

1 A bill to be entitled
2 An act relating to children with developmental
3 disabilities; amending s. 381.9855, F.S.; revising the
4 scope of the Dr. and Mrs. Alfonse and Kathleen Cinotti
5 Health Care Screening and Services Grant Program to
6 allow grant funds to be used for screenings, referrals
7 for treatment, and related services for autism;
8 amending s. 391.302, F.S.; revising applicability of
9 definitions to conform to changes made by the act;
10 defining the term "department"; amending s. 391.308,
11 F.S.; revising requirements for the annual grant
12 application submitted by the Department of Health for
13 the Early Steps Program to conform to changes made by
14 the act; creating s. 391.3081, F.S.; providing
15 legislative intent; providing a purpose for the Early
16 Steps Extended Option; defining the term "child";
17 requiring the department to seek federal approval for
18 the Early Steps Extended Option; requiring the
19 department, jointly with the Department of Education,
20 to develop or amend any rule, policy, procedure,
21 written agreement, or contract necessary to implement
22 the Early Steps Extended Option; requiring the
23 department to seek additional federal grant funds for
24 implementation of the Early Steps Extended Option;
25 authorizing the department to implement the Early

26 Steps Extended Option regardless of certain federal
27 funding; requiring local program offices of the Early
28 Steps Program to include certain steps for transition
29 in the individualized family support plan for each
30 child served by the Early Steps Extended Option;
31 specifying eligibility criteria for a child's
32 enrollment in the Early Steps Extended Option;
33 providing that a child becomes ineligible to reenter
34 the Early Steps Extended Option upon exiting;
35 requiring local school districts, in conjunction with
36 local program offices, to notify a child's parent or
37 legal guardian of his or her rights under certain
38 circumstances; requiring local program offices to take
39 specified steps for transitioning children out of the
40 Early Steps Extended Option within a specified
41 timeframe before they age out; requiring local program
42 offices, in conjunction with local school districts,
43 to modify or develop, as applicable, individual
44 education plans with specified elements for such
45 children; requiring local program offices and local
46 school districts to provide specified written
47 information to a child's parent or legal guardian if
48 the child is determined ineligible for school district
49 program services; requiring the department to include
50 a performance assessment of the Early Steps Extended

51 Option in a specified annual report; specifying
52 requirements for such assessment; creating s.
53 1003.5711, F.S.; providing legislative findings and
54 intent; requiring the University of Florida Center for
55 Autism and Neurodevelopment to oversee certain grants;
56 requiring the center to develop guidelines for grant
57 administration; providing eligibility requirements for
58 grant applicants; providing that grants may be used
59 for specified purposes; authorizing the center to
60 prioritize grant allocations for specified purposes;
61 requiring grant recipients to submit a specified
62 report; creating s. 1003.5712, F.S.; providing
63 legislative findings and purpose; requiring the
64 University of Florida Center for Autism and
65 Neurodevelopment to fund specialized summer programs
66 for children with autism spectrum disorder; requiring
67 the center to publish guidelines for grant
68 applications; requiring the center to provide
69 technical assistance to grant applicants and
70 recipients; providing eligibility requirements for the
71 specialized summer programs; authorizing the center to
72 set maximum grant amounts; requiring grant recipients
73 to submit a report to the center within a specified
74 timeframe; creating s. 1004.551, F.S.; creating the
75 University of Florida Center for Autism and

76 Neurodevelopment; providing duties of the center;
 77 requiring the center to develop an autism micro-
 78 credential; providing requirements for the micro-
 79 credential; requiring the center to publish on its
 80 website an annual report; prohibiting the host state
 81 university from charging certain fees to the center;
 82 amending s. 1012.582, F.S.; requiring the Commissioner
 83 of Education to review specified curricula by a
 84 specified date; requiring the commissioner to report
 85 findings and recommendations to the Legislature;
 86 amending s. 1012.585, F.S.; revising the process for
 87 the renewal of professional certificates to include
 88 training in the knowledge and skills required to
 89 support students with autism; providing an effective
 90 date.

