

FOR CONSIDERATION By the Committee on Appropriations

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1                   A bill to be entitled  
2       An act relating to education; amending s. 1002.394,  
3       F.S.; revising the maximum number of students for whom  
4       scholarships are established under the Family  
5       Empowerment Scholarship Program, beginning in  
6       specified school years; repealing s. 1002.411, F.S.,  
7       relating to reading scholarship accounts; amending s.  
8       1002.995, F.S.; requiring the Department of Education  
9       to provide incentives to school readiness personnel  
10      and prekindergarten instructors who meet specified  
11      requirements, subject to the appropriation of funds  
12      for that purpose; amending s. 1007.271, F.S.; revising  
13      requirements for materials assigned for use within  
14      dual enrollment courses; deleting a requirement that  
15      certain students be responsible for their own  
16      instructional materials as a prerequisite to  
17      participation in the dual enrollment program;  
18      requiring that private school articulation agreements  
19      entered into by public postsecondary institutions  
20      eligible to participate in the dual enrollment program  
21      include a provision specifying the private school's  
22      payment obligation for certain dual enrollment  
23      courses; creating s. 1007.36, F.S.; creating the  
24      Inclusive Transition and Employment Management  
25      Program; providing the purpose of the program;  
26      creating s. 1008.3651, F.S.; providing a legislative  
27      finding; creating the Seal of Excellence in Advancing  
28      Literacy; providing the purpose of the seal; requiring  
29      the State Board of Education to adopt rules by a

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30 specified date establishing the criteria for earning  
31 the seal; specifying requirements for such criteria;  
32 requiring that schools that meet the criteria receive  
33 financial awards, subject to the availability of  
34 funds; specifying how awards must be distributed;  
35 specifying allowable uses of awards; providing that  
36 awards are not subject to collective bargaining;  
37 amending s. 1009.30, F.S.; revising the criteria for  
38 reimbursement of eligible postsecondary institutions  
39 for tuition and related instructional materials costs  
40 for dual enrollment courses; revising participating  
41 institution reporting requirements under the program;  
42 requiring the department to reimburse each  
43 participating institution within a specified  
44 timeframe; amending s. 1011.48, F.S.; revising the  
45 manner in which certain fees charged by educational  
46 research centers for child development are determined;  
47 amending s. 1011.62, F.S.; revising full-time  
48 equivalent student membership amounts for purposes  
49 related to the sparsity supplement under the Florida  
50 Education Finance Program; revising the requirements  
51 of the evidence-based reading instruction allocation  
52 under the Florida Education Finance Program; defining  
53 the term "supervision"; conforming provisions to  
54 changes made by the act; creating s. 1012.5861, F.S.;  
55 providing a legislative finding; requiring the  
56 department to create a statewide early literacy micro-  
57 credential focused on certain readers; authorizing  
58 district school boards and lab school boards of

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59 trustees to use certain programs; providing for  
60 reciprocity for micro-credentials; requiring that  
61 charter schools are provided access to all approved  
62 micro-credentials; requiring the department to make  
63 the micro-credential available to certain persons by a  
64 specified date; specifying the requirements for the  
65 micro-credential; requiring the state board to adopt  
66 rules; amending s. 1003.621, F.S.; conforming a cross-  
67 reference; providing an effective date.

68  
69 Be It Enacted by the Legislature of the State of Florida:

70  
71 Section 1. Paragraph (b) of subsection (12) of section  
72 1002.394, Florida Statutes, is amended to read:

73 1002.394 The Family Empowerment Scholarship Program.—

74 (12) SCHOLARSHIP FUNDING AND PAYMENT.—

75 (b)1. Scholarships for students determined eligible  
76 pursuant to paragraph (3) (b) are established for up to 26,500  
77 ~~20,000~~ students annually beginning in the 2022-2023 ~~2021-2022~~  
78 school year. Beginning in the 2023-2024 ~~2022-2023~~ school year,  
79 the maximum number of students participating in the scholarship  
80 program under this section shall annually increase by 1.0  
81 percent of the state's total exceptional student education full-  
82 time equivalent student enrollment, not including gifted  
83 students. An eligible student who meets any of the following  
84 requirements shall be excluded from the maximum number of  
85 students if the student:

86 a. Received specialized instructional services under the  
87 Voluntary Prekindergarten Education Program pursuant to s.

