, powers, and duties:

1699 (43) In cooperation with the Institute of Food and

1700 Agricultural Sciences at the University of Florida and the

1701 College of Agriculture and Food Sciences at the Florida
1702 Agricultural and Mechanical University, submit industry
1703 certifications for agriculture occupations ~~to annually provide~~
1704 to the Credentials Review Committee established in s. 445.004(4)
1705 ~~State Board of Education and the Department of Education~~
1706 ~~information and industry certifications for farm occupations~~ to
1707 be considered for placement on the Master Credentials List ~~CAPE~~
1708 ~~Industry Certification Funding List and the CAPE Postsecondary~~
1709 ~~Industry Certification Funding List pursuant to s. 1008.44.~~
1710 ~~Information and industry certifications provided by the~~
1711 ~~department must be based upon the best available~~
1712 ~~data.~~

1713 Section 18. Paragraph (b) of subsection (5) of section
1714 1001.706, Florida Statutes, is amended to read:

1715 1001.706 Powers and duties of the Board of Governors.—

1716 (5) POWERS AND DUTIES RELATING TO ACCOUNTABILITY.—

1717 (b) The Board of Governors shall develop a strategic plan
1718 specifying goals and objectives for the State University System
1719 and each constituent university, including each university's
1720 contribution to overall system goals and objectives. The
1721 strategic plan must:

1722 1. Include performance metrics and standards common for
1723 all institutions and metrics and standards unique to
1724 institutions depending on institutional core missions,
1725 including, but not limited to, student admission requirements,

1726 retention, graduation, percentage of graduates who have attained
1727 employment, percentage of graduates enrolled in continued
1728 education, licensure passage, average wages of employed
1729 graduates, average cost per graduate, excess hours, student loan
1730 burden and default rates, faculty awards, total annual research
1731 expenditures, patents, licenses and royalties, intellectual
1732 property, startup companies, annual giving, endowments, and
1733 well-known, highly respected national rankings for institutional
1734 and program achievements.

1735 2. Consider reports and recommendations of the Florida
1736 Talent Development Council under ~~pursuant to~~ s. 1004.015 and the
1737 Articulation Coordinating Committee under ~~pursuant to~~ s.
1738 1007.01.

1739 3. Include student enrollment and performance data
1740 delineated by method of instruction, including, but not limited
1741 to, traditional, online, and distance learning instruction.

1742 4. Include criteria for designating baccalaureate degree
1743 and master's degree programs at specified universities as high-
1744 demand programs of emphasis. The programs of emphasis list
1745 adopted by the Board of Governors before July 1, 2021, shall be
1746 used for the 2021-2022 academic year. Beginning in the 2022-2023
1747 academic year, the Board of Governors shall adopt the criteria
1748 to determine value for and prioritization of degree credentials
1749 and degree programs established by the Credentials Review
1750 Committee under s. 445.004 for designating ~~Fifty percent of the~~

1751 ~~criteria for designation as high-demand programs of emphasis.~~
1752 The Board of Governors must review designated programs of
1753 emphasis, at a minimum, every 3 years to ensure alignment with
1754 the prioritization of degree credentials and degree programs
1755 identified by the Credentials Review Committee. ~~must be based on~~
1756 ~~achievement of performance outcome thresholds determined by the~~
1757 ~~Board of Governors, and 50 percent of the criteria must be based~~
1758 ~~on achievement of performance outcome thresholds specifically~~
1759 ~~linked to:~~

1760 a. ~~Job placement in employment of 36 hours or more per~~
1761 ~~week and average full-time wages of graduates of the degree~~
1762 ~~programs 1 year and 5 years after graduation, based in part on~~
1763 ~~data provided in the economic security report of employment and~~
1764 ~~earning outcomes produced annually pursuant to s. 445.07.~~

1765 b. ~~Data-driven gap analyses, conducted by the Board of~~
1766 ~~Governors, of the state's job market demands and the outlook for~~
1767 ~~jobs that require a baccalaureate or higher degree. Each state~~
1768 ~~university must use the gap analyses to identify internship~~
1769 ~~opportunities for students to benefit from mentorship by~~
1770 ~~industry experts, earn industry certifications, and become~~
1771 ~~employed in high-demand fields.~~

1772 Section 19. Paragraph (e) of subsection (1) of section
1773 1003.4156, Florida Statutes, is amended to read:

1774 1003.4156 General requirements for middle grades
1775 promotion.—

1776 (1) In order for a student to be promoted to high school
1777 from a school that includes middle grades 6, 7, and 8, the
1778 student must successfully complete the following courses:

1779 (e) One course in career and education planning to be
1780 completed in grades 6, 7, or 8, which may be taught by any
1781 member of the instructional staff. The course must be Internet-
1782 based, customizable to each student, and include research-based
1783 assessments to assist students in determining educational and
1784 career options and goals. In addition, the course must result in
1785 a completed personalized academic and career plan for the
1786 student that may be revised as the student progresses through
1787 middle school and high school; must emphasize the importance of
1788 entrepreneurship and employability skills; and must include
1789 information from the Department of Economic Opportunity's
1790 economic security report under s. 445.07 and other state career
1791 planning resources. The required personalized academic and
1792 career plan must inform students of high school graduation
1793 requirements, including a detailed explanation of the
1794 requirements for earning a high school diploma designation under
1795 s. 1003.4285; the requirements for each scholarship in the
1796 Florida Bright Futures Scholarship Program; state university and
1797 Florida College System institution admission requirements;
1798 available opportunities to earn college credit in high school,
1799 including Advanced Placement courses; the International
1800 Baccalaureate Program; the Advanced International Certificate of

1801 Education Program; dual enrollment, including career dual
1802 enrollment; and career education courses, including career-
1803 themed courses, preapprenticeship and apprenticeship programs,
1804 and course sequences that lead to industry certification
1805 pursuant to s. 1003.492 or s. 1008.44. The course may be
1806 implemented as a stand-alone course or integrated into another
1807 course or courses.

1808 Section 20. Paragraph (s) of subsection (2) of section
1809 1003.42, Florida Statutes, is amended to read:

1810 1003.42 Required instruction.—

1811 (2) Members of the instructional staff of the public
1812 schools, subject to the rules of the State Board of Education
1813 and the district school board, shall teach efficiently and
1814 faithfully, using the books and materials required that meet the
1815 highest standards for professionalism and historical accuracy,
1816 following the prescribed courses of study, and employing
1817 approved methods of instruction, the following:

1818 (s) A character development program in the elementary
1819 schools, similar to Character First or Character Counts, which
1820 is secular in nature. Beginning in school year 2004-2005, the
1821 character development program shall be required in kindergarten
1822 through grade 12. Each district school board shall develop or
1823 adopt a curriculum for the character development program that
1824 shall be submitted to the department for approval. The character
1825 development curriculum shall stress the qualities of patriotism;

1826 responsibility; citizenship; kindness; respect for authority,
1827 life, liberty, and personal property; honesty; charity; self-
1828 control; racial, ethnic, and religious tolerance; and
1829 cooperation. The character development curriculum for grades 9
1830 through 12 shall, at a minimum, include instruction on
1831 developing leadership skills, interpersonal skills, organization
1832 skills, and research skills; creating a resume, including a
1833 digital resume; exploring career pathways; using state career
1834 planning resources; developing and practicing the skills
1835 necessary for employment interviews; conflict resolution,
1836 workplace ethics, and workplace law; managing stress and
1837 expectations; and developing skills that enable students to
1838 become more resilient and self-motivated.

1839
1840 The State Board of Education is encouraged to adopt standards
1841 and pursue assessment of the requirements of this subsection. A
1842 character development program that incorporates the values of
1843 the recipients of the Congressional Medal of Honor and that is
1844 offered as part of a social studies, English Language Arts, or
1845 other schoolwide character building and veteran awareness
1846 initiative meets the requirements of paragraphs (s) and (t).

