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MEMORANDUM

TO: School District Superintendents
Florida College System Presidents
District Career and Technical Education Directors
District Technical College Directors
District Adult Education Directors
Florida College System Workforce Administrators

FROM: Henry Mack, Chancellor, Division of Career and Adult Education

DATE: July 2, 2021

SUBJECT: **2021 Legislation Affecting Career, Technical and Adult Education Partners**

The 2021 Florida Legislature passed extensive workforce education legislation that will impact Florida's secondary and postsecondary career, technical and adult education partners. A summary of the legislation and associated actions is provided below and in Appendix A. While the Florida Department of Education (FDOE) will continue to communicate and provide assistance as implementation progresses, please be aware that many of these new statutes require FDOE rules and additional guidance. In other words, unless otherwise indicated, no action is required at this time.

On Tuesday, July 27, 2021, from 1:00 – 3:00 p.m. EDT, we will be holding a webinar to provide an overview of the legislation, particularly HB 1507, and answer related implementation questions. You may register for the webinar at <https://attendee.gotowebinar.com/register/5831473639210699535>

Senate Bill (SB) 52 - Postsecondary Education

Collegiate High School/Early College Program: [SB 52](#) modifies section (s.) 1007.273, Florida Statutes (F.S.), to amend the name, requirements and agreements of collegiate high school programs. First, the bill changes the term “collegiate high school program” to “early college program” and requires the prioritization of courses applicable to general education core courses for an associate degree or baccalaureate degree. The bill also eliminates the requirement that early college programs provide the option for enrolled students to earn CAPE industry certifications as well as the successful completion of 30 credit hours. Lastly, the bill allows charter schools to execute a contract directly with a Florida College System (FCS) institution or another institution to establish an early college program. The bill takes effect on July 1, 2021.

Dual Enrollment Scholarship Program: [SB 52](#) creates s. 1009.30, F.S., to reimburse postsecondary institutions for tuition and related instructional materials for dual enrolled students beginning in fall 2021. The appropriation provides \$15.5 million to public postsecondary institutions for private and home education students in the fall or spring terms and all students during the summer term. The bill requires biannual reporting by participating institutions for FDOE to reimburse by the bill's annual deadline.

FDOE will open the new rule for development and continue to provide technical assistance in the implementation of this section.

SB 366 - Educational Opportunities Leading to Employment

Workers Compensation for Minors in Work-Based Learning: [SB 366](#) creates s. 446.54 F.S., to reimburse employers, including school districts and FCS institutions, the workers' compensation insurance premium for students in paid work-based learning opportunities. The bill specifies that the institution is considered an employer when the student is 18 years or younger and providing unpaid services under a work-based learning opportunity.

Specifically, students in grades 6-12 who are enrolled in a course in the Course Code Directory which incorporates a work-based learning component that is unpaid is deemed to be an employee of the state for purpose of workers' compensation coverage. Individuals 18 years of age or younger who are enrolled in a FDOE registered preapprenticeship program which requires work-based learning is deemed to be an employee of the state for purposes of workers' compensation coverage.

FDOE is working on additional guidance about institution requirements for compensation premiums for students 18 years of age and younger in an unpaid work-based learning opportunity as well as forthcoming rules and guidance which will establish application and reimbursement protocol, based on the \$2 million appropriation.

Mathematics Pathways: [SB 366](#) modifies s. 1007.23, F.S., to require the Statewide Articulation Agreement to establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors and careers. The bill stipulates a representative committee composed of State University System (SUS), FCS and career center faculty shall collaborate to identify the three pathways and the mathematics course sequence within each pathway.

The Florida Student Success Center (center) will facilitate implementation of this provision, building on the work of the Florida Mathematics Re-Design Initiative. In collaboration with the Division of Florida Colleges, Office of Articulation, Division of Career and Adult Education, and Office of the Board of Governors for the SUS, the center will solicit membership for the committee that will identify the pathways and course sequences. Districts and FCS institutions will be kept updated on progress of the committee.

Our preliminary goal is for the State Board of Education (SBOE) to consider the rule no later than fall 2022 for implementation in the 2023-2024 academic year. When the pathways are established in the Statewide Articulation Agreement, institutions may need to modify curriculum, advising manuals, program maps, etc., to align programs to the three mathematics pathways.

Alternative Methods to Assess College-Level Computation and Communication: [SB 366](#) amends multiple Florida Statutes to expand the mechanisms institutions may use to assess readiness for college-level work. In addition to identifying approved common placement tests, SB 366 requires SBOE to adopt rules to develop and implement alternative methods for assessing college-level communication and computation skills.

