

By the Appropriations Committee on Pre-K - 12 Education; and the  
Committee on Education Pre-K - 12

602-02836-26

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1                   A bill to be entitled  
2       An act relating to education; amending s. 1001.42,  
3       F.S.; removing certain schools from specified contract  
4       restrictions; revising the conditions considered an  
5       educational emergency; amending s. 1002.20, F.S.;  
6       authorizing a student to carry a United States Food  
7       and Drug Administration (FDA)-approved epinephrine  
8       delivery device, rather than an epinephrine auto-  
9       injector; requiring the State Board of Education to  
10      adopt rules for the use of an FDA-approved epinephrine  
11      delivery device, rather than an epinephrine auto-  
12      injector; making conforming changes; amending s.  
13      1002.33, F.S.; providing additional criteria for award  
14      of a 15-year charter; providing that students may not  
15      be dismissed from certain charter schools based on  
16      academic performance; amending s. 1002.42, F.S.;  
17      authorizing a private school to purchase a supply of  
18      FDA-approved epinephrine delivery devices, rather than  
19      epinephrine auto-injectors; making conforming changes;  
20      amending s. 1002.68, F.S.; deleting provisions  
21      relating to the calculation of a kindergarten  
22      readiness rate; revising the period of time for which  
23      a public or private prekindergarten provider is  
24      prohibited from participating in the Voluntary  
25      Prekindergarten Education Program for a failing  
26      program assessment composite score; amending s.  
27      1002.945, F.S.; requiring the Department of Children  
28      and Families to make a specified determination for  
29      child care providers; deleting an exception; amending

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30 s. 1003.42, F.S.; revising required instruction on the  
31 principles of agriculture; requiring the Department of  
32 Education to collaborate with specified entities to  
33 develop associated standards and a curriculum;  
34 authorizing the department to contract with certain  
35 agricultural education organizations for specified  
36 purposes; amending s. 1003.4282, F.S.; providing  
37 requirements for mathematics pathways established by a  
38 certain workgroup; requiring that certain courses for  
39 the mathematics pathways be identified by specified  
40 dates; requiring the workgroup to submit identified  
41 mathematics pathways to the Governor and the  
42 Legislature; creating s. 1003.4936, F.S.; providing  
43 legislative findings; requiring the Department of  
44 Education to develop applied algebra courses;  
45 providing requirements for the applied algebra  
46 courses; requiring the department to develop the  
47 courses on specified timelines; authorizing school  
48 districts to satisfy certain graduation requirements  
49 with an applied algebra course; requiring the  
50 department to collaborate with the Board of Governors  
51 of the State University System to ensure the courses  
52 are accepted as mathematics credits for state  
53 university admissions; requiring the department to  
54 provide certain implementation support; amending s.  
55 1004.85, F.S.; authorizing an educator preparation  
56 institute to allow certain program participants to  
57 enroll in introductory coursework; amending s.  
58 1004.933, F.S.; revising the definition of the term

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59 "institution"; deleting the age limit for enrollment  
60 in the Graduation Alternative to Traditional Education  
61 Program; clarifying that students are not required to  
62 enroll in adult secondary and career education program  
63 coursework simultaneously; amending s. 1007.2616,  
64 F.S.; requiring the State Board of Education to  
65 establish by rule or maintain specified computer  
66 science subject area coverages; requiring the state  
67 board to adopt competencies and skills and designate  
68 corresponding examinations; requiring the Department  
69 of Education to submit recommended competencies and  
70 skills for certain coverages to the state board for  
71 approval by a specified date; requiring the department  
72 to coordinate development and availability of certain  
73 examinations by a specified date; amending s. 1008.25,  
74 F.S.; requiring specified resources for certain  
75 students to include information about the student's  
76 eligibility for the New Worlds Reading Initiative;  
77 requiring school districts to take specified actions  
78 when screening identifies a student as exhibiting  
79 characteristics of dyslexia or dyscalculia; revising  
80 the score threshold for Voluntary Prekindergarten  
81 Education Program eligibility for specified  
82 instructional support; requiring monthly written  
83 communications to include specified eligibility  
84 information; providing circumstances under which a  
85 student must undergo further screening for dyslexia or  
86 dyscalculia; providing that such screening has a  
87 specified purpose; requiring the State Board of