1847 Section 21. Subsections (3) and (5) of section 1003.4203,
1848 Florida Statutes, are amended to read:

1849 1003.4203 Digital materials, CAPE Digital Tool
1850 certificates, and technical assistance.—

1851 (3) CAPE DIGITAL TOOL CERTIFICATES.—The department shall
1852 identify, in the CAPE Industry Certification Funding List under
1853 ss. 1003.492 and 1008.44 ~~by June 15 of each year~~, CAPE Digital
1854 Tool certificates that indicate a student's digital skills. The
1855 department shall notify each school district when the
1856 certificates are available. The certificates shall be made
1857 available to all public elementary and middle grades students.

1858 (a) Targeted skills to be mastered for the certificate
1859 include digital skills that are necessary to the student's
1860 academic work and skills the student may need in future
1861 employment. ~~The skills must include, but are not limited to,~~
1862 ~~word processing; spreadsheets; presentations, including sound,~~
1863 ~~motion, and color presentations; digital arts; cybersecurity;~~
1864 ~~and coding consistent with CAPE industry certifications that are~~
1865 ~~listed on the CAPE Industry Certification Funding List, pursuant~~
1866 ~~to ss. 1003.492 and 1008.44.~~ CAPE Digital Tool certificates
1867 earned by students are eligible for additional full-time
1868 equivalent membership under ~~pursuant to~~ s. 1011.62(1)(o)1.a.

1869 (b) The school district shall notify each middle school
1870 advisory council of the methods of delivery of the open-access
1871 content and assessments for the certificates. If there is no
1872 middle school advisory council, notification must be provided to
1873 the district advisory council.

1874 (c) The Legislature intends that by July 1, 2018, on an
1875 annual basis, at least 75 percent of public middle grades

1876 students earn at least one CAPE Digital Tool certificate.

1877 (5) CAPE INNOVATION AND CAPE ACCELERATION.—

1878 (a) CAPE Innovation.—~~Up to five Courses,~~ identified in the
1879 CAPE Industry Certification Funding List, ~~annually approved by~~
1880 ~~the commissioner~~ that combine academic and career content, and
1881 performance outcome expectations that, if achieved by a student,
1882 shall articulate for college credit and be eligible for
1883 additional full-time equivalent membership under ~~pursuant to~~ s.
1884 1011.62(1)(o)1.c. Such approved courses must incorporate at
1885 least two third-party assessments that, if successfully
1886 completed by a student, shall articulate for college credit. At
1887 least one of the two third-party assessments must be associated
1888 with an industry certification that is identified on the CAPE
1889 Industry Certification Funding List. Each course that is
1890 approved by the commissioner must be specifically identified in
1891 the Course Code Directory as a CAPE Innovation Course.

1892 (b) CAPE Acceleration.—Industry certifications, ~~annually~~
1893 ~~approved by the commissioner,~~ that articulate for 15 or more
1894 college credit hours and, if successfully completed, are ~~shall~~
1895 ~~be~~ eligible for additional full-time equivalent membership under
1896 ~~pursuant to~~ s. 1011.62(1)(o)1.d. Each approved industry
1897 certification must be specifically identified in the CAPE
1898 Industry Certification Funding List as a CAPE Acceleration
1899 Industry Certification.

1900 Section 22. Paragraphs (a) and (b) of subsection (3) and

1901 subsection (5) of section 1003.491, Florida Statutes, are
 1902 amended to read:

1903 1003.491 Florida Career and Professional Education Act.—
 1904 The Florida Career and Professional Education Act is created to
 1905 provide a statewide planning partnership between the business
 1906 and education communities in order to attract, expand, and
 1907 retain targeted, high-value industry and to sustain a strong,
 1908 knowledge-based economy.

1909 (3) The strategic 3-year plan developed jointly by the
 1910 local school district, local workforce development boards,
 1911 economic development agencies, and state-approved postsecondary
 1912 institutions shall be constructed and based on:

1913 (a) Research conducted to objectively determine local and
 1914 regional workforce needs for the ensuing 3 years, using labor
 1915 projections as identified by the Labor Market Estimating
 1916 Conference created in s. 216.136 of the United States Department
 1917 of Labor and the Department of Economic Opportunity;

1918 (b) Strategies to develop and implement career academies
 1919 or career-themed courses based on occupations identified by the
 1920 Labor Market Estimating Conference created in s. 216.136 ~~those~~
 1921 ~~careers determined to be high-wage, high-skill, and high-demand;~~

1922 (5) (a) The Commissioner of Education shall conduct an
 1923 annual review of K-12 and postsecondary career and technical
 1924 education offerings that, at a minimum, must examine; ~~in~~
 1925 ~~consultation with the Department of Economic Opportunity,~~

1926 ~~CareerSource Florida, Inc., leaders of business and industry,~~
1927 ~~the Board of Governors, the Florida College System, school~~
1928 ~~districts, and other education stakeholders, to determine the~~
1929 ~~alignment of existing offerings with employer demand,~~
1930 ~~postsecondary degree or certificate programs, and professional~~
1931 ~~industry certifications. The review shall identify career and~~
1932 ~~technical education offerings that are linked to occupations~~
1933 ~~that are in high demand by employers, require high-level skills,~~
1934 ~~and provide middle-level and high-level wages.~~

1935 1. Alignment of offerings with the framework of quality
1936 under s. 445.004(4).

1937 2. Alignment of offerings at the K-12 and postsecondary
1938 levels with credentials or degree programs identified on the
1939 Master Credentials List under s. 445.004(4).

1940 3. Program utilization and unwarranted duplication across
1941 institutions serving the same students in a geographical or
1942 service area.

1943 4. Institutional performance measured by student outcomes
1944 such as academic achievement, college readiness, postsecondary
1945 enrollment, credential and certification attainment, job
1946 placement, and wages.

1947 (b) The annual review shall utilize data captured through
1948 the Workforce Development Information System under s. 1008.40
1949 and provide an automated data collection process that includes
1950 the collection and evaluation of the federal Comprehensive Local

1951 Needs Assessments, to assist in the review of programs.

1952 (c) ~~(b)~~ Using the findings from the annual review required

1953 in paragraphs (a) and (b) ~~paragraph (a)~~, the commissioner shall

1954 phase out career and technical education offerings that are not

1955 aligned with the framework of quality, do not meet labor market

1956 demand under s. 445.004(4), do not meet institutional

1957 performance, or are unwarranted program duplications. The

1958 commissioner shall needs of employers or do not provide program

1959 completers with a middle-wage or high-wage occupation and

1960 encourage school districts and Florida College System

1961 institutions to offer programs that are not offered currently.

1962 (d) The department shall adopt rules to administer this

1963 section.

1964 Section 23. Subsections (2) through (5) of section

1965 1003.492, Florida Statutes, are amended to read:

1966 1003.492 Industry-certified career education programs.—

1967 (2) Industry certification as used in this section is a

1968 voluntary process through which students are assessed by an

1969 independent, third-party certifying entity using predetermined

1970 standards for knowledge, skills, and competencies, resulting in

1971 the award of a credential that is identified on the Master

1972 Credentials List under s. 445.004(4). ~~nationally recognized and~~

1973 ~~must be at least one of the following:~~

1974 ~~(a) Within an industry that addresses a critical local or~~

1975 ~~statewide economic need;~~

1976 ~~(b) Linked to an occupation that is included in the~~
 1977 ~~workforce system's targeted occupation list; or~~
 1978 ~~(c) Linked to an occupation that is identified as~~
 1979 ~~emerging.~~
 1980 ~~(3) The State Board of Education shall use the expertise~~
 1981 ~~of CareerSource Florida, Inc., and the Department of Agriculture~~
 1982 ~~and Consumer Services to develop and adopt rules pursuant to ss.~~
 1983 ~~120.536(1) and 120.54 for implementing an industry certification~~
 1984 ~~process.~~
 1985 ~~(a) For nonfarm occupations, industry certification must~~
 1986 ~~be based upon the highest available national standards for~~
 1987 ~~specific industry certification to ensure student skill~~
 1988 ~~proficiency and to address emerging labor market and industry~~
 1989 ~~trends. A local workforce development board or a school~~
 1990 ~~principal may apply to CareerSource Florida, Inc., to request~~
 1991 ~~additions to the approved list of industry certifications based~~
 1992 ~~on high-skill, high-wage, and high-demand job requirements in~~
 1993 ~~the local economy.~~
 1994 ~~(b) For farm occupations submitted pursuant to s. 570.07,~~
 1995 ~~industry certification must demonstrate student skill~~
 1996 ~~proficiency and be based upon the best available data to address~~
 1997 ~~critical local or statewide economic needs.~~
 1998 ~~(4) The list of industry certifications approved by~~
 1999 ~~CareerSource Florida, Inc., the Department of Agriculture and~~
 2000 ~~Consumer Services, and the Department of Education shall be~~

