

Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	<u>    </u>	(Y/N)
ADOPTED AS AMENDED	<u>    </u>	(Y/N)
ADOPTED W/O OBJECTION	<u>    </u>	(Y/N)
FAILED TO ADOPT	<u>    </u>	(Y/N)
WITHDRAWN	<u>    </u>	(Y/N)
OTHER	<u>      </u>	

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1 Committee/Subcommittee hearing bill: Student Academic Success  
 2 Subcommittee

3 Representative Maggard offered the following:

4

5 **Amendment (with title amendment)**

6 Remove everything after the enacting clause and insert:

7 **Section 1. Paragraph (a) of subsection (1) of section**  
 8 **381.9855, Florida Statutes, is amended to read:**

9 381.9855 Dr. and Mrs. Alfonse and Kathleen Cinotti Health  
 10 Care Screening and Services Grant Program; portal.—

11 (1) (a) The Department of Health shall implement the Dr.  
 12 and Mrs. Alfonse and Kathleen Cinotti Health Care Screening and  
 13 Services Grant Program. The purpose of the program is to expand  
 14 access to no-cost health care screenings or services for the  
 15 general public facilitated by nonprofit entities. The department  
 16 shall do all of the following:

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17 1. Publicize the availability of funds and enlist the aid  
18 of county health departments for outreach to potential  
19 applicants at the local level.

20 2. Establish an application process for submitting a grant  
21 proposal and criteria an applicant must meet to be eligible.

22 3. Develop guidelines a grant recipient must follow for  
23 the expenditure of grant funds and uniform data reporting  
24 requirements for the purpose of evaluating the performance of  
25 grant recipients. The guidelines must require grant funds to be  
26 spent on screenings, including referrals for treatment, if  
27 appropriate, or related services for one or more of the  
28 following:

- 29 a. Hearing.
- 30 b. Vision.
- 31 c. Dental.
- 32 d. Cancer.
- 33 e. Diabetes.
- 34 f. Renal disease.
- 35 g. Chronic obstructive pulmonary disease.
- 36 h. Hypertension.
- 37 i. Heart disease.
- 38 j. Stroke.
- 39 k. Scoliosis.
- 40 l. Autism.

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41           **Section 2. Section 391.302, Florida Statutes, is amended**  
42 **to read:**

43           391.302 Definitions.—As used in ss. 391.301-391.3081 ~~ss.~~  
44 ~~391.301-391.308~~, the term:

45           (1) "Department" means the Department of Health.

46           (2) "Developmental delay" means a condition, identified  
47 and measured through appropriate instruments and procedures,  
48 which may delay physical, cognitive, communication, social or  
49 emotional, or adaptive development.

50           (3)~~(2)~~ "Developmental disability" means a condition,  
51 identified and measured through appropriate instruments and  
52 procedures, which may impair physical, cognitive, communication,  
53 social or emotional, or adaptive development.

54           (4)~~(3)~~ "Developmental intervention" or "early  
55 intervention" means individual and group therapies and services  
56 needed to enhance both the infant's or toddler's growth and  
57 development and family functioning. The term includes  
58 habilitative services and assistive technology devices,  
59 rehabilitative services and assistive technology devices, and  
60 parent support and training.

61           (5)~~(4)~~ "Habilitative services and devices" means health  
62 care services and assistive technology devices that help a child  
63 maintain, learn, or improve skills and functioning for daily  
64 living.

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65        ~~(6)-(5)~~ Except as otherwise defined for the purposes of s.  
66 391.3081, "infant or toddler" or "child" means a child from  
67 birth until the child's third birthday.

68        ~~(7)-(6)~~ "Local program office" means an office that  
69 administers the Early Steps Program within a municipality,  
70 county, or region.

71        ~~(8)-(7)~~ "Rehabilitative services and devices" means  
72 restorative and remedial services that maintain or enhance the  
73 current level of functioning of a child if there is a  
74 possibility of improvement or reversal of impairment.

75        **Section 3. Paragraph (a) of subsection (2) of section**  
76 **391.308, Florida Statutes, is amended to read:**

77        391.308 Early Steps Program.—The department shall  
78 implement and administer part C of the federal Individuals with  
79 Disabilities Education Act (IDEA), which shall be known as the  
80 "Early Steps Program."