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88 Education to adopt rules; conforming cross-references;  
89 amending s. 1008.2125, F.S.; conforming a cross-  
90 reference; amending s. 1011.69, F.S.; revising a  
91 category of funding which a school district is  
92 authorized to withhold; amending s. 1011.804, F.S.;  
93 revising the GATE Startup Grant Program; specifying  
94 what constitutes service to a rural area of  
95 opportunity for purposes of specified provisions;  
96 revising eligibility and award authority for grants;  
97 revising application availability and application  
98 requirements; revising allowable uses of grant funds  
99 to include specified implementation-related costs;  
100 requiring the department to collaborate with the  
101 Lastinger Center for Learning to make specified  
102 recommendations relating to artificial intelligence in  
103 learning to the Governor and the Legislature by a  
104 specified date; providing requirements for the  
105 recommendations; providing an effective date.

106  
107 Be It Enacted by the Legislature of the State of Florida:

108  
109 Section 1. Subsection (21) of section 1001.42, Florida  
110 Statutes, is amended to read:

111 1001.42 Powers and duties of district school board.—The  
112 district school board, acting as a board, shall exercise all  
113 powers and perform all duties listed below:

114 (21) EDUCATIONAL EMERGENCY.— To free schools that have ~~with~~  
115 a school grade of "D" or "F" or are persistently low-performing  
116 schools as described in s. 1002.333 from contract restrictions

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117 that limit the school district's ~~school's~~ ability to implement  
118 programs and strategies needed to improve student performance, a  
119 district school board may adopt salary incentives or other  
120 strategies that address the selection, placement, compensation,  
121 and expectations of instructional personnel and provide  
122 principals with the autonomy described in s. 1012.28(8). For  
123 purposes of this subsection, an educational emergency exists in  
124 a school district if one or more schools in the district have a  
125 school grade of "D" or "F" or are persistently low-performing  
126 schools as described in s. 1002.333. "F." Notwithstanding  
127 chapter 447, relating to collective bargaining, a district  
128 school board may:

129 (a) Provide salary incentives that differentiate based on a  
130 teacher's certification, subject area taught, or grade level  
131 taught. Such incentives are not subject to collective bargaining  
132 requirements.

133 (b) Notwithstanding s. 1012.2315, relating to assignment of  
134 teachers, adopt strategies to assign high-quality teachers more  
135 equitably across schools in the district to low-performing  
136 schools as a management right. Such strategies are not subject  
137 to collective bargaining requirements.

138 Section 2. Paragraph (i) of subsection (3) of section  
139 1002.20, Florida Statutes, is amended to read:

140 1002.20 K-12 student and parent rights.—Parents of public  
141 school students must receive accurate and timely information  
142 regarding their child's academic progress and must be informed  
143 of ways they can help their child to succeed in school. K-12  
144 students and their parents are afforded numerous statutory  
145 rights including, but not limited to, the following:

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146 (3) HEALTH ISSUES.—

147 (i) *Epinephrine use and supply.*—

148 1. A student who has experienced or is at risk for life-  
149 threatening allergic reactions may carry a United States Food  
150 and Drug Administration (FDA)-approved ~~an~~ epinephrine delivery  
151 device ~~auto-injector~~ and self-administer epinephrine by FDA-  
152 approved delivery device ~~auto-injector~~ while in school,  
153 participating in school-sponsored activities, or in transit to  
154 or from school or school-sponsored activities if the school has  
155 been provided with parental and physician authorization. The  
156 State Board of Education, in cooperation with the Department of  
157 Health, shall adopt rules for such use of FDA-approved  
158 epinephrine delivery devices which must ~~auto-injectors~~ that  
159 ~~shall~~ include provisions to protect the safety of all students  
160 from the misuse or abuse of such delivery devices ~~auto-~~  
161 ~~injectors~~. A school district, county health department, public-  
162 private partner, and their employees and volunteers shall be  
163 indemnified by the parent of a student authorized to carry an  
164 FDA-approved epinephrine delivery device ~~auto-injector~~ for any  
165 and all liability with respect to the student's use of an FDA-  
166 approved epinephrine delivery device ~~auto-injector~~ pursuant to  
167 this paragraph.