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88 1002.66 during the previous school year and the student has a  
89 current IEP developed by the local school board in accordance  
90 with rules of the State Board of Education;

91 b. Is a dependent child of a member of the United States  
92 Armed Forces, a foster child, or an adopted child;

93 c. Spent the prior school year in attendance at a Florida  
94 public school or the Florida School for the Deaf and the Blind.  
95 For purposes of this subparagraph, the term "prior school year  
96 in attendance" means that the student was enrolled and reported  
97 by:

98 (I) A school district for funding during either the  
99 preceding October or February Florida Education Finance Program  
100 surveys in kindergarten through grade 12, which includes time  
101 spent in a Department of Juvenile Justice commitment program if  
102 funded under the Florida Education Finance Program;

103 (II) The Florida School for the Deaf and the Blind during  
104 the preceding October or February student membership surveys in  
105 kindergarten through grade 12;

106 (III) A school district for funding during the preceding  
107 October or February Florida Education Finance Program surveys,  
108 was at least 4 years of age when enrolled and reported, and was  
109 eligible for services under s. 1003.21(1)(e); or

110 (IV) Received a John M. McKay Scholarship for Students with  
111 Disabilities in the 2021-2022 school year.

112 2. For a student who has a Level I to Level III matrix of  
113 services or a diagnosis by a physician or psychologist, the  
114 calculated scholarship amount for a student participating in the  
115 program must be based upon the grade level and school district  
116 in which the student would have been enrolled as the total funds

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117 per unweighted full-time equivalent in the Florida Education  
118 Finance Program for a student in the basic exceptional student  
119 education program pursuant to s. 1011.62(1)(c)1. and (e)1.c.,  
120 plus a per full-time equivalent share of funds for all  
121 categorical programs, as funded in the General Appropriations  
122 Act, except that for the exceptional student education  
123 guaranteed allocation as provided in s. 1011.62(1)(e)1.c. and  
124 2., the funds must be allocated based on the school district's  
125 average exceptional student education guaranteed allocation  
126 funds per exceptional student education full-time equivalent  
127 student.

128       3. For a student with a Level IV or Level V matrix of  
129 services, the calculated scholarship amount must be based upon  
130 the school district to which the student would have been  
131 assigned as the total funds per full-time equivalent for the  
132 Level IV or Level V exceptional student education program  
133 pursuant to s. 1011.62(1)(c)2.a. or b., plus a per-full time  
134 equivalent share of funds for all categorical programs, as  
135 funded in the General Appropriations Act.

136       4. For a student who received a Gardiner Scholarship  
137 pursuant to s. 1002.385 in the 2020-2021 school year, the amount  
138 shall be the greater of the amount calculated pursuant to  
139 subparagraph 2. or the amount the student received for the 2020-  
140 2021 school year.

141       5. For a student who received a John M. McKay Scholarship  
142 pursuant to s. 1002.39 in the 2020-2021 school year, the amount  
143 shall be the greater of the amount calculated pursuant to  
144 subparagraph 2. or the amount the student received for the 2020-  
145 2021 school year.

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146           6. Upon notification from an organization on July 1,  
147           September 1, December 1, and February 1 that an application has  
148           been approved for the program, the department shall verify that  
149           the student is not prohibited from receiving a scholarship  
150           pursuant to subsection (6). The organization must provide the  
151           department with the documentation necessary to verify the  
152           student's participation.

153           7. Upon verification, the department shall release, from  
154           state funds only, the student's scholarship funds to the  
155           organization, to be deposited into the student's account in four  
156           equal amounts no later than September 1, November 1, February 1,  
157           and April 1 of each school year in which the scholarship is in  
158           force.

159           8. Accrued interest in the student's account is in addition  
160           to, and not part of, the awarded funds. Program funds include  
161           both the awarded funds and accrued interest.

162           9. The organization may develop a system for payment of  
163           benefits by funds transfer, including, but not limited to, debit  
164           cards, electronic payment cards, or any other means of payment  
165           which the department deems to be commercially viable or cost-  
166           effective. A student's scholarship award may not be reduced for  
167           debit card or electronic payment fees. Commodities or services  
168           related to the development of such a system must be procured by  
169           competitive solicitation unless they are purchased from a state  
170           term contract pursuant to s. 287.056.

171           10. Moneys received pursuant to this section do not  
172           constitute taxable income to the qualified student or the parent  
173           of the qualified student.