81        (2) DUTIES OF THE DEPARTMENT.—The department shall:

82        (a) Annually prepare a grant application to the United  
83 States Department of Education for funding early intervention  
84 services for infants and toddlers with disabilities, ~~from birth~~  
85 ~~through 36 months of age,~~ and their families pursuant to part C  
86 of the federal Individuals with Disabilities Education Act.

87        **Section 4. Section 391.3081, Florida Statutes, is created**  
88 **to read:**

89        391.3081 Early Steps Extended Option.—

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90           (1) LEGISLATIVE INTENT.—The Legislature recognizes that  
91 continuity of care promotes positive outcomes in the learning  
92 and development of infants, toddlers, and children. It is the  
93 intent of the Legislature to offer families of children with  
94 developmental delays or disabilities a choice for such children  
95 to continue services in the Early Steps Program beyond the age  
96 of 3 years old.

97           (2) PURPOSE.—

98           (a) The purpose of the Early Steps Extended Option is to  
99 continue enrollment in the Early Steps Program for those  
100 children who are eligible. Therefore, the provisions of s.  
101 391.308 are maintained and incorporated in the Early Steps  
102 Extended Option.

103           (b) For the purposes of this section, "child" means a  
104 child from birth until the beginning of the school year  
105 following the child's fourth birthday, as provided in 34 C.F.R.  
106 s. 303.211(a)(2)(ii).

107           (3) DUTIES.—

108           (a) The department shall:

109           1. Submit its application for federal approval to extend  
110 eligibility for services under part C of the federal Individuals  
111 with Disabilities Education Act no later than July 1, 2026.

112           2. Jointly with the Department of Education, develop or  
113 amend any rule, policy, procedure, written agreement, or  
114 contract necessary to implement the Early Steps Extended Option

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115 in accordance with state law and part C of the federal  
116 Individuals with Disabilities Education Act.

117 3. Seek additional federal grant funds, as available, for  
118 the implementation of the Early Steps Extended Option, including  
119 a state incentive grant. However, the department may implement  
120 the Early Steps Extended Option regardless of the availability  
121 or acceptance of supplemental federal grant funds, contingent  
122 upon the appropriation of state funds.

123 (b) As part of the individualized family support plan for  
124 each child served under the Early Steps Extended Option, a local  
125 program office shall include steps for a child to transition to  
126 part B of the federal Individuals with Disabilities Education  
127 Act or other future services by the beginning of the school year  
128 following the child's fourth birthday.

129 (4) ELIGIBILITY.—The department must apply the following  
130 eligibility criteria if specific funding is provided in the  
131 General Appropriations Act:

132 (a) All of the following criteria must be met for a child  
133 to continue receiving Early Steps Program services under the  
134 Early Steps Extended Option:

135 1. The child must be determined eligible for early  
136 intervention services through the Early Steps Program at least  
137 45 days before the child's third birthday.

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138 2. The child must be determined eligible for services  
139 under part B of the federal Individuals with Disabilities  
140 Education Act.

141 3. Before the child's third birthday, the family must  
142 choose to continue services through the Early Steps Extended  
143 Option, which shall include an educational component to promote  
144 school readiness and incorporate pre-literacy, language, and  
145 numeracy skills.

146 (b) A child becomes ineligible to reenter the Early Steps  
147 Extended Option upon exiting the program. If a family chooses to  
148 exit the Early Steps Extended Option before the beginning of the  
149 school year following the child's fourth birthday, the local  
150 school district, in conjunction with the local program office,  
151 must notify the child's parent or legal guardian of his or her  
152 rights under part B of the federal Individuals with Disabilities  
153 Education Act.

154 (c) A child may not receive services under part B of the  
155 federal Individuals with Disabilities Education Act while  
156 receiving services through the Early Steps Extended Option.

157 (d) A child may not receive a state scholarship under s.  
158 1002.394 while receiving services through the Early Steps  
159 Extended Option.