91
 92 Be It Enacted by the Legislature of the State of Florida:

93
 94 **Section 1. Paragraph (a) of subsection (1) of section**
 95 **381.9855, Florida Statutes, is amended to read:**

96 381.9855 Dr. and Mrs. Alfonse and Kathleen Cinotti Health
 97 Care Screening and Services Grant Program; portal.—

98 (1) (a) The Department of Health shall implement the Dr.
 99 and Mrs. Alfonse and Kathleen Cinotti Health Care Screening and
 100 Services Grant Program. The purpose of the program is to expand

101 access to no-cost health care screenings or services for the
102 general public facilitated by nonprofit entities. The department
103 shall do all of the following:

104 1. Publicize the availability of funds and enlist the aid
105 of county health departments for outreach to potential
106 applicants at the local level.

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

109 3. Develop guidelines a grant recipient must follow for
110 the expenditure of grant funds and uniform data reporting
111 requirements for the purpose of evaluating the performance of
112 grant recipients. The guidelines must require grant funds to be
113 spent on screenings, including referrals for treatment, if
114 appropriate, or related services for one or more of the
115 following:

116 a. Hearing.

117 b. Vision.

118 c. Dental.

119 d. Cancer.

120 e. Diabetes.

121 f. Renal disease.

122 g. Chronic obstructive pulmonary disease.

123 h. Hypertension.

124 i. Heart disease.

125 j. Stroke.

126 k. Scoliosis.

127 l. Autism.

128 **Section 2. Section 391.302, Florida Statutes, is amended**
 129 **to read:**

130 391.302 Definitions.—As used in ss. 391.301-391.3081 ~~ss.~~
 131 ~~391.301-391.308~~, the term:

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

133 (2) "Developmental delay" means a condition, identified
 134 and measured through appropriate instruments and procedures,
 135 which may delay physical, cognitive, communication, social or
 136 emotional, or adaptive development.

137 (3) ~~(2)~~ "Developmental disability" means a condition,
 138 identified and measured through appropriate instruments and
 139 procedures, which may impair physical, cognitive, communication,
 140 social or emotional, or adaptive development.

141 (4) ~~(3)~~ "Developmental intervention" or "early
 142 intervention" means individual and group therapies and services
 143 needed to enhance both the infant's or toddler's growth and
 144 development and family functioning. The term includes
 145 habilitative services and assistive technology devices,
 146 rehabilitative services and assistive technology devices, and
 147 parent support and training.

148 (5) ~~(4)~~ "Habilitative services and devices" means health
 149 care services and assistive technology devices that help a child
 150 maintain, learn, or improve skills and functioning for daily

151 living.

152 (6)~~(5)~~ Except as otherwise defined for the purposes of s.
153 391.3081, "infant or toddler" or "child" means a child from
154 birth until the child's third birthday.

155 (7)~~(6)~~ "Local program office" means an office that
156 administers the Early Steps Program within a municipality,
157 county, or region.

158 (8)~~(7)~~ "Rehabilitative services and devices" means
159 restorative and remedial services that maintain or enhance the
160 current level of functioning of a child if there is a
161 possibility of improvement or reversal of impairment.

162 **Section 3. Paragraph (a) of subsection (2) of section**
163 **391.308, Florida Statutes, is amended to read:**

164 391.308 Early Steps Program.—The department shall
165 implement and administer part C of the federal Individuals with
166 Disabilities Education Act (IDEA), which shall be known as the
167 "Early Steps Program."

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

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

174 **Section 4. Section 391.3081, Florida Statutes, is created**
175 **to read:**

176 391.3081 Early Steps Extended Option.—

177 (1) LEGISLATIVE INTENT.—The Legislature recognizes that
178 continuity of care promotes positive outcomes in the learning
179 and development of infants, toddlers, and children. It is the
180 intent of the Legislature to offer families of children with
181 developmental delays or disabilities a choice for such children
182 to continue services in the Early Steps Program beyond the age
183 of 3 years old.