College Credit Admissions Counseling: [SB 366](#) amends s. 1007.263, F.S., to add alternative methods as a means of measuring achievement in college-level computation and communication for admissions

counseling in college credit programs. The bill specifies career education program advising must measure achievement in basic skills pursuant to s. 1004.91, F.S.

College Credit Dual Enrollment Eligibility: [SB 366](#) amends s. 1007.271, F.S., revising eligibility requirements to specify that students must demonstrate achievement in college-level communication and computation as provided in s. 1008.30, F.S. In effect, this revision allows approved alternative methods to be used in eligibility determinations. The usage of alternative methods includes public, private and home education students.

Developmental Education and Meta-Majors: [SB 366](#) amends s. 1008.30, F.S., authorizing institutions to use alternative methods to assess student readiness as it relates to meta-majors and developmental education placement. Also related to developmental education, SB 366 eliminates annual developmental education accountability reporting requirements.

FDOE will engage in rule development in fall 2021 to involve institutions in the identification of possible alternative methods. By January 31, 2022, SBOE will adopt rules to develop and implement alternative methods for assessing the basic communication and computation skills.

Once the rule is effective, FDOE will provide additional technical assistance and guidance. Subsequently, institutions will need to update existing policies and/or create new policies related to admissions counseling, dual enrollment eligibility, developmental education placement and meta-major advising.

High School Equivalency Diploma: SB 366 amends s. 1007.263, F.S., revising the requirements for admission to associate degree programs. The amendment allows for acceptance of a high school equivalency diploma that is issued by another state, is recognized as equivalent by State Board of Education (SBOE) rule and is based on an assessment recognized by the U.S. Department of Education.

We plan to hold a rule workshop on July 9, 2021, from 10:00 AM – 10:30 AM EDT via webinar. You may register for the workshop at <https://attendee.gotowebinar.com/register/1834434410939527950>.

Once SBOE adopts rules to identify equivalent high school diplomas, FDOE will provide additional technical assistance and guidance to institutions, including reporting requirements. Once the rule is effective, FCS institutions should update current policies and/or create new ones to comply with the provisions outlined in SB 366.

Fee Exemptions for Students Experiencing Homelessness: [SB 366](#) amends s. 1009.25, F.S., to grant SBOE the authority to adopt rules regarding documentation and procedures to implement the fee exemption for students experiencing homelessness.

In fall 2021, FDOE will solicit input from postsecondary stakeholders including registrars and homeless liaisons to inform rule development. Once SBOE adopts the rule, FDOE will offer technical assistance and guidance to assist institutions in implementing the new provisions.

SB 1108 – Civic Literacy

Education: SB 1108 amends s. 1007.25, F.S., to require students initially entering an FCS institution in 2021-22 and thereafter to complete a course and pass an assessment to demonstrate competency in civic literacy. Rule 6A-10.02413, F.A.C., identifies a listing of currently approved courses and assessments for first-time-in-college associate in arts and baccalaureate degree seeking students.

The bill specifies credits earned through authorized acceleration mechanisms in s. 1007.27, F.S., will count toward the civic literacy requirement. In other words, credit received for courses in Rule 6A-10.02413, F.A.C., (AMHX020 and POSX041) via credit-by-exam will count toward meeting the course requirement. If the exam used as the basis of awarding of credit is in Rule 6A-10.02413, F.A.C., (e.g., AP and CLEP) the student would be considered as having met both the course and the assessment of civic literacy competency. If the exam used as the basis of awarding of credit is not in rule (e.g., AICE and IB), the student would be considered as having met only the course requirement. These students would need to be assessed using an approved assessment in rule.

SB 1108 adds a requirement that high school students in U.S. Government must take a civic literacy assessment. The bill specifies that high school students who pass the civic literacy assessment will be exempt from the civic literacy competency assessment requirement when they matriculate to postsecondary.

In fall 2021, FDOE will begin rule development to align the current rule with the new provisions in SB 1108. While these updates are made to the rule, AA and baccalaureate students who are entering this fall, who must complete both a course and a test for civic literacy, may select their courses and assessments from those identified in the current rule. FCS institutions may need to redesign program maps and course sequencing, as well as update degree audit software, websites, catalogs and other student-facing resources to reflect the civic literacy requirement. The bill takes effect on July 1, 2021.