168 2. A public school may purchase a supply of FDA-approved  
169 epinephrine delivery devices ~~auto-injectors~~ from a wholesale  
170 distributor as defined in s. 499.003 or may enter into an  
171 arrangement with a wholesale distributor or manufacturer as  
172 defined in s. 499.003 for the FDA-approved epinephrine delivery  
173 devices ~~auto-injectors~~ at fair-market, free, or reduced prices  
174 for use in the event a student has an anaphylactic reaction. The

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175 FDA-approved epinephrine delivery devices ~~auto-injectors~~ must be  
176 maintained in a secure location on the public school's premises.  
177 The participating school district shall adopt a protocol  
178 developed by a licensed physician for the administration by  
179 school personnel who are trained to recognize an anaphylactic  
180 reaction and to administer ~~an~~ epinephrine by an FDA-approved  
181 delivery device ~~auto-injection~~. The supply of FDA-approved  
182 epinephrine delivery devices ~~auto-injectors~~ may be provided to  
183 and used by a student authorized to self-administer epinephrine  
184 by FDA-approved delivery device ~~auto-injector~~ under subparagraph  
185 1. or trained school personnel.

186 3. The school district and its employees, agents, and the  
187 physician who provides the standing protocol for school FDA-  
188 approved epinephrine delivery devices ~~auto-injectors~~ are not  
189 liable for any injury arising from the use of such ~~an~~  
190 epinephrine delivery device ~~auto-injector~~ administered by  
191 trained school personnel who follow the adopted protocol and  
192 whose professional opinion is that the student is having an  
193 anaphylactic reaction:

194 a. Unless the trained school personnel's action is willful  
195 and wanton;

196 b. Notwithstanding that the parents or guardians of the  
197 student to whom the epinephrine is administered have not been  
198 provided notice or have not signed a statement acknowledging  
199 that the school district is not liable; and

200 c. Regardless of whether authorization has been given by  
201 the student's parents or guardians or by the student's  
202 physician, physician assistant, or advanced practice registered  
203 nurse.

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204 Section 3. Paragraph (c) of subsection (7) and paragraph  
205 (e) of subsection (10) of section 1002.33, Florida Statutes, are  
206 amended to read:

207 1002.33 Charter schools.—

208 (7) CHARTER.—The terms and conditions for the operation of  
209 a charter school, including a virtual charter school, shall be  
210 set forth by the sponsor and the applicant in a written  
211 contractual agreement, called a charter. The sponsor and the  
212 governing board of the charter school or virtual charter school  
213 shall use the standard charter contract or standard virtual  
214 charter contract, respectively, pursuant to subsection (21),  
215 which shall incorporate the approved application and any addenda  
216 approved with the application. Any term or condition of a  
217 proposed charter contract or proposed virtual charter contract  
218 that differs from the standard charter or virtual charter  
219 contract adopted by rule of the State Board of Education shall  
220 be presumed a limitation on charter school flexibility. The  
221 sponsor may not impose unreasonable rules or regulations that  
222 violate the intent of giving charter schools greater flexibility  
223 to meet educational goals. The charter shall be signed by the  
224 governing board of the charter school and the sponsor, following  
225 a public hearing to ensure community input.

226 (c)1. A charter may be renewed provided that a program  
227 review demonstrates that the criteria in paragraph (a) have been  
228 successfully accomplished and that none of the grounds for  
229 nonrenewal established by paragraph (8) (a) have been expressly  
230 found. The charter of a charter school that meets these  
231 requirements and has received a school grade lower than a "B"  
232 pursuant to s. 1008.34 in the most recently graded school year

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233 must be renewed for no less than a 5-year term except as  
234 provided in paragraph (9) (n). In order to facilitate long-term  
235 financing for charter school construction, charter schools  
236 operating for a minimum of 3 years and demonstrating exemplary  
237 academic programming, which may include academic performance  
238 measured by school improvement ratings, and fiscal management  
239 are eligible for a 15-year charter renewal. Such long-term  
240 charter is subject to annual review and may be terminated during  
241 the term of the charter.