2001 ~~published and updated annually by a date certain, to be included~~
2002 ~~in the adopted rule.~~

2003 (3)-(5) The Department of Education shall collect student
2004 achievement and performance data in industry-certified career
2005 education programs and career-themed courses that includes and
2006 ~~shall work with CareerSource Florida, Inc., and the Department~~
2007 ~~of Agriculture and Consumer Services in the analysis of~~
2008 ~~collected data. The data collection and analyses shall examine~~
2009 ~~the performance of participating students over time. Performance~~
2010 ~~factors must include, but need not be limited to, graduation~~
2011 ~~rates, retention rates, Florida Bright Futures Scholarship~~
2012 ~~awards, additional educational attainment, employment records,~~
2013 ~~earnings, industry certification, return on investment, and~~
2014 ~~employer satisfaction. The results of this study shall be~~
2015 ~~submitted to the President of the Senate and the Speaker of the~~
2016 ~~House of Representatives annually by December 31.~~

2017 Section 24. Paragraph (a) of subsection (2) and subsection
2018 (3) of section 1003.4935, Florida Statutes, are amended to read:
2019 1003.4935 Middle grades career and professional academy
2020 courses and career-themed courses.—

2021 (2) Each middle grades career and professional academy or
2022 career-themed course must be aligned with at least one high
2023 school career and professional academy or career-themed course
2024 offered in the district and maintain partnerships with local
2025 business and industry and economic development boards. Middle

2026 grades career and professional academies and career-themed
 2027 courses must:

2028 (a) Lead to careers in occupations aligned to ~~designated~~
 2029 ~~as high-skill, high-wage, and high-demand in~~ the CAPE Industry
 2030 Certification Funding List approved under rules adopted by the
 2031 State Board of Education;

2032 (3) Beginning with the 2012-2013 school year, if a school
 2033 district implements a middle school career and professional
 2034 academy or a career-themed course, the Department of Education
 2035 shall collect and report student achievement data pursuant to
 2036 performance factors identified under s. 1003.492(3) ~~s.~~
 2037 ~~1003.492(5)~~ for students enrolled in an academy or a career-
 2038 themed course.

2039 Section 25. Subsection (3) is added to section 1004.013,
 2040 Florida Statutes, to read:

2041 1004.013 SAIL to 60 Initiative.—

2042 (3) There is created within the SAIL to 60 Initiative the
 2043 Strategic Efforts to Achieve Self-Sufficiency (SEAS) which
 2044 consists of:

2045 (a) The workforce opportunity portal under s. 14.36, which
 2046 provides the public with more effective access to available
 2047 federal, state, and local services and a system-wide, global
 2048 view of workforce related program data across various programs
 2049 through actionable qualitative and quantitative information.

2050 (b) The Open Door Grant Program under s. 1009.895, which

2051 provides grants to school district's postsecondary technical
2052 centers and Florida College System institutions to cover up to
2053 two-thirds of the cost of short-term high-demand programs for
2054 eligible students upon successful completion and award of a
2055 credential of value.

2056 (c) The Money-Back Guarantee Program under s. 1011.803,
2057 which requires each school district and Florida College System
2058 institution to refund the cost of tuition to students who are
2059 not able to find a job within 6 months of successful completion
2060 of select workforce related programs.

2061 Section 26. Subsection (6) is added to section 1004.015,
2062 Florida Statutes, to read:

2063 1004.015 Florida Talent Development Council.—

2064 (6) The council shall coordinate, facilitate, and
2065 communicate statewide efforts to meet supply and demand needs
2066 for the state's healthcare workforce. Annually, beginning
2067 December 1, 2021, the council shall report on the implementation
2068 of this subsection and any other relevant information on the
2069 Florida Talent Developmental Council's webpage located on the
2070 Department of Economic Opportunity's website. To support the
2071 efforts of the council, the Board of Governors and the State
2072 Board of Education shall:

2073 (a) Conduct a statistically valid biennial data-driven gap
2074 analysis of the supply and demand of the healthcare workforce.
2075 Demand must align with the Labor Market Estimating Conference

2076 | created in s. 216.136.

2077 | (b) Provide 10-year trend information on nursing education

2078 | programs subject to the requirements of s. 464.019. The

2079 | Department of Health, the Board of Governors, the State Board of

2080 | Education, the Commission for Independent Education, the

2081 | Independent Colleges and Universities of Florida, and

2082 | postsecondary institutions participating in a state grant

2083 | program under s. 1009.89 or s. 1009.891, shall provide data on:

2084 | 1. The number and type of programs and student slots

2085 | available.

2086 | 2. The number of student applications submitted, the

2087 | number of qualified student applicants, and the number of

2088 | students accepted.

2089 | 3. The number of program graduates.

2090 | 4. Program retention rates of students tracked from

2091 | program entry to graduation.

2092 | 5. Graduate passage rates on and the number of times each

2093 | graduate took the National Council of State Boards of Nursing

2094 | Licensing Examination.

2095 | 6. The number of graduates who become employed as

2096 | practical or professional nurses in the state.

2097 | 7. The educational advancement of nurses through career

2098 | pathways by comparing their initial degree to the highest degree

2099 | they obtained for the preceding 10 years.

2100 | (c) Develop a survey for use by the Department of Health,

2101 the Commission for Independent Education, the Independent
 2102 Colleges and Universities of Florida, and postsecondary
 2103 institutions participating in a state grant program under s.
 2104 1009.89 or s. 1009.891, to collect data required under paragraph
 2105 (b). The survey must include, but is not limited to, a student's
 2106 age, gender, race, ethnicity, veteran status, wage, employer
 2107 information, loan debt, and retirement expectations.

2108 Section 27. Subsections (12) and (25) of section 1004.02,
 2109 Florida Statutes, are amended to read:

2110 1004.02 Definitions.—As used in this chapter:

2111 (12) "Continuing workforce education" means instruction
 2112 that does not result in a registered apprenticeship certificate
 2113 of completion, technical certificate, diploma, associate in
 2114 applied science degree, or associate in science degree.

2115 Continuing workforce education is for:

2116 (a) Individuals who are required to have training for
 2117 licensure renewal or certification renewal by a regulatory
 2118 agency or credentialing body;

2119 (b) New or expanding businesses as described in chapter
 2120 288;

2121 (c) Business, industry, and government agencies whose
 2122 products or services are changing so that retraining of
 2123 employees is necessary or whose employees need training in
 2124 specific skills to increase efficiency and productivity; or

2125 (d) Individuals who are enhancing occupational skills

2126 necessary to maintain current employment, to cross train, or to
 2127 upgrade employment.

2128 (25) "Workforce education" means adult general education
 2129 or career education and may consist of a continuing workforce
 2130 education course or a program of study leading to an
 2131 occupational completion point, a career certificate, an applied
 2132 technology diploma, ~~or a career degree,~~ or a registered
 2133 apprenticeship certificate of completion.

2134 Section 28. Section 1006.75, Florida Statutes, is created
 2135 to read:

2136 1006.75 Student career services.-

2137 (1) Each career center, charter technical center, Florida
 2138 College System institution, and state university shall ensure
 2139 that their student career service centers and job placement
 2140 resources prepare students for employment upon completion of
 2141 their academic work.

2142 (2) Student career service centers shall, to the extent
 2143 possible, use state career planning resources to assist students
 2144 with all of the following:

2145 (a) Exploring and identifying career opportunities.

2146 (b) Identifying in-demand jobs and associated earning
 2147 outcomes.

2148 (c) Understanding the skills and credentials needed for
 2149 specific jobs.

2150 (d) Identifying opportunities to gain on-the-job

2151 experiences.

2152 (e) Creating a digital resume.