174           Section 2. Section 1002.411, Florida Statutes, is repealed.

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175 Section 3. Paragraph (c) is added to subsection (1) of  
176 section 1002.995, Florida Statutes, to read:

177 1002.995 Early learning professional development standards  
178 and career pathways.—

179 (1) The department shall:

180 (c) Subject to the appropriation of funds by the  
181 Legislature, provide incentives to school readiness personnel  
182 who meet the requirements of s. 1002.88(1)(e) and  
183 prekindergarten instructors who meet the requirements specified  
184 in s. 1002.55, s. 1002.61, or s. 1002.63 and who possess a  
185 reading certification or endorsement or an early literacy micro-  
186 credential as specified in s. 1012.5861 and teach students in  
187 the school readiness program or the voluntary prekindergarten  
188 education program.

189 Section 4. Subsections (17) and (24) of section 1007.271,  
190 Florida Statutes, are amended to read:

191 1007.271 Dual enrollment programs.—

192 (17) Instructional materials assigned for use within dual  
193 enrollment courses shall be made available to dual enrollment  
194 students ~~from Florida public high schools~~ free of charge. A  
195 postsecondary institution may not require payment for  
196 instructional materials costs eligible for reimbursement under  
197 s. 1009.30 ~~This subsection does not prohibit a Florida College~~  
198 ~~System institution from providing instructional materials at no~~  
199 ~~cost to a home education student or student from a private~~  
200 ~~school.~~ Instructional materials purchased by a district school  
201 board or Florida College System institution board of trustees on  
202 behalf of dual enrollment students shall be the property of the  
203 board against which the purchase is charged.

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204 (24) (a) The dual enrollment program for a private school  
205 student consists of the enrollment of an eligible private school  
206 student in a postsecondary course creditable toward an associate  
207 degree, a career certificate, or a baccalaureate degree. In  
208 addition, a private school in which a student, including, but  
209 not limited to, students with disabilities, is enrolled must  
210 award credit toward high school completion for the postsecondary  
211 course under the dual enrollment program. To participate in the  
212 dual enrollment program, an eligible private school student  
213 must:

214 1. Provide proof of enrollment in a private school pursuant  
215 to subsection (2).

216 2. Be responsible for his or her own ~~instructional~~  
217 ~~materials~~ and transportation unless provided for in the  
218 articulation agreement.

219 3. Sign a private school articulation agreement pursuant to  
220 paragraph (b).

221 (b) Each public postsecondary institution eligible to  
222 participate in the dual enrollment program pursuant to s.  
223 1011.62(1) (i) must enter into a private school articulation  
224 agreement with each eligible private school in its geographic  
225 service area seeking to offer dual enrollment courses to its  
226 students, including, but not limited to, students with  
227 disabilities. By August 1 of each year, the eligible  
228 postsecondary institution shall complete and submit the private  
229 school articulation agreement to the Department of Education.  
230 The private school articulation agreement must include, at a  
231 minimum:

232 1. A delineation of courses and programs available to the



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233 private school student. The postsecondary institution may add,  
234 revise, or delete courses and programs at any time.

235 2. The initial and continued eligibility requirements for  
236 private school student participation, not to exceed those  
237 required of other dual enrollment students.

238 3. The student's responsibilities for providing his or her  
239 own ~~instructional materials and~~ transportation.

240 4. A provision clarifying that the private school will  
241 award appropriate credit toward high school completion for the  
242 postsecondary course under the dual enrollment program.

243 5. A provision relating to payment for dual enrollment  
244 courses, which must specify that:

245 a. The private school shall pay an amount specified by the  
246 postsecondary institution for dual enrollment courses taken  
247 during the scheduled school hours of the private school. The  
248 amount charged per credit hour may not exceed the postsecondary  
249 institution standard tuition rate per credit hour; and

250 b. The private school is not required to pay for dual  
251 enrollment courses taken by its students outside of the  
252 scheduled school hours of the private school, or during the  
253 summer term.

254 6. A provision expressing that costs associated with  
255 tuition and fees, including registration, and laboratory fees,  
256 will not be passed along to the student.

257 Section 5. Section 1007.36, Florida Statutes, is created to  
258 read:

259 1007.36 Inclusive Transition and Employment Management  
260 Program.—As authorized by and consistent with funding  
261 appropriated in the General Appropriations Act, the Inclusive

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262 Transition and Employment Management Program is created for the  
263 purpose of providing young adults with disabilities who are  
264 between the ages of 16 years and 28 years with transitional  
265 skills, education, and on-the-job experience to allow them to  
266 acquire and retain permanent employment.

267 Section 6. Section 1008.3651, Florida Statutes, is created  
268 to read:

269 1008.3651 The Seal of Excellence in Advancing Literacy.—

270 (1) The Legislature finds that there is a need for a  
271 performance incentive program for outstanding faculty and staff  
272 in schools that demonstrate growth in early literacy attainment.