242 2. The 15-year charter renewal that may be granted pursuant  
243 to subparagraph 1. must be granted to a charter school that has  
244 received a school grade of "A" or "B" pursuant to s. 1008.34 in  
245 the most recently graded school year and that is not in a state  
246 of financial emergency or deficit position as defined by this  
247 section. Such long-term charter is subject to annual review and  
248 may be terminated during the term of the charter pursuant to  
249 subsection (8).

250 (10) ELIGIBLE STUDENTS.—

251 (e) A charter school may limit the enrollment process only  
252 to target the following student populations:

253 1. Students within specific age groups or grade levels.

254 2. Students considered at risk of dropping out of school or  
255 academic failure. Such students shall include exceptional  
256 education students.

257 3. Students enrolling in a charter school-in-the-workplace  
258 or charter school-in-a-municipality established pursuant to  
259 subsection (15).

260 4. Students residing within a reasonable distance of the  
261 charter school, as described in paragraph (20) (c). Such students

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262 shall be subject to a random lottery and to the racial/ethnic  
263 balance provisions described in subparagraph (7)(a)8. or any  
264 federal provisions that require a school to achieve a  
265 racial/ethnic balance reflective of the community it serves or  
266 within the racial/ethnic range of other nearby public schools.

267 5. Students who meet reasonable academic, artistic, or  
268 other eligibility standards established by the charter school  
269 and included in the charter school application and charter or,  
270 in the case of existing charter schools, standards that are  
271 consistent with the school's mission and purpose. Such standards  
272 shall be in accordance with current state law and practice in  
273 public schools and may not discriminate against otherwise  
274 qualified individuals. A school that limits enrollment for such  
275 purposes must place a student on a progress monitoring plan for  
276 at least one semester before dismissing such student from the  
277 school. A student may not be dismissed based on academic  
278 performance while a school is implementing a school improvement  
279 plan pursuant to paragraph (9)(n) or corrective action plan  
280 pursuant to s. 1002.345.

281 6. Students articulating from one charter school to another  
282 pursuant to an articulation agreement between the charter  
283 schools that has been approved by the sponsor.

284 7. Students living in a development, or students whose  
285 parent or legal guardian maintains a physical or permanent  
286 employment presence within the development, in which a  
287 developer, including any affiliated business entity or  
288 charitable foundation, contributes to the formation,  
289 acquisition, construction, or operation of one or more charter  
290 schools or charter school facilities and related property in an

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291 amount equal to or having a total appraised value of at least \$5  
292 million to be used as charter schools to mitigate the  
293 educational impact created by the development of new residential  
294 dwelling units. Students living in the development are entitled  
295 to 50 percent of the student stations in the charter schools.  
296 The students who are eligible for enrollment are subject to a  
297 random lottery, the racial/ethnic balance provisions, or any  
298 federal provisions, as described in subparagraph 4. The  
299 remainder of the student stations must be filled in accordance  
300 with subparagraph 4.

301 8. Students whose parent or legal guardian is employed  
302 within a reasonable distance of the charter school, as described  
303 in paragraph (20)(c). The students who are eligible for  
304 enrollment are subject to a random lottery.

305 Section 4. Subsection (17) of section 1002.42, Florida  
306 Statutes, is amended to read:

307 1002.42 Private schools.—

308 (17) EPINEPHRINE SUPPLY.—

309 (a) A private school may purchase a supply of United States  
310 Food and Drug Administration (FDA)-approved epinephrine delivery  
311 devices ~~auto-injectors~~ from a wholesale distributor as defined  
312 in s. 499.003 or may enter into an arrangement with a wholesale  
313 distributor or manufacturer as defined in s. 499.003 for the  
314 FDA-approved epinephrine delivery devices ~~auto-injectors~~ at  
315 fair-market, free, or reduced prices for use in the event a  
316 student has an anaphylactic reaction. The FDA-approved  
317 epinephrine delivery devices ~~auto-injectors~~ must be maintained  
318 in a secure location on the private school's premises. The  
319 participating private school shall adopt a protocol developed by

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320 a licensed physician for the administration by private school  
321 personnel who are trained to recognize an anaphylactic reaction  
322 and to administer epinephrine by an FDA-approved epinephrine  
323 delivery device ~~auto-injection~~. The supply of FDA-approved  
324 epinephrine delivery devices ~~auto-injectors~~ may be provided to  
325 and used by a student authorized to self-administer epinephrine  
326 by an FDA-approved delivery device ~~auto-injector~~ under s.  
327 1002.20(3)(i) or trained school personnel.