2153 Section 29. Subsections (4) through (9) of section
2154 1007.25, Florida Statutes, are renumbered as subsections (5)
2155 through (10), respectively, present subsections (10) through
2156 (12) are renumbered as subsections (12) through (14),
2157 respectively, present subsections (3) and (5) are amended, and
2158 new subsections (4) and (11) are added to that section, to read:
2159 1007.25 General education courses; common prerequisites;
2160 other degree requirements.—

2161 (3) The chair of the State Board of Education and the
2162 chair of the Board of Governors, or their designees, shall
2163 jointly appoint faculty committees to identify statewide general
2164 education core course options. General education core course
2165 options shall consist of a maximum of five courses within each
2166 of the subject areas of communication, mathematics, social
2167 sciences, humanities, and natural sciences. The core courses may
2168 be revised, or the five-course maximum within each subject area
2169 may be exceeded, if approved by the State Board of Education and
2170 the Board of Governors, as recommended by the subject area
2171 faculty committee and approved by the Articulation Coordinating
2172 Committee as necessary for a subject area. Each general
2173 education core course option must contain high-level academic
2174 and critical thinking skills and common competencies that
2175 students must demonstrate to successfully complete the course.

2176 Beginning with students initially entering a Florida College
2177 System institution or state university in 2015-2016 and
2178 thereafter, each student must complete at least one identified
2179 core course in each subject area as part of the general
2180 education course requirements. Beginning in the 2022-2023
2181 academic year and thereafter, students entering a technical
2182 degree education program as defined in s. 1004.02(13) must
2183 complete at least one identified core course in each subject
2184 area as part of the general education course requirements before
2185 a degree is awarded. All public postsecondary educational
2186 institutions shall accept these courses as meeting general
2187 education core course requirements. The remaining general
2188 education course requirements shall be identified by each
2189 institution and reported to the department by their statewide
2190 course number. The general education core course options shall
2191 be adopted in rule by the State Board of Education and in
2192 regulation by the Board of Governors.

2193 (4) The chair of the State Board of Education and the
2194 chair of the Board of Governors, or their designees, shall
2195 jointly appoint faculty committees to identify the competencies
2196 within the general education core courses which demonstrate
2197 career readiness and will result in the award of a verifiable
2198 and interoperable nationally recognized digital credential. All
2199 public postsecondary educational institutions shall grant and
2200 accept the identified digital credential. Beginning with

2201 students initially entering a Florida College System institution
2202 or state university in 2022-2023 and thereafter, each student
2203 must be able to distinguish in the institution's or university's
2204 catalog which general education core courses are linked to
2205 earning a digital credential.

2206 (6)~~(5)~~ The department shall identify those courses offered
2207 by universities and accepted for credit toward a degree. The
2208 department shall identify courses designated as either general
2209 education or required as a prerequisite for a degree and the
2210 digital credentials that may be earned through the general
2211 education core courses. The courses shall be identified by their
2212 statewide course numbers.

2213 (11) Courses that provide instruction in student life
2214 skills, including career planning and exploration, or similar
2215 instruction, and fulfill the requirements for a degree in
2216 subsection (9) or subsection (10) or a degree from a technical
2217 degree education program as defined in s. 1004.02(13), may use
2218 state career planning resources and provide students with the
2219 opportunity to create a digital resume.

2220 Section 30. Subsection (2) of section 1008.39, Florida
2221 Statutes, is amended to read:

2222 1008.39 Florida Education and Training Placement
2223 Information Program. —

2224 (2) Any project conducted by the Department of Education
2225 or the workforce development system that requires placement

2226 information shall use information provided through the Florida
2227 Education and Training Placement Information Program, and shall
2228 not initiate automated matching of records in duplication of
2229 methods already in place in the Florida Education and Training
2230 Placement Information Program. The department shall implement an
2231 automated system which matches the social security numbers of
2232 former participants in workforce related programs as defined in
2233 s. 14.36 and state educational and training programs with
2234 information in the files of state and federal agencies that
2235 maintain educational, employment, and United States armed
2236 service records and shall implement procedures to identify the
2237 occupations of those former participants whose social security
2238 numbers are found in employment records, as required by Specific
2239 Appropriation 337A, chapter 84-220, Laws of Florida; Specific
2240 Appropriation 337B, chapter 85-119, Laws of Florida; Specific
2241 Appropriation 350A, chapter 86-167, Laws of Florida; and
2242 Specific Appropriation 351, chapter 87-98, Laws of Florida. The
2243 system shall incorporate data collection elements prescribed by
2244 the Credentials Review Committee under s. 445.004.

2245 Section 31. Section 1008.40, Florida Statutes, is amended
2246 to read:

2247 1008.40 Workforce Development Information System.—The
2248 Department of Education shall:

2249 (1) Design specifications for the collection and reporting
2250 of data and performance specifications for the Workforce

2251 Development Information System. This design must:

2252 (a) Use common terms and enable parallel reporting and
2253 state-level access of workforce data necessary to use the data
2254 reports as a basis for calculating funding allocations,
2255 conducting audits, and determining compliance of workforce
2256 related programs, as defined in s. 14.36, and education and
2257 training programs with applicable federal and state requirements
2258 as authorized by federal and state law. This includes
2259 establishing a process for the collection, review, and reporting
2260 of Comprehensive Local Needs Assessments as required by federal
2261 law.

2262 (b) Provide ~~In addition, the design must be capable of~~
2263 ~~providing~~ reports necessary to comply with other program
2264 performance documentation required by state or federal law,
2265 without requiring additional data collection or reporting from
2266 local educational agencies.

2267 (c) Link data from multiple sources for consideration in
2268 developing broad public policy initiatives for workforce related
2269 programs as defined in s. 14.36.

2270 (2) Develop the computer programs, software, and edit
2271 processes necessary for local and state users to produce a
2272 single, unified Workforce Development Information System.

2273 (3) Work with the Department of Economic Opportunity, the
2274 Department of Children and Families, and other entities to
2275 define statewide education, workforce development, and

2276 employment metrics and ensure the integrity and quality of data
2277 being collected.

2278 (4) Develop a workforce development metrics dashboard that
2279 measures the state's investments in workforce development. To
2280 the extent feasible, the dashboard shall use statistically
2281 rigorous methodologies to estimate, assess, and isolate the
2282 impact of programs on participant outcomes. The workforce
2283 development metrics dashboard shall be produced, to the extent
2284 feasible, using existing available data and resources that are
2285 currently collected and accessible to state agencies. The
2286 department shall convene workforce related program partners to
2287 develop a standardized set of inputs and outputs for the
2288 workforce development metrics dashboard. The workforce
2289 development metrics dashboard must:

2290 (a) Display the impact of workforce related programs, as
2291 defined in s. 14.36, on credential attainment, training
2292 completion, degree attainment, and participant wages.

2293 (b) Provide demographic breakdowns, including, to the
2294 extent possible, race, ethnicity, age, gender, veteran status,
2295 wage, student loan debt, barriers to employment, and credential
2296 or degree outcomes, and information on workforce outcomes in
2297 different industry sectors.

2298 (c) Measure, at a minimum and to the extent feasible with
2299 existing resources, the return on investment of the following
2300 workforce related programs:

- 2301 1. Career and technical education offered by school
 2302 districts and Florida College System institutions.
 2303 2. Workforce related programs as defined in s. 14.36.
 2304 3. State apprenticeship programs.
 2305 (d) Provide performance data on training providers to
 2306 enable individuals to make informed choices.

2307 Section 32. Subsection (3) of section 1008.41, Florida
 2308 Statutes, is amended to read:

2309 1008.41 Workforce education; management information
 2310 system.—

2311 (3) Planning and evaluation of job-preparatory programs
 2312 shall be based on standard sources of data and use standard
 2313 occupational definitions and coding structures, including, but
 2314 not limited to:

2315 (a) The Florida Occupational Information System.~~†~~

2316 (b) The Florida Education and Training Placement
 2317 Information Program.~~†~~

2318 (c) The Department of Economic Opportunity.~~†~~

2319 (d) The United States Department of Labor.~~†~~ and

2320 (e) The Labor Market Estimating Conference created in s.
 2321 216.136.

2322 (f)~~(e)~~ Other sources of data developed using statistically
 2323 valid procedures.