184 (2) PURPOSE.—

185 (a) The purpose of the Early Steps Extended Option is to
186 continue enrollment in the Early Steps Program for those
187 children who are eligible. Therefore, the provisions of s.
188 391.308 are maintained and incorporated in the Early Steps
189 Extended Option.

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

194 (3) DUTIES.—

195 (a) The department shall:

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

199 2. Jointly with the Department of Education, develop or
200 amend any rule, policy, procedure, written agreement, or

201 contract necessary to implement the Early Steps Extended Option
202 in accordance with state law and part C of the federal
203 Individuals with Disabilities Education Act.

204 3. Seek additional federal grant funds, as available, for
205 the implementation of the Early Steps Extended Option, including
206 a state incentive grant. However, the department may implement
207 the Early Steps Extended Option regardless of the availability
208 or acceptance of supplemental federal grant funds, contingent
209 upon the appropriation of state funds.

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

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

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

222 1. The child must be determined eligible for early
223 intervention services through the Early Steps Program at least
224 45 days before the child's third birthday.

225 2. The child must be determined eligible for services

226 under part B of the federal Individuals with Disabilities
227 Education Act.

228 3. Before the child's third birthday, the family must
229 choose to continue services through the Early Steps Extended
230 Option, which shall include an educational component to promote
231 school readiness and incorporate pre-literacy, language, and
232 numeracy skills.

233 (b) A child becomes ineligible to reenter the Early Steps
234 Extended Option upon exiting the program. If a family chooses to
235 exit the Early Steps Extended Option before the beginning of the
236 school year following the child's fourth birthday, the local
237 school district, in conjunction with the local program office,
238 must notify the child's parent or legal guardian of his or her
239 rights under part B of the federal Individuals with Disabilities
240 Education Act.

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

244 (d) A child may not receive a state scholarship under s.
245 1002.394 while receiving services through the Early Steps
246 Extended Option.

247 (5) TRANSITION TO EDUCATION.—

248 (a) At least 90 days before the beginning of the school
249 year following the fourth birthday of a child enrolled in the
250 Early Steps Extended Option, the local program office shall

251 initiate transition planning to ensure the child's successful
252 transition from the Early Steps Extended Option to a school
253 district program under part B of the federal Individuals with
254 Disabilities Education Act or to another program as part of an
255 individual family support plan. Specifically, the local program
256 office shall:

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

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

265 (b) The local program office, in conjunction with the
266 local school district, shall modify a child's individual family
267 support plan, or, if applicable, the local school district shall
268 develop or review an individual education plan for the child
269 pursuant to ss. 1003.57, 1003.571, and 1003.5715 which
270 identifies special education or related services that the child
271 will receive and the providers or agencies that will provide
272 such services.

273 (c) If a child is found to be no longer eligible for part
274 B of the federal Individuals with Disabilities Education Act
275 during the review of an individual education plan, the local

276 program office and the local school district must provide the
277 child's parent or legal guardian with written information on
278 other available services or community resources.

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

282 (a) The assessment must include:

283 1. The number and percentage of children eligible under
284 part B of the federal Individuals with Disabilities Education
285 Act who receive services through the Early Steps Extended
286 Option.

287 2. The number and percentage of children determined
288 eligible to receive services under part B of the federal
289 Individuals with Disabilities Education Act.

290 3. The number and percentage of children determined
291 ineligible to receive services under part B of the federal
292 Individuals with Disabilities Education Act.

293 (b) The Department of Education shall provide to the
294 department data necessary for the evaluation of the Early Steps
295 Program and the Early Steps Extended Option, including, but not
296 limited to, the number and percentage of children who are
297 referred by either program and who elect to receive services
298 under part B of the federal Individuals with Disabilities
299 Education Act.