328 (b) The private school and its employees, agents, and the  
329 physician who provides the standing protocol for school FDA-  
330 approved epinephrine delivery devices ~~auto-injectors~~ are not  
331 liable for any injury arising from the use of an FDA-approved  
332 epinephrine delivery device ~~auto-injector~~ administered by  
333 trained school personnel who follow the adopted protocol and  
334 whose professional opinion is that the student is having an  
335 anaphylactic reaction:

336 1. Unless the trained school personnel's action is willful  
337 and wanton;

338 2. Notwithstanding that the parents or guardians of the  
339 student to whom the epinephrine is administered have not been  
340 provided notice or have not signed a statement acknowledging  
341 that the school district is not liable; and

342 3. Regardless of whether authorization has been given by  
343 the student's parents or guardians or by the student's  
344 physician, physician assistant, or advanced practice registered  
345 nurse.

346 Section 5. Subsection (3), paragraph (e) of subsection (4),  
347 paragraph (a) of subsection (5), and paragraph (e) of subsection  
348 (6) of section 1002.68, Florida Statutes, are amended to read:

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349 1002.68 Voluntary Prekindergarten Education Program  
350 accountability.—

351 ~~(3)(a) For the 2020-2021 program year, the department shall~~  
352 ~~calculate a kindergarten readiness rate for each private~~  
353 ~~prekindergarten provider and public school participating in the~~  
354 ~~Voluntary Prekindergarten Education Program based upon learning~~  
355 ~~gains and the percentage of students assessed as ready for~~  
356 ~~kindergarten. The department shall require that each school~~  
357 ~~district administer the statewide kindergarten screening in use~~  
358 ~~before the 2021-2022 school year to each kindergarten student in~~  
359 ~~the school district within the first 30 school days of the 2021-~~  
360 ~~2022 school year. Private schools may administer the statewide~~  
361 ~~kindergarten screening to each kindergarten student in a private~~  
362 ~~school who was enrolled in the Voluntary Prekindergarten~~  
363 ~~Education Program. Learning gains shall be determined using a~~  
364 ~~value-added measure based on growth demonstrated by the results~~  
365 ~~of the preassessment and postassessment in use before the 2021-~~  
366 ~~2022 program year. However, a provider may not be newly placed~~  
367 ~~on probationary status under this paragraph. A provider~~  
368 ~~currently on probationary status may only be removed from such~~  
369 ~~status if the provider earns the minimum rate, determined~~  
370 ~~pursuant to subsection (5). The methodology for calculating a~~  
371 ~~provider's readiness rate may not include students who are not~~  
372 ~~administered the statewide kindergarten screening.~~

373 ~~(b) For the 2021-2022 program year, kindergarten screening~~  
374 ~~results may not be used in the calculation of readiness rates.~~  
375 ~~Any private prekindergarten provider or public school~~  
376 ~~participating in the Voluntary Prekindergarten Education Program~~  
377 ~~which fails to meet the minimum kindergarten readiness rate for~~

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378 ~~the 2021-2022 program year is subject to the probation~~  
379 ~~requirements of subsection (5).~~

380 (3)~~(4)~~

381 (e) Subject to an appropriation, the department shall  
382 provide for a differential payment to a private prekindergarten  
383 provider and public school based on the provider's designation.  
384 The maximum differential payment may not exceed a total of 15  
385 percent of the base student allocation per full-time equivalent  
386 student under s. 1002.71 attending in the consecutive program  
387 year for that program. A private prekindergarten provider or  
388 public school may not receive a differential payment if it  
389 receives a designation of "proficient" or lower. ~~Before the~~  
390 ~~adoption of the methodology, the department shall confer with~~  
391 ~~the Council for Early Grade Success under s. 1008.2125 before~~  
392 ~~receiving approval from the State Board of Education for the~~  
393 ~~final recommendations on the designation system and differential~~  
394 ~~payments.~~