2324 Section 33. Subsections (1) and (2) and paragraph (c) of
 2325 subsection (4) of section 1008.44, Florida Statutes, are amended

2326 to read:

2327 1008.44 CAPE Industry Certification Funding List and ~~CAPE~~
 2328 ~~Postsecondary Industry Certification Funding List.~~—

2329 (1) The State Board of Education Pursuant to ss. 1003.4203
 2330 and 1003.492, the Department of Education shall adopt, at least
 2331 annually, based upon recommendations by the Commissioner of
 2332 Education the CAPE Industry Certification Funding List that
 2333 assigns additional full-time equivalent membership to
 2334 certifications identified in the Master Credentials List under
 2335 s. 445.004(4) that meets a statewide, regional, or local demand,
 2336 and courses that lead to such certifications, in accordance with
 2337 s. 1011.62(1)(o). Additional full-time equivalent membership
 2338 funding for regional and local demand certifications and courses
 2339 that lead to such certifications may only be earned in those
 2340 areas with regional or local demand as identified by the
 2341 Credentials Review Committee. identify, under rules adopted by
 2342 the State Board of Education, and the Commissioner of Education
 2343 may at any time recommend adding The CAPE Industry Certification
 2344 Funding List may include the following certificates,
 2345 certifications, and courses:

2346 (a) CAPE industry certifications identified as credentials
 2347 of value that meet the framework of quality under pursuant to s.
 2348 445.004(4), on the CAPE Industry Certification Funding List that
 2349 must be applied in the distribution of funding to school
 2350 districts under pursuant to s. 1011.62(1)(o). The CAPE Industry

2351 Certification Funding List shall incorporate by reference the
2352 industry certifications on the career pathways list approved for
2353 the Florida Gold Seal CAPE ~~Vocational~~ Scholars award. In
2354 addition, ~~by August 1 of each year, the not-for-profit~~
2355 ~~corporation established pursuant to s. 445.004 may annually~~
2356 ~~select one industry certification, that does not articulate for~~
2357 ~~college credit, for inclusion on the CAPE Industry Certification~~
2358 ~~Funding List for a period of 3 years unless otherwise approved~~
2359 ~~by the curriculum review committee pursuant to s. 1003.491. Such~~
2360 ~~industry certifications, if earned by a student, shall be~~
2361 ~~eligible for additional full-time equivalent membership,~~
2362 ~~pursuant to s. 1011.62(1)(o)1.~~

2363 (b) ~~No more than 30~~ CAPE Digital Tool certificates under
2364 ~~limited to the areas of word processing; spreadsheets; sound,~~
2365 ~~motion, and color presentations; digital arts; cybersecurity;~~
2366 ~~and coding pursuant to s. 1003.4203(3) that do not articulate~~
2367 ~~for college credit. Such certificates shall be annually~~
2368 ~~identified on the CAPE Industry Certification Funding List and~~
2369 ~~updated solely by the Chancellor of Career and Adult Education.~~
2370 The certificates shall be made available to students in
2371 elementary school and middle school grades and, if earned by a
2372 student, shall be eligible for additional full-time equivalent
2373 membership under ~~pursuant to~~ s. 1011.62(1)(o)1.

2374 (c) CAPE ESE Digital Tool certificates, workplace industry
2375 certifications, and OSHA industry certifications ~~identified by~~

2376 ~~the Chancellor of Career and Adult Education~~ for students with
2377 disabilities under ~~pursuant to~~ s. 1003.4203(2). Such
2378 certificates and certifications shall ~~be identified on the CAPE~~
2379 ~~Industry Certification Funding List and~~, if earned by a student,
2380 be eligible for additional full-time equivalent membership under
2381 ~~pursuant to~~ s. 1011.62(1)(o)1.

2382 (d) CAPE Innovation Courses that combine academic and
2383 career performance outcomes with embedded industry
2384 certifications under ~~shall be annually approved by the~~
2385 ~~Commissioner of Education and identified pursuant to~~ s.
2386 1003.4203(5)(a). Such courses shall and, if completed by a
2387 student, be eligible for additional full-time equivalent
2388 membership under ~~pursuant to~~ s. 1011.62(1)(o)1.

2389 (e) CAPE Acceleration Industry Certifications that
2390 articulate for 15 or more college credit hours under ~~pursuant to~~
2391 s. 1003.4203(5)(b). Such certifications shall ~~be annually~~
2392 ~~approved by the Commissioner of Education and~~, if successfully
2393 completed, shall be eligible for additional full-time equivalent
2394 membership under ~~pursuant to~~ s. 1011.62(1)(o)1. ~~The approved~~
2395 ~~industry certifications must be identified on the CAPE Industry~~
2396 ~~Certification Funding List.~~

2397 (f) The Commissioner of Education shall conduct a review
2398 of the methodology used to determine additional full-time
2399 equivalent membership weights assigned in s. 1011.62(1)(o) and,
2400 if necessary, recommend revised weights. The weights must factor

2401 in the prioritization of critical shortages of labor market
2402 demand and middle-level to high-level wage earning outcomes as
2403 identified by the Credentials Review Committee under s. 445.004.
2404 The results of the review and the commissioner's recommendations
2405 must be submitted to the Governor, the President of the Senate,
2406 and the Speaker of the House of Representatives no later than
2407 December 1, 2021.

2408 (2) ~~The State Board of Education shall approve, at least~~
2409 ~~annually, the CAPE Postsecondary Industry Certification Funding~~
2410 ~~List pursuant to this section. The Commissioner of Education~~
2411 ~~shall recommend, at least annually, the CAPE Postsecondary~~
2412 ~~Industry Certification Funding List to the State Board of~~
2413 ~~Education and may at any time recommend adding certifications.~~
2414 ~~The Chancellor of the State University System, the Chancellor of~~
2415 ~~the Florida College System, and the Chancellor of Career and~~
2416 ~~Adult Education shall work with local workforce boards, other~~
2417 ~~postsecondary institutions, businesses, and industry to~~
2418 ~~identify, create, and recommend to the Commissioner of Education~~
2419 ~~industry certifications to be placed on the funding list. The~~
2420 CAPE Industry Certification Funding List adopted under
2421 subsection (1) list shall be used to determine annual
2422 performance funding distributions to school districts or Florida
2423 College System institutions as specified in ss. 1011.80 and
2424 1011.81, respectively. ~~The chancellors shall review results of~~
2425 ~~the economic security report of employment and earning outcomes~~

2426 ~~produced annually pursuant to s. 445.07 when determining~~
2427 ~~recommended certifications for the list, as well as other~~
2428 ~~reports and indicators available regarding certification needs.~~

2429 (4)

2430 (c) The Articulation Coordinating Committee shall review
2431 statewide articulation agreement proposals for industry
2432 certifications and make recommendations to the State Board of
2433 Education for approval. After an industry certification is
2434 approved by CareerSource Florida, Inc., under s. 445.004(4)
2435 ~~adopted by the State Board of Education for inclusion on the~~
2436 ~~CAPE Industry Certification Funding List,~~ the Chancellor of
2437 Career and Adult Education, within 90 days, must provide to the
2438 Articulation Coordinating Committee recommendations for
2439 articulation of postsecondary credit for related degrees for the
2440 approved certifications.

2441 Section 34. Section 1009.895, Florida Statutes, is created
2442 to read:

2443 1009.895 Open Door Grant Program.—

2444 (1) As used in this section, the term:

2445 (a) "Cost of the program" means the cost of tuition, fees,
2446 examination, books, and materials to a student enrolled in an
2447 eligible program.

2448 (b) "Department" means the Department of Education.

2449 (c) "Institution" means school district postsecondary
2450 technical career centers under s. 1001.44, Florida College

2451 System institutions under s. 1000.21(3), and charter technical
2452 career centers under s. 1002.34.

2453 (d) "Program" means a noncredit industry certification
2454 preparation, clock hour career certificate programs, or for-
2455 credit short-term career and technical education programs that
2456 result in the award of credentials identified under s.
2457 445.004(4).

2458 (e) "Student" means a person who is a resident of this
2459 state as determined under s. 1009.21 and is unemployed,
2460 underemployed, or furloughed.