300 **Section 5. Section 1003.5711, Florida Statutes, is created**

301 **to read:**

302 1003.5711 Startup grant for autism charter schools.—

303 (1) LEGISLATIVE FINDINGS AND INTENT.—

304 (a) The Legislature finds that students identified as
305 having autism spectrum disorder may require highly specialized
306 educational environments and resources to achieve their full
307 potential.

308 (b) It is the intent of the Legislature to support the
309 creation of schools exclusively serving this population by
310 providing startup funding to offset the costs of developing and
311 implementing these specialized programs.

312 (2) ADMINISTRATION.—

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

316 (b) The center shall develop guidelines for grant
317 administration, including:

318 1. Application procedures and deadlines.

319 2. Criteria for program eligibility and funding
320 priorities.

321 3. Reporting and accountability standards for grant
322 recipients.

323 4. A preapproval process to assist applicants with
324 planning in the charter school application process under s.
325 1002.33(6) and (7).

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

327 (a) The guidelines developed by the center must, at a
328 minimum, require applicants, before approval for a startup
329 grant, to:

330 1. Demonstrate intent, in accordance with guidelines
331 developed by the center, to establish or expand a charter school
332 pursuant to s. 1002.33, or a laboratory school under s. 1002.32,
333 to serve exclusively students diagnosed with autism spectrum
334 disorder and classified as exceptional students under s.
335 1003.01(9).

336 2. Provide evidence of community need and stakeholder
337 support, which may include letters of intent to enroll from
338 families or organizations.

339 3. Submit a detailed plan outlining:

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

342 b. Family engagement and strategies for coordinating
343 necessary services for students outside of school hours and as
344 students transition to adulthood.

345 c. Anticipated startup costs and a budget for use of grant
346 funds.

347 d. Strategies for leveraging other federal and state
348 funding.

349 4. Provide evidence of financial stability and
350 programmatic expertise.

351 5. Attest to compliance with state and federal laws.

352 (b) Grants may be used for the following purposes:

353 1. Facility acquisition, renovation, or modification.

354 2. Purchase or development of specialized instructional
355 materials, curriculum, assistive technology, and adaptive
356 equipment.

357 3. Recruitment, salaries, and training of staff
358 experienced in working with students with autism and significant
359 cognitive disabilities.

360 4. Student transportation.

361 5. Ancillary equipment related to student safety.

362 (4) FUNDING AND GRANT AMOUNTS.—

363 (a) The grant is subject to legislative appropriation.

364 (b) The center shall annually determine the maximum grant
365 amount for each school on the basis of the annual appropriation
366 in relation to projected applications.

367 (c) The center may prioritize grants for schools in the
368 following priority:

369 1. Programs serving rural and underserved areas.

370 2. Programs serving other underserved areas.

371 3. Programs with demonstrable success in establishing and
372 operating a charter school exclusively for students with autism
373 and related disorders.

374 4. Programs that use existing facilities.

375 (d) An applicant may not receive funds until the applicant

376 has received approval from a sponsoring entity to operate a
377 charter school or modify an existing charter pursuant to s.
378 1002.33(6) and (7), or has established a school advisory body
379 for a laboratory school in accordance with s. 1002.32(8).

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

383 (a) How grant funds were expended.

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

386 (c) Challenges encountered and recommendations for
387 improvement.

388 **Section 6. Section 1003.5712, Florida Statutes, is created**
389 **to read:**

390 1003.5712 Specialized summer programs for children with
391 autism and related disorders.—

392 (1) PURPOSE AND INTENT.—

393 (a) The Legislature finds that many children with autism
394 spectrum disorder face challenges during the summer months due
395 to limited access to extended school year programs, summer
396 school, and traditional summer camps that can accommodate their
397 needs.

398 (b) The purpose of this section is to support specialized
399 summer programs that provide structured, supportive environments
400 for these children, ensuring continuity of care, skill

401 development, and social engagement.