395 (4) ~~(a)~~~~(5)~~~~(a)~~ If a public school's or private  
396 prekindergarten provider's program assessment composite score  
397 for its prekindergarten classrooms fails to meet the minimum  
398 program assessment composite score for contracting adopted in  
399 rule by the department, the private prekindergarten provider or  
400 public school may not participate in the Voluntary  
401 Prekindergarten Education Program beginning in the consecutive  
402 program year ~~and thereafter until the public school or private~~  
403 ~~prekindergarten provider meets the minimum composite score for~~  
404 ~~contracting.~~ A public school or private prekindergarten provider  
405 may request one program assessment per program year in order to  
406 requalify for participation in the Voluntary Prekindergarten

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407 Education Program, provided that the public school or private  
408 prekindergarten provider is not excluded from participation  
409 under ss. 1002.55(6), 1002.61(10)(b), 1002.63(9)(b), or  
410 paragraph (b) ~~(5)(b)~~ of this section. If a public school or  
411 private prekindergarten provider would like an additional  
412 program assessment completed within the same program year, the  
413 public school or private prekindergarten provider shall be  
414 responsible for the cost of the program assessment.

415 (5) ~~(6)~~

416 (e) A private prekindergarten provider or public school  
417 granted a good cause exemption shall continue to implement its  
418 improvement plan and continue the corrective actions required  
419 under paragraph (4)(b) ~~(5)(b)~~ until the provider or school meets  
420 the minimum performance metric.

421 Section 6. Paragraphs (a) and (d) of subsection (4) of  
422 section 1002.945, Florida Statutes, are amended to read:

423 1002.945 Gold Seal Quality Care Program.—

424 (4) In order to obtain and maintain a designation as a Gold  
425 Seal Quality Care provider, a child care facility, large family  
426 child care home, or family day care home must meet the following  
427 additional criteria:

428 (a) The child care provider must not have had any class I  
429 violations, as defined by rule of the Department of Children and  
430 Families, for which the Department of Children and Families  
431 determines that the child care provider is the primary cause of  
432 the violation within the 2 years preceding its application for  
433 designation as a Gold Seal Quality Care provider. Commission of  
434 a class I violation for which the Department of Children and  
435 Families determines that the child care provider is the primary

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436 cause of the violation shall be grounds for termination of the  
437 designation as a Gold Seal Quality Care provider until the  
438 provider has no class I violations for a period of 2 years.

439 ~~(d) Notwithstanding paragraph (a), if the Department of~~  
440 ~~Education determines through a formal process that a provider~~  
441 ~~has been in business for at least 5 years and has no other class~~  
442 ~~I violations recorded, the department may recommend to the state~~  
443 ~~board that the provider maintain its Gold Seal Quality Care~~  
444 ~~status. The state board's determination regarding such~~  
445 ~~provider's status is final.~~

446 Section 7. Paragraph (j) of subsection (2) of section  
447 1003.42, Florida Statutes, is amended to read:

448 1003.42 Required instruction.—

449 (2) Members of the instructional staff of the public  
450 schools, subject to the rules of the State Board of Education  
451 and the district school board, shall teach efficiently and  
452 faithfully, using the books and materials required that meet the  
453 highest standards for professionalism and historical accuracy,  
454 following the prescribed courses of study, and employing  
455 approved methods of instruction, the following:

456 (j) The elementary principles of agriculture. This  
457 component must include, but need not be limited to, the history  
458 of agriculture both nationally and specifically to this state,  
459 the economic and societal impact of agriculture, and the various  
460 agricultural industry sectors. The department, in collaboration  
461 with the Department of Agriculture and Consumer Services and the  
462 University of Florida's Institute of Food and Agricultural  
463 Sciences, shall prepare and offer standards and a curriculum for  
464 the instruction required by this paragraph and may seek input

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465 from state or nationally recognized agricultural educational  
466 organizations. The department may contract with state or  
467 nationally recognized agricultural educational organizations to  
468 develop training for instructional personnel and grade-  
469 appropriate classroom resources to support the developed  
470 curriculum.