273 (2) The Seal of Excellence in Advancing Literacy is created  
274 to provide financial awards to public schools, including charter  
275 schools, which demonstrate growth in early literacy. By October  
276 1, 2022, the State Board of Education shall adopt rules  
277 establishing the criteria for earning the seal. The criteria  
278 must include metrics for schools to earn the seal by  
279 demonstrating exemplary performance with respect to reading  
280 instruction for students enrolled in kindergarten through grade  
281 2. The criteria must:

282 (a) Prioritize advancing the abilities of the lowest  
283 performing students at least one grade level in each grade; and

284 (b) Allow schools to earn the seal by advancing the  
285 abilities of students at least one grade level in each grade.

286 (3) All schools that meet the criteria established under  
287 subsection (2) shall receive financial awards depending on the  
288 availability of funds as appropriated in the General  
289 Appropriations Act. Funds must be distributed to the school's  
290 fiscal agent and placed in the school's account and must be used

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291 for the purposes specified in subsection (4), as determined  
292 jointly by the school's staff and the school advisory council.  
293 If the school staff and the school advisory council cannot reach  
294 agreement regarding the use of the funds by February 1 of the  
295 school year for which they are allocated, the awards must be  
296 distributed equally to all instructional personnel, as defined  
297 in s. 1012.01(2), teaching in the school at that time. If a  
298 school that earned a seal is no longer in existence at the time  
299 the award is paid, the district school superintendent must  
300 distribute the funds in the form of a bonus to instructional  
301 personnel who taught at the school in the previous year.

302 (4) Awards must be used for one or more of the following:

303 (a) Nonrecurring financial incentives to instructional  
304 personnel and staff.

305 (b) Nonrecurring expenditures for educational equipment or  
306 materials to assist in maintaining and improving student  
307 performance.

308 (c) Other personnel for the school to assist in maintaining  
309 and improving student performance.

310

311 Notwithstanding any other provision of law to the contrary,  
312 incentive awards are not subject to collective bargaining.

313 Section 7. Subsection (2), paragraph (a) of subsection (3),  
314 and subsections (5), (7), (8), and (9) of section 1009.30,  
315 Florida Statutes, are amended to read:

316 1009.30 Dual Enrollment Scholarship Program.—

317 (2) The Department of Education shall administer the Dual  
318 Enrollment Scholarship Program in accordance with rules adopted  
319 by the State Board of Education pursuant to subsection (8) ~~(9)~~.

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320           (3) (a) ~~Beginning in the 2021 fall term,~~ The program shall  
321 reimburse eligible postsecondary institutions for tuition and  
322 related instructional materials costs for dual enrollment  
323 courses taken during the fall or spring terms by eligible  
324 students, consisting of:

325           1. Private school students who take dual enrollment courses  
326 pursuant to s. 1007.271(24)(b)5.b.; or

327           2. Home education program secondary students ~~during the~~  
328 ~~fall or spring terms.~~

329           (5) ~~Annually, by March 15,~~ Each participating institution  
330 must report to the department any eligible secondary students  
331 from private schools or home education programs who were  
332 enrolled during the ~~previous~~ fall or spring terms within 30 days  
333 after the end of regular registration. ~~Annually, by July 15,~~  
334 Each participating institution must report to the department any  
335 eligible public school, private school, or home education  
336 program students who were enrolled during the summer term within  
337 30 days after the end of regular registration. For each dual  
338 enrollment course in which the student is enrolled, the report  
339 must include a unique student identifier, the postsecondary  
340 institution name, the postsecondary course number, and the  
341 postsecondary course name. The department shall reimburse each  
342 participating institution no later than 30 days after the  
343 institution has reported enrollment for that term.

344           (7) ~~For dual enrollment courses taken during the fall and~~  
345 ~~spring terms, the department must reimburse institutions by~~  
346 ~~April 15 of the same year. For dual enrollment courses taken~~  
347 ~~during the summer term, the department must reimburse~~  
348 ~~institutions by August 15 of the same year, before the beginning~~

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349 ~~of the next academic year.~~

350 ~~(8)~~ Reimbursement for dual enrollment courses is contingent  
351 upon an appropriation in the General Appropriations Act each  
352 year. If the statewide reimbursement amount is greater than the  
353 appropriation, the institutional reimbursement amounts specified  
354 in subsection (6) shall be prorated among the institutions that  
355 have reported eligible students to the department by the  
356 deadlines specified in subsection (5).

357 (8)~~(9)~~ The State Board of Education shall adopt rules to  
358 implement this section.