402 (2) ADMINISTRATION AND GRANTS.—

403 (a) The University of Florida Center for Autism and
404 Neurodevelopment shall administer a grant program to fund
405 specialized summer programs for children with autism spectrum
406 disorder who have significant emotional or behavior disorders or
407 cognitive disabilities.

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

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

413 (d) The center shall provide technical assistance to grant
414 applicants and recipients.

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

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

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

422 1. Behavioral and social skill development.

423 2. Recreational and leisure activities tailored to
424 individual needs.

425 3. Therapy-based support, including speech, occupational,

426 | or behavioral therapies, when appropriate.

427 | 4. Family support and training workshops.

428 | (c) Employ staff with relevant experience or training in

429 | working with children with autism and severe emotional,

430 | behavioral, or cognitive disorders.

431 | (d) Maintain a safe and inclusive environment, with

432 | appropriate staff-to-participant ratios.

433 | (e) Operate in compliance with all applicable state and

434 | federal laws, including health and safety regulations.

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

436 | (g) Leverage other available federal or state funding

437 | sources, including Medicaid waivers, Individuals with

438 | Disabilities Education Act (IDEA) and other federal funding, or

439 | private contributions, to supplement state grants.

440 | (4) FUNDING.—

441 | (a) Grants are subject to legislative appropriation.

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

443 | 1. Facility costs.

444 | 2. Staff salaries and training.

445 | 3. Curriculum or other instructional or activity costs.

446 | 4. Property and liability insurance.

447 | 5. Equipment purchase or rental.

448 | 6. Transportation for camp participants.

449 | (c) The center shall prioritize awarding grants to

450 | programs that:

451 1. Serve underserved or rural areas where specialized
452 summer programs are unavailable.

453 2. Provide comprehensive support services, including
454 family involvement and community integration.

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

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

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

464 (a) Program enrollment and participation.

465 (b) Use of grant funds.

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

468 **Section 7. Section 1004.551, Florida Statutes, is created**
469 **to read:**

470 1004.551 University of Florida Center for Autism and
471 Neurodevelopment.—There is created at the University of Florida
472 the Center for Autism and Neurodevelopment.

473 (1) The center shall:

474 (a) Collaborate with state and local agencies that provide
475 early intervention, educational, medical, employment, financial,

476 and daily living services. The center shall also collaborate
477 with other entities that provide autism research and services,
478 including, but not limited to, the Florida State University
479 Autism Institute, each Center for Autism and Related
480 Disabilities (CARD), the Florida Diagnostic and Learning
481 Resources System (FDLRS), the Agency for Persons with
482 Disabilities, the Department of Health, the Department of
483 Education, and the Department of Children and Families.

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

487 (c) Develop strategies to promote public awareness of the
488 signs of autism, the importance of early screening, and
489 interventions and supports available to families. The center
490 shall assist in the assignment of a toll-free number for autism
491 support.

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

494 (e) Review and approve applications for specialized summer
495 programs for children with autism pursuant to s. 1003.5712. The
496 center shall act as the fiscal agent for grant funds and develop
497 minimum requirements for the creation of specialized summer
498 programs.

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

- 501 1. The micro-credential must be stackable with the autism
 502 endorsement and be available to:
- 503 a. Instructional personnel as defined in s. 1012.01(2);
 - 504 b. Prekindergarten instructors as specified in ss.
 505 1002.55, 1002.61, and 1002.63; and
 - 506 c. Child care personnel as defined in ss. 402.302(3) and
 507 1002.88(1)(e).
- 508 2. The micro-credential must require participants to
 509 demonstrate competency in:
- 510 a. Identifying behaviors associated with autism.
 - 511 b. Supporting the learning environment in a general
 512 education or specialized classroom setting.
 - 513 c. Promoting the use of assistive technologies.
 - 514 d. Applying evidence-based instructional practices.
- 515 3. The micro-credential must:
- 516 a. Be provided at no cost to eligible participants.
 - 517 b. Be competency-based, allowing participants to complete
 518 the credentialing process either in person or online.
 - 519 c. Permit participants to receive the micro-credential at
 520 any time during training once competency is demonstrated.
- 521 4. Individuals eligible under subparagraph 1. who complete
 522 the micro-credential are eligible for a one-time stipend, as
 523 determined in the General Appropriations Act. The center shall
 524 administer stipends for the micro-credential.
- 525 (g) Develop strategies to increase the workforce qualified

526 to provide autism-related services to children and adults in a
527 public or private setting.