160 (5) TRANSITION TO EDUCATION.—

161 (a) At least 90 days before the beginning of the school  
162 year following the fourth birthday of a child enrolled in the

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163 Early Steps Extended Option, the local program office shall  
164 initiate transition planning to ensure the child's successful  
165 transition from the Early Steps Extended Option to a school  
166 district program under part B of the federal Individuals with  
167 Disabilities Education Act or to another program as part of an  
168 individual family support plan. Specifically, the local program  
169 office shall:

170 1. Notify the Department of Education and the local school  
171 district in which the child resides that the eligible child is  
172 exiting the Early Steps Extended Option, unless the child's  
173 parent or legal guardian has opted out of such notification; and

174 2. Upon approval by the child's parent or legal guardian,  
175 convene a transition conference that includes participation of a  
176 local school district representative and the parent or legal  
177 guardian to discuss options for and availability of services.

178 (b) The local program office, in conjunction with the  
179 local school district, shall modify a child's individual family  
180 support plan, or, if applicable, the local school district shall  
181 develop or review an individual education plan for the child  
182 pursuant to ss. 1003.57, 1003.571, and 1003.5715 which  
183 identifies special education or related services that the child  
184 will receive and the providers or agencies that will provide  
185 such services.

186 (c) If a child is found to be no longer eligible for part  
187 B of the federal Individuals with Disabilities Education Act



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188 during the review of an individual education plan, the local  
189 program office and the local school district must provide the  
190 child's parent or legal guardian with written information on  
191 other available services or community resources.

192 (6) ACCOUNTABILITY REPORTING.—The department shall include  
193 a performance assessment of the Early Steps Extended Option in  
194 the annual report specified in s. 391.308(5).

195 (a) The assessment must include:

196 1. The number and percentage of children eligible under  
197 part B of the federal Individuals with Disabilities Education  
198 Act who receive services through the Early Steps Extended  
199 Option.

200 2. The number and percentage of children determined  
201 eligible to receive services under part B of the federal  
202 Individuals with Disabilities Education Act.

203 3. The number and percentage of children determined  
204 ineligible to receive services under part B of the federal  
205 Individuals with Disabilities Education Act.

206 (b) The Department of Education shall provide to the  
207 department data necessary for the evaluation of the Early Steps  
208 Program and the Early Steps Extended Option, including, but not  
209 limited to, the number and percentage of children who are  
210 referred by either program and who elect to receive services  
211 under part B of the federal Individuals with Disabilities  
212 Education Act.

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213           **Section 5. Section 1003.5711, Florida Statutes, is created**  
214 **to read:**

215           1003.5711 Startup grant for autism charter schools.-

216           (1) LEGISLATIVE FINDINGS AND INTENT.-

217           (a) The Legislature finds that students identified as  
218 having autism spectrum disorder may require highly specialized  
219 educational environments and resources to achieve their full  
220 potential.

221           (b) It is the intent of the Legislature to support the  
222 creation of schools exclusively serving this population by  
223 providing startup funding to offset the costs of developing and  
224 implementing these specialized programs.

225           (2) ADMINISTRATION.-

226           (a) The University of Florida Center for Autism and  
227 Neurodevelopment shall oversee the application, evaluation, and  
228 distribution of grants under this section.

229           (b) The center shall develop guidelines for grant  
230 administration, including:

231           1. Application procedures and deadlines.

232           2. Criteria for program eligibility and funding  
233 priorities.

234           3. Reporting and accountability standards for grant  
235 recipients.

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236 4. A preapproval process to assist applicants with  
237 planning in the charter school application process under s.  
238 1002.33(6) and (7).

239 (3) ELIGIBILITY REQUIREMENTS AND USE OF FUNDS.—

240 (a) The guidelines developed by the center must, at a  
241 minimum, require applicants, before approval for a startup  
242 grant, to:

243 1. Demonstrate intent, in accordance with guidelines  
244 developed by the center, to establish or expand a charter school  
245 pursuant to s. 1002.33, or a laboratory school under s. 1002.32,  
246 to serve exclusively students diagnosed with autism spectrum  
247 disorder and classified as exceptional students under s.  
248 1003.01(9).

249 2. Provide evidence of community need and stakeholder  
250 support, which may include letters of intent to enroll from  
251 families or organizations.

252 3. Submit a detailed plan outlining:

253 a. Instructional methods and proposed support services,  
254 including evidence-based practices for students with autism.

255 b. Family engagement and strategies for coordinating  
256 necessary services for students outside of school hours and as  
257 students transition to adulthood.