House Bill (HB) 735 - Preemption of Local Occupational Licensing

Preemption of Occupational Licensing: [HB 735](#) creates s. 163.211, F.S., to preempt the licensing of occupations to the state and prohibit local governments from imposing or modifying license requirements.

The licensing of occupations is expressly preempted to the state and supersedes and local government licensing requirement of occupations. Any local government that imposed licenses on occupations before January 1, 2021, expire on July 1, 2023.

Counties and municipalities are authorized to issue journeyman licenses in the plumbing, pipe fitting, mechanical, HVAC, electrical and alarm system trades.

Licensed program curriculums may need to be reviewed to ensure compliance with this change. The bill takes effect July 1, 2021.

HB 847 - Florida Postsecondary Academic Library Network

Florida Postsecondary Academic Library Network: [HB 847](#) amends s. 1006.73, F.S., by directing the Board of Governors (BOG) and SBOE to oversee the chosen host entity that will deliver the services of the postsecondary library network, statewide internet-based catalog of distance learning courses, and online student advising services. The Chancellors of the SUS and FCS will provide an annual report on the performance of the host entity to the Governor, President of the Senate, Speaker of the House, BOG and SBOE. By June 1, 2022, the Commissioner of Education and Chancellor of BOG will provide a recommendation on a process for career centers to access these services which would include an analysis of resources to expand access. The bill takes effect on July 1, 2021.

HB 1159 - Education

Educator Preparation: [HB 1159](#) modifies s. 1004.04, F.S., to remove the requirement that an applicant for a teacher preparation program pass the general knowledge test (GK). Under the new provision, participants in teacher preparation programs must now complete the GK requirement prior to graduation from the program. Accordingly, the bill removes the authority for teacher preparation programs to waive admission requirements.

The bill also specifies core curricula of teacher preparation programs and Educator Preparation Institute (EPI) competency-based certification programs to include practical mental health support strategies and technology training and adds a new area of instruction that an EPI may provide, namely, instruction and professional development for non-degreed teachers of career programs. The bill takes effect on July 1, 2021.

HB 1261- Higher Education

Immunity for Actions Related to COVID-19: [HB 1261](#) creates s. 768.39, F.S., to provide liability protection against lawsuits seeking tuition or fee reimbursements resulting from the campus wide changes during the pandemic. The bill requires the institutions to have taken reasonably necessary actions to diminish the impact of COVID-19. The bill takes effect on July 1, 2021.

Duties Relating to Financial Aid: [HB 1261](#) creates s. 1009.46, F.S., to require postsecondary institutions who provide state financial aid to perform the following:

- Submit the completed application for state financial aid to the FDOE.
- Maintain accurate student records documenting the administration of the state financial aid.
- Verify eligibility of enrolled students.
- Report each student's program of study to the FDOE.
- Disburse state financial aid to eligible students.
- Notify students annually regarding the renewal requirements.
- Return all legislatively required reports.
- Retain required records for 5 years or until such records are audited and exceptions are resolved.
- Refund any undisbursed advances to FDOE within 60 days after the end of the regular registration period for fall and spring terms, 30 days after end of summer term or within 60 days after the date of student's ineligibility.

Institutions that fail to follow these requirements will be placed on probation, placed on a reimbursement basis or have their participation in the program suspended or revoked. The bill takes effect on July 1, 2021.

Benacquisto Scholarship Program: [HB 1261](#) amended s. 1009.893, F.S., to cap the initial eligibility for nonresident students to qualify for the Benacquisto Scholarship Program in the 2021-2022 academic year. The bill takes effect on July 1, 2021.

HB 1507 - Workforce Related Programs and Services

Student Career Services: [HB 1507](#) creates s. 1006.75, F.S., to require each FCS institution and career center ensure their respective student career centers prepare students for employment. Institutions must, to the extent possible, use state career planning resources to assist students with:

- Career exploration and identification;
- Distinguishing in-demand jobs and the expected earnings;
- Understanding specific job skills and credentials;
- Discovering on-the-job experience opportunities; and
- Creating digital resumes.

Institutions should review the new requirements to ensure their current student career services centers offer the mandatory resources, and to the extent state resources can assist.

Healthcare and Nursing Education Study: [HB 1507](#) modifies s. 1004.015, F.S., to require the Florida Talent Development Council (TDC) to coordinate, facilitate and communicate statewide efforts to meet supply and demand needs for the state's healthcare workforce. To support the efforts, the bill requires BOG and SBOE to conduct biennial gap analyses of supply and demand of healthcare workers and to develop a survey to collect 10-year trend data related to nursing education programs including, but not limited to, admissions information, program outcomes, graduate employment, and student demographic information.