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

530 (i) Administer startup grants for autism charter schools
531 pursuant to s. 1003.5711 and provide technical assistance to
532 grant applicants and recipients. The center shall also review
533 access to federal funding sources for establishing charter
534 schools for students with autism and include in its annual
535 report recommendations for improving practical access.

536 (j) Catalog best practices for screening, referral, and
537 diagnosis; access to therapy services; and other licensed
538 practitioner services using private and public insurance, to
539 include access to services in schools.

540 (k) Beginning August 1, 2026, and each August 1
541 thereafter, publish on its website a report detailing
542 activities, expenditures, and outcomes from the previous year.
543 The report must include the grants administered by the center
544 and recommendations for improvement.

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

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

549 1012.582 Continuing education and inservice training for
550 teaching students with developmental and emotional or behavioral

551 disabilities.—

552 (5) The commissioner shall review the curricula in
553 continuing education or inservice education of instructional
554 personnel based on recommendations required under this section.
555 No later than December 1, 2025, the commissioner shall report to
556 the President of the Senate and the Speaker of the House of
557 Representatives on findings and recommendations for updates to
558 instruction.

559 **Section 9. Paragraph (a) of subsection (3) of section**
560 **1012.585, Florida Statutes, is amended to read:**

561 1012.585 Process for renewal of professional
562 certificates.—

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

565 (a) The applicant must earn a minimum of 6 college credits
566 or 120 inservice points or a combination thereof. For each area
567 of specialization to be retained on a certificate, the applicant
568 must earn at least 3 of the required credit hours or equivalent
569 inservice points in the specialization area. Education in
570 "clinical educator" training pursuant to s. 1004.04(5)(b);
571 participation in mentorship and induction activities, including
572 as a mentor, pursuant to s. 1012.56(8)(a); credits or points
573 that provide training in the knowledge and skills required to
574 support students with autism; and credits or points that provide
575 training in the area of scientifically researched, knowledge-

576 based reading literacy grounded in the science of reading,
577 including explicit, systematic, and sequential approaches to
578 reading instruction, developing phonemic awareness, and
579 implementing multisensory intervention strategies, and
580 computational skills acquisition, exceptional student education,
581 normal child development, and the disorders of development may
582 be applied toward any specialization area. Credits or points
583 that provide training in the areas of drug abuse, child abuse
584 and neglect, strategies in teaching students having limited
585 proficiency in English, or dropout prevention, or training in
586 areas identified in the educational goals and performance
587 standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be
588 applied toward any specialization area, except specialization
589 areas identified by State Board of Education rule that include
590 reading instruction or intervention for any students in
591 kindergarten through grade 6. Each district school board shall
592 include in its inservice master plan the ability for teachers to
593 receive inservice points for supporting students in
594 extracurricular career and technical education activities, such
595 as career and technical student organization activities outside
596 of regular school hours and training related to supervising
597 students participating in a career and technical student
598 organization. Credits or points earned through approved summer
599 institutes may be applied toward the fulfillment of these
600 requirements. Inservice points may also be earned by

601 participation in professional growth components approved by the
602 State Board of Education and specified pursuant to s. 1012.98 in
603 the district's approved master plan for inservice educational
604 training; however, such points may not be used to satisfy the
605 specialization requirements of this paragraph.

606 **Section 10.** This act shall take effect upon becoming a
607 law.