2461 (2) The Open Door Grant Program is established for the
2462 purpose of:

2463 (a) Creating and sustaining a demand-driven supply of
2464 credentialed workers for high-demand occupations by addressing
2465 and closing the gap between the skills needed by workers in the
2466 state and the skills of the available workforce in the state.

2467 (b) Expanding the affordability of workforce training and
2468 credentialing.

2469 (c) Increasing the interest of current and future workers
2470 in short-term, high-demand career and technical education
2471 credentialing and certificate programs.

2472 (3) The department shall provide grants to institutions on
2473 a first-come, first-serve basis for students who enroll in an
2474 eligible program. The department shall prioritize funding for
2475 integrated education and training programs in which institutions

2476 establish partnerships with local workforce development boards
2477 to provide basic skills instruction, contextually and
2478 concurrently, with workforce training that results in the award
2479 of credentials under s. 445.004(4). One-quarter of the
2480 appropriated funds must be prioritized to serve students
2481 attending rural institutions. No more than one-quarter of the
2482 appropriated funds may be disbursed annually to any eligible
2483 institution.

2484 (4) To be eligible to receive an open door grant under
2485 this section, a student must complete the Free Application for
2486 Federal Student Aid for each academic year in which the grant is
2487 sought.

2488 (5) Subject to the availability of funds:

2489 (a) A student who enrolls in an eligible program offered
2490 by an institution and who does not receive state or federal
2491 financial aid may apply for and be awarded a grant to cover two-
2492 thirds of the cost of the program, if at the time of enrollment
2493 the student pays one-third of the cost of the program and signs
2494 an agreement to either complete the program or pay an additional
2495 one-third of the cost of the program in the event of
2496 noncompletion. The department shall reimburse the institution in
2497 an amount equal to one-third of the cost of the program upon a
2498 student's completion of the program. An additional one-third
2499 shall be provided upon attainment of a workforce credential or
2500 certificate by the student. Grant funds may be used to cover the

2501 student's one-third of the cost of the program for students in
2502 integrated education and training programs and students who do
2503 not have a high school diploma and meet the requirements
2504 established by the department.

2505 (b) A student receiving state or federal financial aid who
2506 enrolls in an eligible program offered by an institution may
2507 apply for and be awarded a grant to cover the unmet need of the
2508 cost of the program after the application of all eligible
2509 financial aid. Financial aid and grants received by the student
2510 shall be credited first to the student's costs before the award
2511 of an open door grant. After a student is enrolled in an
2512 eligible program, the department shall award the grant to the
2513 institution for the amount of unmet need for the eligible
2514 student.

2515 (6) The department may not reimburse any institution more
2516 than \$3,000 per completed workforce training program by an
2517 eligible student.

2518 (7) The department shall administer the grant and shall
2519 carry out the goals and purposes of the grant set forth in
2520 subsection (2). In administering the grant, the department
2521 shall:

2522 (a) Require eligible institutions to provide student-
2523 specific data.

2524 (b) Undertake periodic assessments of the overall success
2525 of the grant program and recommend modifications, interventions,

2526 and other actions based on such assessments.

2527 (c) Establish the procedure by which eligible institutions
2528 shall notify the department when eligible students enroll in
2529 eligible programs.

2530 (d) Require each eligible institution to submit a report
2531 with data from the previous fiscal year on program completion
2532 and credential attainment by students participating in the grant
2533 program that, at a minimum, includes:

2534 1. A list of the programs offered.

2535 2. The number of students who enrolled in the programs.

2536 3. The number of students who completed the programs.

2537 4. The number of students who attained workforce
2538 credentials, categorized by credential name and relevant
2539 occupation, after completing training programs.

2540 5. The average cost per workforce credential attained,
2541 categorized by credential name and relevant occupation.

2542 (8) The department shall compile the data provided under
2543 paragraph (7) (d) and annually report such data, in the aggregate
2544 and categorize such information by eligible institution, to the
2545 State Board of Education. The report shall also include
2546 information on the average wage, age, gender, race, ethnicity,
2547 veteran status, and other relevant information, of students who
2548 have completed workforce training programs categorized by
2549 credential name and relevant occupation.

2550 (9) The State Board of Education shall adopt rules to

2551 implement this section.

2552 Section 35. Subsections (10), (11), and (12), of section
2553 1011.80, Florida Statutes, are renumbered as subsections (9),
2554 (10), and (13), respectively, subsection (2), paragraph (a) of
2555 subsection (6), paragraph (b) of subsection (7), and subsection
2556 (9) of that section are amended, and a new subsection (12) is
2557 added to that section, to read:

2558 1011.80 Funds for operation of workforce education
2559 programs.—

2560 (2) Upon approval by the State Board of Education, any
2561 workforce education program may be conducted by a Florida
2562 College System institution or a school district, except that
2563 college credit in an associate in applied science or an
2564 associate in science degree may be awarded only by a Florida
2565 College System institution. However, if an associate in applied
2566 science or an associate in science degree program contains
2567 within it an occupational completion point that confers a
2568 certificate or an applied technology diploma, that portion of
2569 the program may be conducted by a school district career center.
2570 Any instruction designed to articulate to a degree program is
2571 subject to guidelines and standards adopted by the State Board
2572 of Education under ~~pursuant to~~ s. 1007.25.

2573 (a) The State Board of Education shall establish criteria,
2574 based on the framework of quality established by the Credentials
2575 Review Committee under s. 445.004(4), for review and approval of

2576 new workforce education programs by a Florida College System
2577 institution or a school district that are not included in the
2578 statewide curriculum framework.

2579 (b) A Florida College System institution or school
2580 district offering a new workforce education program that is in
2581 the statewide curriculum framework may not receive performance
2582 funding and additional full-time equivalent membership funding
2583 until the workforce education program is reviewed, through an
2584 expedited review process, and approved by the State Board of
2585 Education based on criteria that must include, but is not
2586 limited to, the following:

2587 1. A description of the new workforce education program
2588 that includes all of the following:

2589 a. An analysis of workforce demand and unmet need for
2590 graduates of the program on a district, regional, or statewide
2591 basis, as appropriate, including evidence from entities
2592 independent of the technical center or institution.

2593 b. The geographic region to be served.

2594 2. Documentation of collaboration among technical centers
2595 and institutions serving the same students in a geographical or
2596 service area that enhances program offerings and prevents
2597 program duplication that exceeds workforce need. Unnecessary
2598 duplication of programs offered by public and private
2599 institutions must be avoided.

2600 3. Beginning with the 2022-2023 academic year, alignment

2601 of program offerings with credentials or degree programs
2602 identified on the Master Credentials List under s. 445.004(4).

2603 4. Articulation agreements between technical centers and
2604 Florida College System institutions for the enrollment of
2605 graduates in related workforce education programs.

2606 5. Documentation of alignment between the exit
2607 requirements of a technical center and the admissions
2608 requirements of a Florida College System institution into which
2609 students typically transfer.

2610 6. Performance and compliance indicators that will be used
2611 in determining the program's success.

2612 (6) State funding and student fees for workforce education
2613 instruction shall be established as follows:

2614 (a) Expenditures for the continuing workforce education
2615 programs provided by the Florida College System institutions or
2616 school districts must be fully supported by fees, except for
2617 preapprenticeship and apprenticeship programs as defined in s.
2618 446.021(5) and (6). Enrollments in continuing workforce
2619 education courses shall not be counted for purposes of funding
2620 full-time equivalent enrollment, except for preapprenticeship
2621 and apprenticeship programs as defined in s. 446.021(5) and (6).