471  
472 The State Board of Education is encouraged to adopt standards  
473 and pursue assessment of the requirements of this subsection.  
474 Instructional programming that incorporates the values of the  
475 recipients of the Congressional Medal of Honor and that is  
476 offered as part of a social studies, English Language Arts, or  
477 other schoolwide character building and veteran awareness  
478 initiative meets the requirements of paragraph (u).

479 Section 8. Subsection (10) of section 1003.4282, Florida  
480 Statutes, is amended to read:

481 1003.4282 Requirements for a standard high school diploma.-

482 (10) CAREER AND TECHNICAL EDUCATION CREDIT.-The Department  
483 of Education shall convene a workgroup, ~~no later than December~~  
484 ~~1, 2024,~~ to:

485 (a) Identify best practices in career and technical  
486 education pathways from middle school to high school to aid  
487 middle school students in career planning and facilitate their  
488 transition to high school programs. The career pathway must be  
489 linked to postsecondary programs.

490 (b) Establish three mathematics pathways for students  
491 enrolled in secondary grades by aligning mathematics courses to  
492 programs, postsecondary education, and careers. The workgroup  
493 shall collaborate to identify the three mathematics pathways and

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494 the mathematics course sequence within each pathway which align  
495 to the mathematics skills needed for success in the  
496 corresponding academic programs, postsecondary education, and  
497 careers.

498 1. The mathematics pathways must incorporate the applied  
499 algebra courses established under s. 1003.4936 which align the  
500 Florida Standards for Algebra I with the career and technical  
501 education standards and benchmarks for each designated career  
502 cluster.

503 2. Each mathematics pathway must include at least one  
504 course sequence beginning with an applied algebra course aligned  
505 to a specific career cluster. The workgroup shall identify  
506 additional mathematics courses that follow each applied algebra  
507 course and build on the algebraic reasoning, modeling, and  
508 quantitative skills introduced through industry-relevant  
509 applications. The mathematics pathways may include a plan to  
510 create new mathematics courses to complete a pathway.

511 3. Each mathematics pathway must offer flexibility and the  
512 ability to move between pathways if necessary.

513 4. Mathematics pathways must create clear links between  
514 precollege mathematics and college-level mathematics pathways,  
515 and support student progression into postsecondary academic  
516 programs, state college career and technical education programs,  
517 career center programs, industry certification programs, and  
518 high-skill, high-wage occupations.

519 5. The mathematics pathways that incorporate applied  
520 algebra courses created under s. 1003.4936(3)(a)1. must be  
521 identified no later than September 1, 2027. The mathematics  
522 pathways that incorporate applied algebra courses created under

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523 s. 1003.4936(3)(a)2. must be identified no later than September  
524 1, 2028. The workgroup shall submit the identified mathematics  
525 pathways to the Governor, the President of the Senate, and the  
526 Speaker of the House of Representatives.

527 Section 9. Section 1003.4936, Florida Statutes, is created  
528 to read:

529 1003.4936 Applied algebra for career and technical  
530 education.—

531 (1) The Legislature finds that algebra is an important step  
532 in a student's mathematics pathway. Algebra is a prerequisite  
533 for higher level mathematics courses, and success in algebra is  
534 strongly connected with later mathematics success. Establishing  
535 an applied algebra course that integrates career and technical  
536 education standards equips students with mathematical skills  
537 directly connected to real industry practices and increases the  
538 relevance of algebra instruction. By contextualizing algebraic  
539 concepts within authentic occupational problems, such applied  
540 algebra courses improve student engagement, strengthen  
541 understanding of core math standards, and better prepare  
542 students for high-skill, high-wage careers. Such a course will  
543 enable students to pass the Algebra I end-of-course assessment  
544 and develop practical skills that support success in Florida's  
545 workforce and postsecondary pathways.

546 (2) The Department of Education shall develop an applied  
547 algebra course for each of the established career and technical  
548 education career clusters. Each applied algebra course must:

549 (a) Integrate the career and technical education program  
550 standards and benchmarks for the relevant career cluster with  
551 the Florida Standards for Algebra I.