359 Section 8. Subsection (3) of section 1011.48, Florida  
360 Statutes, is amended to read:

361 1011.48 Establishment of educational research centers for  
362 child development.—

363 (3) Each center is authorized to charge fees for the care  
364 and services it provides, subject to the fees authorized by s.  
365 1009.24(14). ~~Such fees must be approved by the Board of~~  
366 ~~Governors and may be imposed on a sliding scale based on ability~~  
367 ~~to pay or any other factors deemed relevant by the board.~~

368 Section 9. Paragraph (d) of subsection (6), paragraphs (a)  
369 and (b) of subsection (7), and subsection (8) of section  
370 1011.62, Florida Statutes, are amended to read:

371 1011.62 Funds for operation of schools.—If the annual  
372 allocation from the Florida Education Finance Program to each  
373 district for operation of schools is not determined in the  
374 annual appropriations act or the substantive bill implementing  
375 the annual appropriations act, it shall be determined as  
376 follows:

377 (6) CATEGORICAL FUNDS.—

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378 (d) If a district school board transfers funds from its  
 379 evidence-based reading instruction allocation, the board must  
 380 also submit to the Department of Education an amendment  
 381 describing the changes that the district is making to its  
 382 reading plan approved pursuant to paragraph (8) (e) ~~(8) (d)~~.

383 (7) DETERMINATION OF SPARSITY SUPPLEMENT.—

384 (a) Annually, in an amount to be determined by the  
 385 Legislature through the General Appropriations Act, there shall  
 386 be added to the basic amount for current operation of the FEFP  
 387 qualified districts a sparsity supplement which shall be  
 388 computed as follows:

$$\text{Sparsity Factor} = \frac{1101.8918}{2700 + \text{district sparsity index}} - 0.1101$$

390  
 391  
 392 except that districts with a sparsity index of 1,000 or less  
 393 shall be computed as having a sparsity index of 1,000, and  
 394 districts having a sparsity index of 7,308 and above shall be  
 395 computed as having a sparsity factor of zero. A qualified  
 396 district's full-time equivalent student membership shall equal  
 397 or be less than that prescribed annually by the Legislature in  
 398 the appropriations act. The amount prescribed annually by the  
 399 Legislature shall be no less than 17,000, but no more than  
 400 30,000 ~~24,000~~.

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401 (b) The district sparsity index shall be computed by  
402 dividing the total number of full-time equivalent students in  
403 all programs in the district by the number of senior high school  
404 centers in the district, not in excess of three, which centers  
405 are approved as permanent centers by a survey made by the  
406 Department of Education. For districts with a full-time  
407 equivalent student membership of at least 20,000, but no more  
408 than 30,000 ~~24,000~~, the index shall be computed by dividing the  
409 total number of full-time equivalent students in all programs by  
410 the number of permanent senior high school centers in the  
411 district, not in excess of four.

412 (8) EVIDENCE-BASED READING INSTRUCTION ALLOCATION.—

413 (a) The evidence-based reading instruction allocation is  
414 created to provide comprehensive reading instruction to students  
415 in prekindergarten ~~kindergarten~~ through grade 12, with priority  
416 given to students ~~including certain students who have completed~~  
417 ~~the Voluntary Prekindergarten Education Program and who are at~~  
418 ~~risk of being identified as having a substantial deficiency in~~  
419 ~~early literacy skills under s. 1008.25(8)(c). Each school~~  
420 ~~district that has one or more of the 300 lowest-performing~~  
421 ~~elementary schools based on a 3-year average of the state~~  
422 ~~reading assessment data must use the school's portion of the~~  
423 ~~allocation to provide an additional hour per day of intensive~~  
424 ~~reading instruction for the students in each school. The~~  
425 ~~additional hour may be provided within the school day. Students~~  
426 ~~enrolled in these schools who earned a level 4 or level 5 score~~  
427 ~~on the statewide, standardized English Language Arts assessment~~  
428 ~~for the previous school year may participate in the additional~~  
429 ~~hour of instruction. Exceptional student education centers may~~

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430 ~~not be included in the 300 schools. The~~

431 (b) Intensive reading instruction for students who have  
432 reading deficiencies must delivered in this additional hour  
433 ~~shall include~~ evidence-based reading instruction ~~that has been~~  
434 proven to accelerate progress of students exhibiting a reading  
435 deficiency; differentiated instruction based on screening,  
436 diagnostic, progress monitoring, or student assessment data to  
437 meet students' specific reading needs; explicit and systematic  
438 reading strategies to develop phonemic awareness, phonics,  
439 fluency, vocabulary, and comprehension, with more extensive  
440 opportunities for guided practice, error correction, and  
441 feedback; and the coordinated integration of civic literacy,  
442 science, and mathematics-text reading, text discussion, and  
443 writing in response to reading.