258 c. Anticipated startup costs and a budget for use of grant  
259 funds.

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- 260 d. Strategies for leveraging other federal and state  
261 funding.
- 262 4. Provide evidence of financial stability and  
263 programmatic expertise.
- 264 5. Attest to compliance with state and federal laws.
- 265 (b) Grants may be used for the following purposes:
- 266 1. Facility acquisition, renovation, or modification.
- 267 2. Purchase or development of specialized instructional  
268 materials, curriculum, assistive technology, and adaptive  
269 equipment.
- 270 3. Recruitment, salaries, and training of staff  
271 experienced in working with students with autism and significant  
272 cognitive disabilities.
- 273 4. Student transportation.
- 274 5. Ancillary equipment related to student safety.
- 275 (4) FUNDING AND GRANT AMOUNTS.—
- 276 (a) The grant is subject to legislative appropriation.
- 277 (b) The center shall annually determine the maximum grant  
278 amount for each school on the basis of the annual appropriation  
279 in relation to projected applications.
- 280 (c) The center may prioritize grants for schools in the  
281 following priority:
- 282 1. Programs serving rural and underserved areas.
- 283 2. Programs serving other underserved areas.

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284 3. Programs with demonstrable success in establishing and  
285 operating a charter school exclusively for students with autism  
286 and related disorders.

287 4. Programs that use existing facilities.

288 (d) An applicant may not receive funds until the applicant  
289 has received approval from a sponsoring entity to operate a  
290 charter school or modify an existing charter pursuant to s.  
291 1002.33(6) and (7), or has established a school advisory body  
292 for a laboratory school in accordance with s. 1002.32(8).

293 (5) REPORTING AND ACCOUNTABILITY.—Grant recipients must  
294 submit an annual report to the Center for Autism and  
295 Neurodevelopment detailing:

296 (a) How grant funds were expended.

297 (b) Enrollment and program outcomes following the first  
298 complete school year of operation.

299 (c) Challenges encountered and recommendations for  
300 improvement.

301 **Section 6. Section 1003.5712, Florida Statutes, is created**  
302 **to read:**

303 1003.5712 Specialized summer programs for children with  
304 autism and related disorders.—

305 (1) PURPOSE AND INTENT.—

306 (a) The Legislature finds that many children with autism  
307 spectrum disorder face challenges during the summer months due  
308 to limited access to extended school year programs, summer

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309 school, and traditional summer camps that can accommodate their  
310 needs.

311 (b) The purpose of this section is to support specialized  
312 summer programs that provide structured, supportive environments  
313 for these children, ensuring continuity of care, skill  
314 development, and social engagement.

315 (2) ADMINISTRATION AND GRANTS.—

316 (a) The University of Florida Center for Autism and  
317 Neurodevelopment shall administer a grant program to fund  
318 specialized summer programs for children with autism spectrum  
319 disorder who have significant emotional or behavior disorders or  
320 cognitive disabilities.

321 (b) Grants may be awarded annually to eligible entities,  
322 subject to available appropriations.

323 (c) The center shall develop and publish guidelines for  
324 grant applications, including criteria for program eligibility,  
325 use of funds, and reporting requirements.

326 (d) The center shall provide technical assistance to grant  
327 applicants and recipients.

328 (3) PROGRAM ELIGIBILITY AND STANDARDS.—The guidelines  
329 developed by the center must, at a minimum, require programs to:

330 (a) Serve children diagnosed with autism spectrum disorder  
331 for whom placement in a summer camp that is not equipped to  
332 serve such children is inappropriate.

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333 (b) Provide a structured schedule of activities that may  
334 include, but are not limited to:

335 1. Behavioral and social skill development.

336 2. Recreational and leisure activities tailored to  
337 individual needs.

338 3. Therapy-based support, including speech, occupational,  
339 or behavioral therapies, when appropriate.

340 4. Family support and training workshops.

341 (c) Employ staff with relevant experience or training in  
342 working with children with autism and severe emotional,  
343 behavioral, or cognitive disorders.

344 (d) Maintain a safe and inclusive environment, with  
345 appropriate staff-to-participant ratios.

346 (e) Operate in compliance with all applicable state and  
347 federal laws, including health and safety regulations.