The FDOE is working in partnership with BOG and the Department of Economic Opportunity (DEO), the entity that houses the TDC, to develop a timeline, methodology and data collection and analysis. FDOE may reach out to institutions to provide data required for this study that are not readily available through state reporting. The TDC will report on implementation by December 1, 2021.

WIOA Eligible Training Provider List: For the 2021-2022 program year, DEO and FDOE shall establish the minimum criteria an eligible WIOA training provider must achieve for completion, earnings and employment rates of eligible participants. For the 2022-2023 program year, each program offered by a training provider must meet certain minimum requirements.

Money Back Guarantee Program: [HB 1507](#) creates s. 1011.803, F.S., to require each school district and FCS institution to create a money-back guarantee program that will refund tuition to students who are unable to find employment in their field of study within six months of completion of certain workforce education programs.

The Labor Market Estimating Conference (LMEC) created in s. 216.136, F.S., will identify a statewide needs list that includes programs leading to in-demand and middle-level to high-level wage occupations. Institutions will need to create a money-back guarantee for:

- 1) A minimum of three workforce education programs on the LMEC statewide needs list, or at least 50 percent of workforce education programs if the institution offers six or fewer programs.
- 2) All workforce education programs that are not on the LMEC statewide needs list but are established to meet a critical local economic industry need.

Institutions will need to review their program offerings against the statewide needs list to determine the programs that will be offered with a money-back guarantee. Additionally, institutions must establish student eligibility requirements, including student attendance, career service attendance, participation in internships or work-study, job search documentation and development of a student career plan.

The money-back guarantee program begins in the 2022-2023 academic year. By July 1, 2022, each institution must notify SBOE of the money back guarantee programs they offer and include information about these programs on their respective website(s). Annually, colleges will be required to report

performance results to FDOE. FDOE will provide institutions with additional information regarding the LMEC's list and reporting requirements as soon as available.

Open Door Grant Program: [HB 1507](#) creates s. 1009.895, F.S., to establish the Open Door Workforce Grant Program, which will provide funds to support student completion of short-term, high-demand credit and non-credit CTE programs at FCS institutions and school district career centers.

All students must complete the Free Application for Federal Student Aid to be eligible for the grant. The FDOE will disburse funds, up to \$3,000, to institutions based on whether the student is a recipient of state or federal financial aid. If the student is:

- In receipt of state or federal aid, grant funds are awarded to cover the unmet need after all eligible aid is applied to the student's account ("last dollar" approach).

The Florida Legislature appropriated \$35 million to support this program in FY 2021-22. Awards are available on a first come, first serve basis. No more than one-quarter of the appropriated funds may be disbursed annually to any one institution. At least one-quarter of the funds are prioritized for rural institutions.

The SBOE will adopt rules to implement this provision. Additional specifications, requirements, and reporting expectations will be communicated as soon as available.

Associate in Science General Education: HB 1507 modifies s. 1007.25, F.S., to amend the general education degree requirements for students completing a technical degree, which is defined in s. 1004.02(13), F.S., as a course of study that leads to an Associate in Science/Associate in Applied Science (AS/AAS) degree. Beginning in the 2022-2023 academic year and thereafter, students entering an AS/AAS program must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded.

The provisions in this amendment will take effect for students entering an AS/AAS program at the start of the 2022-2023 academic year. In August 2021, FDOE will begin rule development to specify that students in AS/AAS programs must complete at least one (1) course from each of the general education subject areas listed in Rule 6A-14.0303, F.A.C.

FCS institutions will need to redesign program maps and course sequencing, as well as update degree audit software, websites, catalogs and other student-facing resources to reflect the new general education requirements for AS/AAS programs.

Career Readiness Digital Credential: [HB 1507](#) modifies s. 1007.25, F.S., to require public postsecondary institutions to award students a nationally recognized digital credential upon completion of general education core courses that demonstrate career readiness, beginning with students who initially enter a postsecondary institution in the 2022-2023 academic year.

The FDOE, in partnership with BOG, will develop guidance and an implementation plan, and will communicate with colleges once information is available. Once in effect, institutions will be required to update institutional catalogs to reflect which general education core courses are linked to earning a digital credential. HB 1507 takes effect on July 1, 2021; however, the provisions in this amendment will take effect for students initially entering a postsecondary institution in the 2022-2023 academic year.