444 (c) ~~(b)~~ Funds for comprehensive, evidence-based reading  
445 instruction shall be allocated annually to each school district  
446 in the amount provided in the General Appropriations Act. Each  
447 eligible school district shall receive the same minimum amount  
448 as specified in the General Appropriations Act, and any  
449 remaining funds shall be distributed to eligible school  
450 districts based on each school district's proportionate share of  
451 K-12 base funding.

452 (d) ~~(e)~~ Funds allocated under this subsection must be used  
453 to provide a system of comprehensive reading instruction to  
454 students enrolled in the K-12 programs and certain students who  
455 exhibit a substantial deficiency in early literacy ~~and completed~~  
456 ~~the Voluntary Prekindergarten Education Program pursuant to s.~~  
457 ~~1008.25(5)(b)~~, which may include the following:

458 1. Additional time ~~An additional hour~~ per day of evidence-



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459 based intensive reading instruction to students, which may be  
460 delivered during or outside of the regular school day in the 300  
461 lowest-performing elementary schools by teachers and reading  
462 specialists who have demonstrated effectiveness in teaching  
463 reading as required in paragraph (a).

464 2. Kindergarten through grade 12 ~~5~~ evidence-based intensive  
465 reading interventions ~~provided by reading intervention teachers~~  
466 ~~during the school day and in the required extra hour for~~  
467 ~~students identified as having a substantial reading deficiency.~~

468 3. Highly qualified reading coaches, who must be certified  
469 or endorsed in reading, to specifically support teachers in  
470 making instructional decisions based on student data, and  
471 improve teacher delivery of effective reading instruction,  
472 intervention, and reading in the content areas based on student  
473 need.

474 4. Professional development ~~for school district teachers in~~  
475 ~~scientifically researched and evidence-based reading~~  
476 ~~instruction, including strategies to teach reading in content~~  
477 ~~areas and with an emphasis on technical and informational text,~~  
478 to help instructional personnel and certified prekindergarten  
479 teachers funded in the Florida Education Finance Program ~~school~~  
480 ~~district teachers~~ earn a certification, a credential, ~~or~~ an  
481 endorsement, or an advanced degree in scientifically researched  
482 and evidence-based reading instruction.

483 5. Summer reading camps, using only teachers or other  
484 district personnel who possess an early literacy micro-  
485 credential as specified in s. 1012.5861 or are certified or  
486 endorsed in reading consistent with s. 1008.25(7)(b)3., for all  
487 students in kindergarten through grade 5 ~~2~~ who demonstrate a

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488 reading deficiency as determined by district and state  
489 assessments, ~~students in grades 3 through 5 who score at Level 1~~  
490 ~~on the statewide, standardized English Language Arts assessment,~~  
491 ~~and certain students who exhibit a substantial deficiency in~~  
492 ~~early literacy and completed the Voluntary Prekindergarten~~  
493 ~~Education Program under s. 1008.25(5)(b).~~

494 6. Scientifically researched and evidence-based  
495 supplemental instructional materials ~~as identified by the Just~~  
496 ~~Read, Florida! Office pursuant to s. 1001.215(8).~~

497 7. Incentives for instructional personnel and certified  
498 prekindergarten teachers funded in the Florida Education Finance  
499 Program who possess a reading certification or endorsement or an  
500 early literacy micro-credential as specified in s. 1012.5861 and  
501 provide educational support to improve student literacy  
502 ~~Evidence-based intensive reading interventions for students in~~  
503 ~~kindergarten through grade 12 who have been identified as having~~  
504 ~~a substantial reading deficiency or who are reading below grade~~  
505 ~~level as determined by the statewide, standardized English~~  
506 ~~Language Arts assessment or for certain students who exhibit a~~  
507 ~~substantial deficiency in early literacy and completed the~~  
508 ~~Voluntary Prekindergarten Education Program under s.~~  
509 ~~1008.25(5)(b).~~

510 8. Tutoring in reading.