348 (f) Provide a full-day program for at least 4 weeks.

349 (g) Leverage other available federal or state funding  
350 sources, including Medicaid waivers, Individuals with  
351 Disabilities Education Act (IDEA) and other federal funding, or  
352 private contributions, to supplement state grants.

353 (4) FUNDING.—

354 (a) Grants are subject to legislative appropriation.

355 (b) Grants may be used for any of the following purposes:

356 1. Facility costs.

357 2. Staff salaries and training.

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358 3. Curriculum or other instructional or activity costs.

359 4. Property and liability insurance.

360 5. Equipment purchase or rental.

361 6. Transportation for camp participants.

362 (c) The center shall prioritize awarding grants to  
363 programs that:

364 1. Serve underserved or rural areas where specialized  
365 summer programs are unavailable.

366 2. Provide comprehensive support services, including  
367 family involvement and community integration.

368 (d) The center may set maximum grant amounts and require  
369 matching funds contributions from grant recipients, dependent  
370 upon available funds and projected participation.

371 (e) In addition to criteria determined by the center,  
372 grant amounts may vary based on the services provided and the  
373 duration of the program.

374 (5) REPORTING AND OVERSIGHT.—Grant recipients must submit  
375 a report to the Center for Autism and Neurodevelopment within 45  
376 days after the conclusion of the summer program detailing:

377 (a) Program enrollment and participation.

378 (b) Use of grant funds.

379 (c) Outcomes related to participant engagement, skill-  
380 building, and family satisfaction.

381 **Section 7. Section 1004.551, Florida Statutes, is created**  
382 **to read:**

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383 1004.551 University of Florida Center for Autism and  
384 Neurodevelopment.—There is created at the University of Florida  
385 the Center for Autism and Neurodevelopment.

386 (1) The center shall:

387 (a) Collaborate with state and local agencies that provide  
388 early intervention, educational, medical, employment, financial,  
389 and daily living services. The center shall also collaborate  
390 with other entities that provide autism research and services,  
391 including, but not limited to, the Florida State University  
392 Autism Institute, each Center for Autism and Related  
393 Disabilities (CARD), the Florida Diagnostic and Learning  
394 Resources System (FDLRS), the Agency for Persons with  
395 Disabilities, the Department of Health, the Department of  
396 Education, and the Department of Children and Families.

397 (b) Coordinate information and resources related to  
398 research, best practices, training, and public awareness to  
399 better support families of children with autism.

400 (c) Develop strategies to promote public awareness of the  
401 signs of autism, the importance of early screening, and  
402 interventions and supports available to families. The center  
403 shall assist in the assignment of a toll-free number for autism  
404 support.

405 (d) Catalog and distribute best practices related to  
406 screening tools, diagnosis, and interventions.

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407 (e) Review and approve applications for specialized summer  
408 programs for children with autism pursuant to s. 1003.5712. The  
409 center shall act as the fiscal agent for grant funds and develop  
410 minimum requirements for the creation of specialized summer  
411 programs.

412 (f) Develop an autism micro-credential to provide  
413 specialized training in supporting students with autism.

414 1. The micro-credential must be stackable with the autism  
415 endorsement and be available to:

416 a. Instructional personnel as defined in s. 1012.01(2);

417 b. Prekindergarten instructors as specified in ss.  
418 1002.55, 1002.61, and 1002.63; and

419 c. Child care personnel as defined in ss. 402.302(3) and  
420 1002.88(1)(e).

421 2. The micro-credential must require participants to  
422 demonstrate competency in:

423 a. Identifying behaviors associated with autism.

424 b. Supporting the learning environment in both general and  
425 specialized classroom settings.

426 c. Promoting the use of assistive technologies.

427 d. Applying evidence-based instructional practices.

428 3. The micro-credential must:

429 a. Be provided at no cost to eligible participants.

430 b. Be competency-based, allowing participants to complete  
431 the credentialing process either in person or online.

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432 c. Permit participants to receive the micro-credential at  
433 any time during training once competency is demonstrated.

434 4. Individuals eligible under subparagraph 1. who complete  
435 the micro-credential are eligible for a one-time stipend, as  
436 determined in the General Appropriations Act. The center shall  
437 administer stipends for the micro-credential.