Credentials Review Committee & Master Credential List: [HB 1507](#) amends s. 445.004, F.S., to require the CareerSource Florida state board (state board) to appoint a Credentials Review Committee (CRC) to identify nondegree and degree credentials of value for approval by the state board and inclusion in the Master Credentials List (MCL). Their duties include:

- Establishing a definition for credentials of value and create a framework of quality which shall undergo biennial review.
- Establishing a process for linking Classifications of Instructional Programs (CIP) to Standard Occupational Code (SOC) for all new credentials of value identified on the MCL.
- Developing a returned-value funding formula as provided under ss. 1011.80(7)(b) and 1011.81(2)(b).
- Establishing policy direction for a uniform funding system that prioritizes evidence-based, results-driven solutions by providing incentives to improve the outcomes of career education, registered apprenticeship and work-based learning programs, and focuses resources on occupations related to new or emerging industries that add greatly to the value of the state's economy.

Education Meets Opportunity Platform: [HB 1507](#) amends s. 1008.40, F.S., to require the FDOE to work with DEO, the Department of Children and Families and other entities to develop a workforce development metrics dashboard that should do the following:

- Use statistically rigorous methodologies to estimate, assess and isolate the impact of programs on participant outcomes.
- Display the impact of workforce related programs, as defined in statute, on credential attainment, training completion, degree attainment and participant wages.
- Provide demographic breakdowns, including race, ethnicity, age, gender, veteran status, wage, student loan debt, barriers to employment credential or degree outcomes and information on workforce outcomes in different industry sectors.
- Measure the return on investment in workforce related programs.

To meet these goals, the Education Meets Opportunity Platform is in its initial development to provide an interoperable data analytics tool for all of Florida's workforce education and training programs (degree and non-degree) through the state's selected vendor, PAIRIN Inc. It aims to secure real-time, accurate and comprehensive data capabilities to provide persistent and reliable analytics. The interactive, interoperable data analytics tool/solution will function as a business intelligence tool, with the ability to ingest and integrate large volumes of data, aggregate, analyze, and summarize the data in the form of lucid, clear, and user friendly key performance indicators.

Career and Professional Education (CAPE): [HB 1507](#) amends s. 1003.4203, F.S., to remove the cap on CAPE digital tool certificates and CAPE innovation courses. The bill also amends s. 1003.491, F.S. Districts will need to update their strategic 3-year plan developed jointly by the school district, local workforce development boards, economic development agencies and state-approved postsecondary institutions to be constructed based upon labor projections as identified by the Labor Market Estimating Conference, rather than the US Department of Labor and DEO. The bill also makes amendments to the annual CTE Audit and requires SBOE to adopt rules to administer the section. The bill also removes occupational areas for CAPE industry certifications for postsecondary funding. In addition, the separate CAPE Postsecondary Industry Certification Funding List is eliminated from the statute and combined with the current K-12 CAPE Industry Certification Funding List beginning with the 2022-23 adoption.

The formation of the Credential Review Committee for the review and identification of industry certifications and licensures will affect the development of the CAPE Industry Certification Funding List beginning with the 2022-23 lists. For the 2021-2022 school year, the Master Credentials List shall be comprised of the CAPE (secondary & postsecondary) Industry Certification Funding List under ss. 1008.44 and 1011.62(1) and adopted by SBOE before October 1, 2021.

For K-12 additional FTE membership, the bill requires the Commissioner to conduct a review of the methodology used to determine additional FTE weights assigned in s. 1011.62(1)(o), F.S., and, if necessary, recommend revised weights by December 1, 2021.

FDOE will develop new process for the CAPE list development based upon these new requirements.

Apprenticeship: [HB 1507](#) amends the definition of *workforce education* in s. 1004.02, F.S., to include apprenticeship and amends the definition of *continuing workforce education* to exclude apprenticeship. The bill also amends s. 1011.80, F.S., to specify that expenditures for apprenticeship and preapprenticeship programs are not required to be fully supported by fees and may be reported for FTE.

[HB 1507](#) amends s. 446.032, F.S., to require FDOE to adopt rules to establish and administer uniform minimum standards governing apprenticeship and preapprenticeship programs. The uniform minimum standards must require training providers to submit data necessary to determine program performance, including wage progression of participants.

[HB 1507](#) also modifies the Pathways to Career Opportunities Grant in s. 1011.802, F.S., to require FDOE to award grants to programs with demonstrated demand that address a critical statewide or regional shortage or to programs that exceed the median completion rate and employment rate. Additionally, grant funds may now be used for instructional personnel and recurring instructional costs.