511 (e)1.~~(d)1.~~ Annually, by a date determined by the Department  
512 of Education ~~but before May 1~~, school districts shall submit a  
513 comprehensive reading plan, approved by the applicable district  
514 school board, charter school governing board, or lab school  
515 board of trustees, for the specific use of the evidence-based  
516 reading instruction allocation ~~in the format prescribed by the~~

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517 ~~department for review and approval by the Just Read, Florida!~~  
518 ~~Office created pursuant to s. 1001.215. The plan format shall be~~  
519 ~~developed with input from school district personnel, including~~  
520 ~~teachers and principals, and shall provide for intensive reading~~  
521 ~~interventions identified through a root cause analysis of~~  
522 ~~student performance data and reflection tool developed by the~~  
523 ~~department to evaluate the effectiveness of interventions~~  
524 ~~implemented in the prior year.~~

525       2. Intensive reading interventions must be delivered by  
526 instructional personnel who possess the early literacy  
527 intervention micro-credential as provided in s. 1012.5861 or are  
528 certified or endorsed in reading and must incorporate evidence-  
529 based strategies identified by the Just Read, Florida! Office  
530 pursuant to s. 1001.215(8). Instructional personnel who possess  
531 an early literacy micro-credential as specified in s. 1012.5861  
532 and are delivering intensive reading interventions must be  
533 supervised by an individual certified or endorsed in reading.  
534 For the purposes of this subsection, the term "supervision"  
535 means the ability to communicate by way of telecommunication  
536 with or physical presence of the certified or endorsed personnel  
537 for consultation and direction of the actions of the personnel  
538 with the micro-credential.

539       ~~3.2.~~ By July 1 of each year, the department shall release  
540 to each school district ~~with an approved plan~~ its allocation of  
541 appropriated funds. ~~If a school district and the Just Read,~~  
542 ~~Florida! Office cannot reach agreement on the contents of the~~  
543 ~~plan, the school district may appeal to the State Board of~~  
544 ~~Education for resolution. School districts shall be allowed~~  
545 ~~reasonable flexibility in designing their plans and shall be~~

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546 encouraged to offer reading intervention through innovative  
547 methods, including career academies. The department shall  
548 withhold funds upon a determination that reading instruction  
549 allocation funds are not being used to implement the approved  
550 plan. The department shall evaluate the implementation of each  
551 district plan, including conducting site visits and collecting  
552 specific data on expenditures and reading improvement results.  
553 By February 1 of each year, the department shall report its  
554 findings to the Legislature and the State Board of Education,  
555 including any recommendations for improving implementation of  
556 evidence-based reading and intervention strategies in  
557 classrooms.

558 ~~3. Each school district that has a school designated as one~~  
559 ~~of the 300 lowest-performing elementary schools as specified in~~  
560 ~~paragraph (a) shall specifically delineate in the comprehensive~~  
561 ~~reading plan, or in an addendum to the comprehensive reading~~  
562 ~~plan, the implementation design and reading intervention~~  
563 ~~strategies that will be used for the required additional hour of~~  
564 ~~reading instruction. The term "reading intervention" includes~~  
565 ~~evidence-based strategies frequently used to remediate reading~~  
566 ~~deficiencies and also includes individual instruction, tutoring,~~  
567 ~~mentoring, or the use of technology that targets specific~~  
568 ~~reading skills and abilities.~~

569  
570 For purposes of this subsection, the term "evidence-based" means  
571 demonstrating a statistically significant effect on improving  
572 student outcomes or other relevant outcomes as provided in 20  
573 U.S.C. s. 8101(21) (A) (i).

574 Section 10. Section 1012.5861, Florida Statutes, is created

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575 to read:

576 1012.5861 Early Literacy Micro-Credential.-

577 (1) The Legislature finds that providing academically  
578 rigorous early literacy instruction that prepares all students  
579 to be analytical readers, skillful writers, and effective  
580 communicators is paramount for student success. Therefore,  
581 district school boards and lab school boards of trustees may  
582 establish an early literacy micro-credential as an instructional  
583 model that emphasizes strong core instruction and a tiered model  
584 of reading interventions for struggling prekindergarten through  
585 grade 3 readers.

586 (2) The Department of Education shall create a statewide  
587 early literacy micro-credential focused on prekindergarten  
588 through grade 3 readers. District school boards and lab school  
589 boards of trustees may use their own micro-credential or the  
590 micro-credential created by another district school board, lab  
591 school board of trustees, or the department. Reciprocity for  
592 micro-credentials created by district school boards, lab school  
593 boards, and the department is required across all 67 districts.  
594 Charter schools must be provided access to all approved micro-  
595 credentials. By December 31, 2022, the department shall make the  
596 micro-credential available, at no cost, to instructional  
597 personnel as defined in s. 1012.01(2); prekindergarten  
598 instructors as specified in ss. 1002.55, 1002.61, and 1002.63;  
599 and child care personnel as defined in ss. 1002.88(1)(e) and  
600 402.302(3).