438 (g) Develop strategies to increase the workforce qualified  
439 to provide autism-related services to children and adults in a  
440 public or private setting.

441 (h) Develop and catalog professional learning activities  
442 for health care, child welfare, and instructional personnel.

443 (i) Administer startup grants for autism charter schools  
444 pursuant to s. 1003.5711 and provide technical assistance to  
445 grant applicants and recipients. The center shall also review  
446 access to federal funding sources for establishing charter  
447 schools for students with autism and include in its annual  
448 report recommendations for improving practical access.

449 (j) Catalog best practices for screening, referral, and  
450 diagnosis; access to therapy services; and other licensed  
451 practitioner services using private and public insurance, to  
452 include access to services in schools.

453 (k) Beginning August 1, 2026, and each August 1  
454 thereafter, publish on its website a report detailing  
455 activities, expenditures, and outcomes from the previous year.

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456 The report must include the grants administered by the center  
457 and recommendations for improvement.

458 (2) The host state university may not charge any indirect  
459 administrative fees to the center.

460 **Section 8. Subsection (5) is added to section 1012.582,**  
461 **Florida Statutes, to read:**

462 1012.582 Continuing education and inservice training for  
463 teaching students with developmental and emotional or behavioral  
464 disabilities.—

465 (5) The commissioner shall review the curricula in  
466 continuing education or inservice education of instructional  
467 personnel based on recommendations required under this section.  
468 No later than December 1, 2025, the commissioner shall report to  
469 the President of the Senate and the Speaker of the House of  
470 Representatives on findings and recommendations for updates to  
471 instruction.

472 **Section 9. Paragraph (a) of subsection (3) of section**  
473 **1012.585, Florida Statutes, is amended to read:**

474 1012.585 Process for renewal of professional  
475 certificates.—

476 (3) For the renewal of a professional certificate, the  
477 following requirements must be met:

478 (a) The applicant must earn a minimum of 6 college credits  
479 or 120 inservice points or a combination thereof. For each area  
480 of specialization to be retained on a certificate, the applicant

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481 must earn at least 3 of the required credit hours or equivalent  
482 inservice points in the specialization area. Education in  
483 "clinical educator" training pursuant to s. 1004.04(5)(b);  
484 participation in mentorship and induction activities, including  
485 as a mentor, pursuant to s. 1012.56(8)(a); credits or points  
486 that provide training in the knowledge and skills required to  
487 support students with autism; and credits or points that provide  
488 training in the area of scientifically researched, knowledge-  
489 based reading literacy grounded in the science of reading,  
490 including explicit, systematic, and sequential approaches to  
491 reading instruction, developing phonemic awareness, and  
492 implementing multisensory intervention strategies, and  
493 computational skills acquisition, exceptional student education,  
494 normal child development, and the disorders of development may  
495 be applied toward any specialization area. Credits or points  
496 that provide training in the areas of drug abuse, child abuse  
497 and neglect, strategies in teaching students having limited  
498 proficiency in English, or dropout prevention, or training in  
499 areas identified in the educational goals and performance  
500 standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be  
501 applied toward any specialization area, except specialization  
502 areas identified by State Board of Education rule that include  
503 reading instruction or intervention for any students in  
504 kindergarten through grade 6. Each district school board shall  
505 include in its inservice master plan the ability for teachers to

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506 receive inservice points for supporting students in  
507 extracurricular career and technical education activities, such  
508 as career and technical student organization activities outside  
509 of regular school hours and training related to supervising  
510 students participating in a career and technical student  
511 organization. Credits or points earned through approved summer  
512 institutes may be applied toward the fulfillment of these  
513 requirements. Inservice points may also be earned by  
514 participation in professional growth components approved by the  
515 State Board of Education and specified pursuant to s. 1012.98 in  
516 the district's approved master plan for inservice educational  
517 training; however, such points may not be used to satisfy the  
518 specialization requirements of this paragraph.

519 **Section 10.** This act shall take effect upon becoming a  
520 law.