Work-Based Learning: [HB 1507](#) creates s. 446.0915, F.S., to define a work-based learning opportunity as an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned to curriculum and instruction, and is provided in partnership with an educational institution. A work-based learning opportunity must meet all the following criteria:

- Be developmentally appropriate;
- Identify learning objectives for the term of the experience;
- Explore multiple aspects of an industry;
- Develop workplace skills and competencies;
- Assess performance;
- Provide opportunities for work-based reflection;
- Link to next steps in career planning and preparation in a student's chosen career pathway;
- Be provided in an equal and fair manner; and
- Be documented and reported in compliance with state and federal labor laws.

A work-based learning opportunity should prioritize paid experiences such as apprenticeship and preapprenticeship programs. The bill also requires SBOE to set requirements through rule regarding student eligibility, obligations of employers, and requirements of institutions that offer work-based learning opportunities.

HB 7061- Taxation

Internship Tax Credit: [HB 7061](#) creates **s. 220.198, F.S.**, to establish the internship tax credit program. Up to \$2.5 million dollars have been allocated to provide an internship tax credit to employers of postsecondary interns. The fund allows employers to receive \$2,000 per intern with a cap at \$10,000 per employer. The Department of Revenue will develop additional rules governing this program.

Quick Links:

DCAE Statewide Correspondence

<https://www.fldoe.org/academics/career-adult-edu/memorums/>

Proposed Action Relating to State Board Rules

<https://web02.fldoe.org/Rules/Default.aspx>

FDOE 2021 Legislative Review (Bill Summaries)

<https://www.fldoe.org/policy/edu-laws-legislation/governmental-relations/pubs.shtml>

Florida Statutes

<http://www.leg.state.fl.us/Statutes/index.cfm?Mode=View%20Statutes&Submenu=1&Tab=statutes>

As implementation progresses, FDOE will continue to provide guidance and technical assistance in the implementation of these bills through memos and webinars.

In the coming months, we will have new and existing rules open for development to define the parameters of these statutes for implementation. In that process, we anticipate and look forward to collaborating with you to ensure the best possible implementation outcomes for our students, educators, and workforce.

If you have questions regarding the ongoing implementation of this legislation, please contact us at 850-245-0446 or at Chancellor2@fldoe.org.

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Appendix A: Institution Actions Following 2021 Legislative Session

Bill Number	Bill Section	Topic	Florida Statutes	May require review of local policy and/or procedure	May require data or information to be submitted to the state
SB 52	2	Early College Program	s. 1007.273	Possibly	Possibly
SB 52	4	Dual Enrollment Scholarship Program	s. 1009.30	Yes	Yes
SB 52	8	School Community Professional Development Act	s. 1012.98, F.S.	If applicable	If applicable
SB 366	2	Workers' Compensation	s. 446.54, F.S.	Yes	Yes
SB 366	3	Mathematics Pathways	s. 1007.23	Yes	Possibly
SB 366	4	Alternative Methods	s. 1007.263, F.S.	Yes	Yes
SB 366	4	High School Equivalency Diploma	s. 1007.263, F.S.	Yes	Yes
SB 366	7	Fee Exemptions - Students Experiencing Homelessness	s. 1009.25, F.S.	Yes	Yes, through current reporting mechanisms
HB 847	4	Florida Postsecondary Academic Library Network	s. 1006.73, F.S.	Not anticipated	Not anticipated
HB 1159	3	Educator Preparation	s. 1004.04	Yes	Possibly
HB 1261	1	Immunity for Actions Related to COVID-19	s. 768.39, F.S.	Not anticipated	Not anticipated
HB 1261	6	Duties Relating to Financial Aid	s. 1009.46, F.S.	Yes	Yes
HB 1261	11	Benacquisto Scholarship Program	s. 1009.893, F.S.	Yes	Yes
HB 1507	22	Florida Career and Professional Education Act	s. 1003.491	Yes	No
HB 1507	26	Healthcare and Nursing Education Study	s. 1004.015, F.S.	Not anticipated	Yes
HB 1507	28	Student Career Services	s. 1006.75	Yes	Not anticipated
HB 1507	29	Associate in Science General Education	s. 1007.25, F.S.	Yes	Not anticipated
HB 1507	29	Career Readiness Digital Credential	s. 1007.25, F.S.	Yes	Yes
HB 1507	35	Apprenticeship	s. 1011.80, F.S.	Yes	Yes
HB 1507	38	Money Back Guarantee Program	s. 1011.803, F.S.	Yes	Yes