2622 (7)

2623 (b) Performance funding for industry certifications for
2624 school district workforce education programs is contingent upon
2625 specific appropriation in the General Appropriations Act and

2626 shall be determined as follows:

2627 ~~1. Occupational areas for which industry certifications~~
2628 ~~may be earned, as established in the General Appropriations Act,~~
2629 ~~are eligible for performance funding. Priority shall be given to~~
2630 ~~the occupational areas emphasized in state, national, or~~
2631 ~~corporate grants provided to Florida educational institutions.~~

2632 ~~1.2.~~ The Chancellor of Career and Adult Education shall
2633 ~~identify the~~ Industry certifications identified ~~eligible for~~
2634 ~~funding on the CAPE Postsecondary Industry Certification Funding~~
2635 ~~List approved by the State Board of Education~~ under ~~pursuant to~~
2636 ~~s. 1008.44, are eligible for performance funding based on the~~
2637 ~~occupational areas specified in the General Appropriations Act.~~

2638 ~~2.3.~~ Each school district shall be provided \$1,000 for
2639 each industry certification earned by a workforce education
2640 student. If funds are insufficient to fully fund the calculated
2641 total award, such funds shall be prorated. Beginning with the
2642 2022-2023 fiscal year, the Credentials Review Committee
2643 established in s. 445.004 shall develop a returned-value funding
2644 formula to allocate school district performance funds that
2645 rewards student job placements and wages for students earning
2646 industry certifications, with a focus on increasing the economic
2647 mobility of underserved populations. One-third of the
2648 performance funds shall be allocated based on student job
2649 placements. The remaining two-thirds shall be allocated using a
2650 tiered weighted system based on aggregate student wages that

2651 exceed minimum wage, with the highest weight applied to the
2652 highest wage tier, with additional weight for underserved
2653 populations. Student wages above minimum wage are considered to
2654 be the value added by the institution's training. At a minimum,
2655 the formula must take into account variables such as differences
2656 in population and wages across school districts.

2657 ~~(9) The State Board of Education and the state board as~~
2658 ~~defined in s. 445.002 shall provide the Legislature with~~
2659 ~~recommended formulas, criteria, timeframes, and mechanisms for~~
2660 ~~distributing performance funds. The commissioner shall~~
2661 ~~consolidate the recommendations and develop a consensus proposal~~
2662 ~~for funding. The Legislature shall adopt a formula and~~
2663 ~~distribute the performance funds to the State Board of Education~~
2664 ~~for Florida College System institutions and school districts~~
2665 ~~through the General Appropriations Act. These recommendations~~
2666 ~~shall be based on formulas that would discourage low-performing~~
2667 ~~or low-demand programs and encourage through performance-funding~~
2668 ~~awards:~~

2669 ~~(a) Programs that prepare people to enter high-wage~~
2670 ~~occupations identified by the Workforce Estimating Conference~~
2671 ~~created by s. 216.136 and other programs as approved by the~~
2672 ~~state board as defined in s. 445.002. At a minimum, performance~~
2673 ~~incentives shall be calculated for adults who reach completion~~
2674 ~~points or complete programs that lead to specified high-wage~~
2675 ~~employment and to their placement in that employment.~~

2676 ~~(b) Programs that successfully prepare adults who are~~
2677 ~~eligible for public assistance, economically disadvantaged,~~
2678 ~~disabled, not proficient in English, or dislocated workers for~~
2679 ~~high-wage occupations. At a minimum, performance incentives~~
2680 ~~shall be calculated at an enhanced value for the completion of~~
2681 ~~adults identified in this paragraph and job placement of such~~
2682 ~~adults upon completion. In addition, adjustments may be made in~~
2683 ~~payments for job placements for areas of high unemployment.~~

2684 ~~(c) Programs that are specifically designed to be~~
2685 ~~consistent with the workforce needs of private enterprise and~~
2686 ~~regional economic development strategies, as defined in~~
2687 ~~guidelines set by the state board as defined in s. 445.002. The~~
2688 ~~state board as defined in s. 445.002 shall develop guidelines to~~
2689 ~~identify such needs and strategies based on localized research~~
2690 ~~of private employers and economic development practitioners.~~

2691 ~~(d) Programs identified by the state board as defined in~~
2692 ~~s. 445.002 as increasing the effectiveness and cost efficiency~~
2693 ~~of education.~~

2694 (12) The State Board of Education shall phase out program
2695 offerings that do not align with the framework of quality or do
2696 not meet labor market demand under s. 445.004(4) or that are
2697 unwarranted program duplications.

2698 Section 36. Subsection (3) of section 1011.801, Florida
2699 Statutes, is amended to read:

2700 1011.801 Workforce Development Capitalization Incentive

2701 Grant Program.—The Legislature recognizes that the need for
2702 school districts and Florida College System institutions to be
2703 able to respond to emerging local or statewide economic
2704 development needs is critical to the workforce development
2705 system. The Workforce Development Capitalization Incentive Grant
2706 Program is created to provide grants to school districts and
2707 Florida College System institutions on a competitive basis to
2708 fund some or all of the costs associated with the creation or
2709 expansion of workforce development programs that serve specific
2710 employment workforce needs.

2711 (3) The State Board of Education shall give highest
2712 priority to programs that train people to enter high-skill,
2713 high-wage occupations identified by the Labor Market ~~Workforce~~
2714 Estimating Conference and other programs approved by the state
2715 board as defined in s. 445.002, programs that train people to
2716 enter occupations under the welfare transition program, or
2717 programs that train for the workforce adults who are eligible
2718 for public assistance, economically disadvantaged, disabled, not
2719 proficient in English, or dislocated workers. The State Board of
2720 Education shall consider the statewide geographic dispersion of
2721 grant funds in ranking the applications and shall give priority
2722 to applications from education agencies that are making maximum
2723 use of their workforce development funding by offering high-
2724 performing, high-demand programs.

2725 Section 37. Subsection (4) of section 1011.802, Florida

2726 Statutes, is renumbered as subsection (6), subsection (3) of
2727 that section is amended, and new subsections (4) and (5) are
2728 added to that section, to read:

2729 1011.802 Florida Pathways to Career Opportunities Grant
2730 Program.—

2731 (3) (a) The department shall award grants for
2732 preapprenticeship or ~~give priority to~~ apprenticeship programs
2733 with demonstrated regional demand that:

2734 1. Address a critical statewide or regional shortage as
2735 identified by the Labor Market Estimating Conference created in
2736 s. 216.136 and that are industry sectors not adequately
2737 represented throughout the state, such as health care;

2738 2. Address a critical statewide or regional shortage as
2739 identified by the Labor Market Estimating Conference created in
2740 s. 216.136; or

2741 3. Expand existing programs that exceed the median
2742 completion rate and employment rate 1 year after completion of
2743 similar programs in the region, or the state if there are no
2744 similar programs in the region.

2745 (b) Grant funds may be used for instructional equipment,
2746 supplies, instructional personnel, student services, and other
2747 expenses associated with the creation or expansion of an
2748 apprenticeship program. Grant funds may not be used for
2749 ~~recurring instructional costs or for~~ indirect costs. Grant
2750 recipients must submit quarterly reports in a format prescribed

2751 by the department.

2752 (4) The department shall annually report on its website:

2753 (a) The number of programs funded and represented
2754 throughout the state under this section.

2755 (b) Retention, completion, and employment rates,
2756 categorized by program and provider.

2757 (c) Starting and ending salaries, as categorized by
2758 program and provider, for participants who complete the program.

2759 (5) The department may use up to \$200,000 of the total
2760 amount allocated to administer the grant program.

2761 (6)~~(4)~~ The State Board of Education shall ~~may~~ adopt rules
2762 to administer this section.

2763 Section 38. Section 1011.803, Florida Statutes, is created
2764 to read:

2765 1011.803 Money-back Guarantee Program.—

2766 (1) The Money-back Guarantee Program is established to
2767 help individuals achieve self-sufficiency by requiring each
2768 school district and Florida College System institution to refund
2769 the cost of tuition to students who are not able to find a job
2770 in the field in which the student was trained within 6 months of
2771 successful completion of select workforce education programs
2772 that prepare students for in-demand, middle-level to high-level
2773 wage occupations.

2774 (2) Beginning in the 2022-2023 academic year, each school
2775 district and Florida College System institution shall establish

2776 | a money-back guarantee program to:

2777 | (a) Offer a money-back guarantee on at least three
2778 | programs that prepare individuals to enter in-demand, middle-
2779 | level to high-level wage occupations identified by the Labor
2780 | Market Estimating Conference created in s. 216.136. School
2781 | district or Florida College System institutions must offer a
2782 | money-back guarantee on at least 50 percent of workforce
2783 | education programs if they offer six or fewer programs.

2784 | (b) Offer a money-back guarantee for all workforce
2785 | education programs that are established to meet a critical local
2786 | economic industry need, but are not linked to the statewide
2787 | needs list as identified by the Labor Market Estimating
2788 | Conference created in s. 216.136.