521  
522 -----

523 **T I T L E A M E N D M E N T**

524 Remove everything before the enacting clause and insert:

525 A bill to be entitled

526 An act relating to children with developmental  
527 disabilities; amending s. 381.9855, F.S.; revising the  
528 scope of the Dr. and Mrs. Alfonse and Kathleen Cinotti  
529 Health Care Screening and Services Grant Program to  
530 allow grant funds to be used for screenings, referrals

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531 for treatment, and related services for autism;  
532 amending s. 391.302, F.S.; revising applicability of  
533 definitions to conform to changes made by the act;  
534 defining the term "department"; amending s. 391.308,  
535 F.S.; revising requirements for the annual grant  
536 application submitted by the Department of Health for  
537 the Early Steps Program to conform to changes made by  
538 the act; creating s. 391.3081, F.S.; providing  
539 legislative intent; providing a purpose for the Early  
540 Steps Extended Option; defining the term "child";  
541 requiring the department to seek federal approval for  
542 the Early Steps Extended Option; requiring the  
543 department, jointly with the Department of Education,  
544 to develop or amend any rule, policy, procedure,  
545 written agreement, or contract necessary to implement  
546 the Early Steps Extended Option; requiring the  
547 department to seek additional federal grant funds for  
548 implementation of the Early Steps Extended Option;  
549 authorizing the department to implement the Early  
550 Steps Extended Option regardless of certain federal  
551 funding; requiring local program offices of the Early  
552 Steps Program to include certain steps for transition  
553 in the individualized family support plan for each  
554 child served by the Early Steps Extended Option;  
555 specifying eligibility criteria for a child's

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556 enrollment in the Early Steps Extended Option;  
557 providing that a child becomes ineligible to reenter  
558 the Early Steps Extended Option upon exiting;  
559 requiring local school districts, in conjunction with  
560 local program offices, to notify a child's parent or  
561 legal guardian of his or her rights under certain  
562 circumstances; requiring local program offices to take  
563 specified steps for transitioning children out of the  
564 Early Steps Extended Option within a specified  
565 timeframe before they age out; requiring local program  
566 offices, in conjunction with local school districts,  
567 to modify or develop, as applicable, individual  
568 education plans with specified elements for such  
569 children; requiring local program offices and local  
570 school districts to provide specified written  
571 information to a child's parent or legal guardian if  
572 the child is determined ineligible for school district  
573 program services; requiring the department to include  
574 a performance assessment of the Early Steps Extended  
575 Option in a specified annual report; specifying  
576 requirements for such assessment; creating s.  
577 1003.5711, F.S.; providing legislative findings and  
578 intent; requiring the University of Florida Center for  
579 Autism and Neurodevelopment to oversee certain grants;  
580 requiring the center to develop guidelines for grant

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581 administration; providing eligibility requirements for  
582 grant applicants; providing that grants may be used  
583 for specified purposes; authorizing the center to  
584 prioritize grant allocations for specified purposes;  
585 requiring grant recipients to submit a specified  
586 report; creating s. 1003.5712, F.S.; providing  
587 legislative findings and purpose; requiring the  
588 University of Florida Center for Autism and  
589 Neurodevelopment to fund specialized summer programs  
590 for children with autism spectrum disorder; requiring  
591 the center to publish guidelines for grant  
592 applications; requiring the center to provide  
593 technical assistance to grant applicants and  
594 recipients; providing eligibility requirements for the  
595 specialized summer programs; authorizing the center to  
596 set maximum grant amounts; requiring grant recipients  
597 to submit a report to the center within a specified  
598 timeframe; creating s. 1004.551, F.S.; creating the  
599 University of Florida Center for Autism and  
600 Neurodevelopment; providing duties of the center;  
601 requiring the center to develop an autism micro-  
602 credential; providing requirements for the micro-  
603 credential; providing a stipend as determined in the  
604 General Appropriations Act; requiring the center to  
605 administer stipends; requiring the center to publish

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606 on its website an annual report; prohibiting the host  
607 state university from charging certain fees to the  
608 center; amending s. 1012.582, F.S.; requiring the  
609 Commissioner of Education to review specified  
610 curricula by a specified date; requiring the  
611 commissioner to report findings and recommendations to  
612 the Legislature; amending s. 1012.585, F.S.; revising  
613 the process for the renewal of professional  
614 certificates to include training in the knowledge and  
615 skills required to support students with autism;  
616 providing an effective date.