601 (a) The micro-credential must include components on  
602 content, student learning, pedagogy, and professional  
603 development and must build on a strong foundation of

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604 scientifically researched and evidence-based reading  
605 instructional and intervention programs that incorporate  
606 explicit, systematic, and sequential approaches to teaching  
607 phonemic awareness, phonics, vocabulary, fluency, and text  
608 comprehension and incorporate decodable or phonetic text  
609 instructional strategies, as identified by the Just Read,  
610 Florida! Office, pursuant to s. 1001.215(8).

611 (b) The micro-credential curriculum must be designed  
612 specifically for instructional personnel in prekindergarten  
613 through grade 3 and must be transferable through all grades from  
614 prekindergarten through grade 3.

615 (c) The micro-credential must require teachers to  
616 demonstrate competency to:

617 1. Diagnose reading difficulties and determine the  
618 appropriate range of reading interventions;

619 2. Use evidence-based instructional and intervention  
620 practices, including strategies identified by the Just Read,  
621 Florida! Office pursuant to s. 1001.215(8); and

622 3. Effectively use progress monitoring and intervention  
623 materials.

624 (d) The credentialing process must employ a professional  
625 development model that requires participants to engage in a job-  
626 embedded credentialing process, which must include:

627 1. A combination of virtual and face-to-face sessions  
628 focused on building content knowledge, instructional pedagogy,  
629 data analysis, and reflective practice.

630 2. Professional learning modules implemented over multiple  
631 cycles, during which participants will engage in planning and  
632 implementing instruction based on course content, followed by a

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633 period of data collection, data analysis, and reflection.

634 (e) The micro-credential must be designed for eligible  
635 instructional personnel to complete the credentialing process  
636 through a maximum of 40 hours in an online format. The  
637 department may also provide for the micro-credential to be  
638 delivered in an in-person format.

639 (f) The department must collaborate with, at a minimum,  
640 school district reading experts and the early learning  
641 coalitions in the development of the micro-credential. The  
642 Lastinger Center at the University of Florida and the Florida  
643 Center for Reading Research created under s. 1004.645 shall  
644 provide technical assistance to the department and district  
645 school boards in developing micro-credentials.

646 (g) Each district school board, lab school board of  
647 trustees, charter school, school readiness provider, and  
648 voluntary prekindergarten education program provider must  
649 annually complete and submit to the department a notarized  
650 compliance statement certifying that the micro-credential in use  
651 in the district or lab school meets the requirements of this  
652 section and specifying the agency that developed and approved  
653 the micro-credential.

654 (3) The State Board of Education shall adopt rules to  
655 implement this section.

656 Section 11. Paragraph (g) of subsection (2) of section  
657 1003.621, Florida Statutes, is amended to read:

658 1003.621 Academically high-performing school districts.—It  
659 is the intent of the Legislature to recognize and reward school  
660 districts that demonstrate the ability to consistently maintain  
661 or improve their high-performing status. The purpose of this

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662 section is to provide high-performing school districts with  
663 flexibility in meeting the specific requirements in statute and  
664 rules of the State Board of Education.

665 (2) COMPLIANCE WITH STATUTES AND RULES.—Each academically  
666 high-performing school district shall comply with all of the  
667 provisions in chapters 1000-1013, and rules of the State Board  
668 of Education which implement these provisions, pertaining to the  
669 following:

670 (g) Those statutes pertaining to planning and budgeting,  
671 including chapter 1011, except s. 1011.62(8)(e) ~~s.~~  
672 ~~1011.62(8)(d)~~, relating to the requirement for a comprehensive  
673 reading plan. A district that is exempt from submitting a  
674 comprehensive reading plan shall be deemed approved to receive  
675 the evidence-based reading instruction allocation. Each  
676 academically high-performing school district may provide up to 2  
677 days of virtual instruction as part of the required 180 actual  
678 teaching days or the equivalent on an hourly basis each school  
679 year, as specified by rules of the State Board of Education.  
680 Virtual instruction that is conducted in accordance with the  
681 plan approved by the department, is teacher-developed, and is  
682 aligned with the standards for enrolled courses complies with s.  
683 1011.60(2). The day or days must be indicated on the calendar  
684 approved by the school board. The district shall submit a plan  
685 for each day of virtual instruction to the department for  
686 approval, in a format prescribed by the department, with  
687 assurances of alignment to statewide student standards as  
688 described in s. 1003.41 before the start of each school year.

689 Section 12. This act shall take effect July 1, 2022.