2789 | (c) Establish student eligibility criteria for the money-
2790 | back guarantee program that includes:

2791 | 1. Student attendance.
2792 | 2. Student program performance.
2793 | 3. Career Service or Career Day attendance.
2794 | 4. Participation in internship or work-study programs.
2795 | 5. Job search documentation.
2796 | 6. Development of a student career plan with the
2797 | institution's career services department.

2798 | (3) No later than July 1, 2022, each school district and
2799 | Florida College System institution shall notify the State Board
2800 | of Education of the money-back guarantee programs it offers.

2801 Information about these programs shall be made available on each
 2802 school district's and Florida College System institution's
 2803 website, on the department's website, and on EmployFlorida's
 2804 website.

2805 (4) By November 1 of each year, the Department of
 2806 Education shall report performance results by school district,
 2807 Florida College System institution, and program to the Governor,
 2808 the President of the Senate, and the Speaker of the House of
 2809 Representatives.

2810 Section 39. Subsection (2) of section 1011.81, Florida
 2811 Statutes, is amended to read:

2812 1011.81 Florida College System Program Fund.—

2813 (2) Performance funding for industry certifications for
 2814 Florida College System institutions is contingent upon specific
 2815 appropriation in the General Appropriations Act and shall be
 2816 determined as follows:

2817 ~~(a) Occupational areas for which industry certifications~~
 2818 ~~may be earned, as established in the General Appropriations Act,~~
 2819 ~~are eligible for performance funding. Priority shall be given to~~
 2820 ~~the occupational areas emphasized in state, national, or~~
 2821 ~~corporate grants provided to Florida educational institutions.~~

2822 (a)(b) Postsecondary ~~The Chancellor of the Florida College~~
 2823 ~~System shall identify the industry certifications~~ identified
 2824 ~~eligible for funding~~ on the CAPE Postsecondary Industry
 2825 Certification Funding List approved by the State Board of

2826 Education under ~~pursuant to~~ s. 1008.44, are eligible for
2827 performance funding ~~based on the occupational areas specified in~~
2828 ~~the General Appropriations Act.~~

2829 (b) (e) Each Florida College System institution shall be
2830 provided \$1,000 for each industry certification earned by a
2831 student under paragraph (a). If funds are insufficient to fully
2832 fund the calculated total award, such funds shall be prorated.
2833 Beginning with the 2022-2023 fiscal year, the Credentials Review
2834 Committee established in s. 445.004 shall develop a returned-
2835 value funding formula to allocate institution performance funds
2836 that rewards student job placements and wages for students
2837 earning industry certifications, with a focus on increasing the
2838 economic mobility of underserved populations. One-third of the
2839 performance funds shall be allocated based on student job
2840 placements. The remaining two-thirds shall be allocated using a
2841 tiered weighted system based on aggregate student wages that
2842 exceed minimum wage, with the highest weight applied to the
2843 highest wage tier, with additional weight for underserved
2844 populations. Student wages above minimum wage are considered to
2845 be the value added by the institution's training. At a minimum,
2846 the formula must take into account variables such as differences
2847 in population and wages across the state.

2848 Section 40. Paragraph (b) of subsection (2) of section
2849 443.151, Florida Statutes, is amended to read:

2850 443.151 Procedure concerning claims.—

2851 (2) FILING OF CLAIM INVESTIGATIONS; NOTIFICATION OF
 2852 CLAIMANTS AND EMPLOYERS.—

2853 (b) Process.—When the Reemployment Assistance Claims and
 2854 Benefits Information System described in s. 443.1113 is fully
 2855 operational, the process for filing claims must incorporate the
 2856 process for registering for work with the consumer-first
 2857 workforce system ~~information systems~~ established under pursuant
 2858 ~~to~~ s. 445.011. Unless exempted under s. 443.091(1)(b)5., a claim
 2859 for benefits may not be processed until the work registration
 2860 requirement is satisfied. The department may adopt rules as
 2861 necessary to administer the work registration requirement set
 2862 forth in this paragraph.

2863 Section 41. Section 445.010, Florida Statutes, is amended
 2864 to read:

2865 445.010 Consumer-first workforce system ~~information~~
 2866 technology; principles and information sharing.—

2867 (1) The following principles shall guide the development
 2868 and management of workforce system ~~information~~ resources:

2869 (a) Workforce system entities should be committed to
 2870 information sharing.

2871 (b) Cooperative planning by workforce system entities is a
 2872 prerequisite for the effective development of systems to enable
 2873 the sharing of data.

2874 (c) Workforce system entities should maximize public
 2875 access to data, while complying with legitimate security,

2876 | privacy, and confidentiality requirements.

2877 | (d) When the capture of data for the mutual benefit of
2878 | workforce system entities can be accomplished, the costs for
2879 | capturing, managing, and disseminating those data should be
2880 | shared.

2881 | (e) The redundant capture of data should, insofar as
2882 | possible, be eliminated.

2883 | (f) Only data that are auditable, or that otherwise can be
2884 | determined to be accurate, valid, and reliable, should be
2885 | maintained in the consumer-first workforce system ~~information~~
2886 | ~~systems~~.

2887 | (g) The design of the consumer-first workforce system
2888 | ~~information systems~~ should support technological flexibility for
2889 | users without compromising system integration or data integrity,
2890 | be based upon open standards, and use platform-independent
2891 | technologies to the fullest extent possible.

2892 | (2) Information that is essential to the integrated
2893 | delivery of services through the one-stop delivery system must
2894 | be shared between partner agencies within the consumer-first
2895 | workforce system to the full extent permitted under state and
2896 | federal law. In order to enable the full integration of services
2897 | for a specific workforce system customer, that customer must be
2898 | offered the opportunity to provide written consent prior to
2899 | sharing any information concerning that customer between the
2900 | workforce system partners which is subject to confidentiality

2901 under state or federal law.

2902 Section 42. Subsection (3) of section 445.045, Florida
 2903 Statutes, is amended to read:

2904 445.045 Development of an Internet-based system for
 2905 information technology industry promotion and workforce
 2906 recruitment.—

2907 (3) CareerSource Florida, Inc., shall ensure that the
 2908 website developed and maintained under this section is
 2909 consistent, compatible, and coordinated with the consumer-first
 2910 workforce system ~~information systems~~ required under s. 445.011,
 2911 including, but not limited to, the automated job-matching
 2912 information system for employers, job seekers, and other users.

2913 Section 43. Paragraph (c) of subsection (1) of section
 2914 943.22, Florida Statutes, is amended to read:

2915 943.22 Salary incentive program for full-time officers.—

2916 (1) For the purpose of this section, the term:

2917 (c) "Community college degree or equivalent" means
 2918 graduation from an accredited community college or having been
 2919 granted a degree pursuant to s. 1007.25(13) ~~s. 1007.25(11)~~ or
 2920 successful completion of 60 semester hours or 90 quarter hours
 2921 and eligibility to receive an associate degree from an
 2922 accredited college, university, or community college.

2923 Section 44. Subsection (7) and paragraph (d) of subsection
 2924 (8) of section 1001.64, Florida Statutes, are amended to read:

2925 1001.64 Florida College System institution boards of

2926 trustees; powers and duties.—

2927 (7) Each board of trustees has responsibility for:
2928 ensuring that students have access to general education courses
2929 as identified in rule; requiring no more than 60 semester hours
2930 of degree program coursework, including 36 semester hours of
2931 general education coursework, for an associate in arts degree;
2932 notifying students that earned hours in excess of 60 semester
2933 hours may not be accepted by state universities; notifying
2934 students of unique program prerequisites; and ensuring that
2935 degree program coursework beyond general education coursework is
2936 consistent with degree program prerequisite requirements adopted
2937 pursuant to s. 1007.25(7) ~~s. 1007.25(6)~~.

2938 (8) Each board of trustees has authority for policies
2939 related to students, enrollment of students, student records,
2940 student activities, financial assistance, and other student
2941 services.

2942 (d) Boards of trustees shall identify their general
2943 education curricula pursuant to s. 1007.25(8) ~~s. 1007.25(7)~~.

2944 Section 45. This act shall take effect July 1, 2021.