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552 (b) Provide students with rigorous, career-relevant  
553 mathematical applications that demonstrate the use of algebraic  
554 concepts in authentic industry problems, processes, or settings.

555 (c) Prepare students to take the statewide, standardized  
556 Algebra I end-of-course assessment required under s. 1008.22.

557 (d) Meet all requirements for a mathematics credit required  
558 for high school graduation under s. 1003.4282(3)(b) or for  
559 middle grades promotion pursuant to s. 1003.4156(1)(b).

560 (3)(a) The department shall develop the courses on the  
561 following timelines:

562 1. Applied algebra courses in the following career clusters  
563 must be developed and available for school district adoption in  
564 the 2027-2028 school year:

565 a. Agriculture, food, and natural resources.

566 b. Architecture and construction.

567 c. Business management and administration.

568 d. Energy.

569 e. Engineering and technology education.

570 f. Finance.

571 g. Health science.

572 h. Information technology.

573 i. Manufacturing.

574 j. Transportation and distribution logistics.

575 2. Applied algebra courses in the following career clusters  
576 must be developed and available for district adoption in the  
577 2028-2029 school year:

578 a. Arts, audio-visual technology, and communications.

579 b. Education and training.

580 c. Government and public administration.

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581 d. Hospitality and tourism.

582 e. Human services.

583 f. Law, public safety, and security.

584 g. Marketing, sales, and service.

585 (b) In grades 6 through 12, school districts may offer one  
586 or more applied algebra courses in lieu of Algebra I, and  
587 successful completion of the course will satisfy the Algebra I  
588 credit requirement for high school graduation or middle grades  
589 promotion.

590 (c) The department shall collaborate with the Board of  
591 Governors of the State University System to ensure that each  
592 applied algebra course is accepted as a mathematics credit for  
593 state university admissions.

594 (d) The department shall provide professional development,  
595 instructional resources, and technical assistance to support  
596 school district implementation.

597 Section 10. Paragraph (b) of subsection (3) of section  
598 1004.85, Florida Statutes, is amended to read:

599 1004.85 Postsecondary educator preparation institutes.—

600 (3) Educator preparation institutes approved pursuant to  
601 this section may offer competency-based certification programs  
602 specifically designed for noneducation major baccalaureate  
603 degree holders to enable program participants to meet the  
604 educator certification requirements of s. 1012.56. An educator  
605 preparation institute choosing to offer a competency-based  
606 certification program pursuant to the provisions of this section  
607 must implement a program developed by the institute and approved  
608 by the department for this purpose. Approved programs shall be  
609 available for use by other approved educator preparation

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610 institutes.

611 (b) Each program participant must:

612 1. Meet certification requirements pursuant to s.  
613 1012.56(1) by obtaining a statement of status of eligibility  
614 determining the participant is eligible for a certificate in the  
615 certification subject area of the educational plan. An educator  
616 preparation institute may allow a program participant to enroll  
617 in and complete coursework while the participant is working to  
618 obtain the statement of status of eligibility indicating  
619 eligibility for a certificate in the certification subject area  
620 of the educational plan.

621 2. ~~and~~ Meet the requirements of s. 1012.56(2)(a)-(f) before  
622 participating in field experiences.

623 3.2. Demonstrate competency and participate in field  
624 experiences that are appropriate to his or her educational plan  
625 prepared under paragraph (a). Beginning with candidates entering  
626 an educator preparation institute in the 2022-2023 school year,  
627 a candidate for certification in a coverage area identified  
628 pursuant to s. 1012.585(3)(f) must successfully complete all  
629 competencies for a reading endorsement, including completion of  
630 the endorsement practicum through the candidate's field  
631 experience, in order to graduate from the program.

632 4.3. Before completion of the program, fully demonstrate  
633 his or her ability to teach the subject area for which he or she  
634 is seeking certification by documenting a positive impact on  
635 student learning growth in a prekindergarten through grade 12  
636 setting and, except as provided in s. 1012.56(7)(a)3., achieving  
637 a passing score on the professional education competency  
638 examination, the basic skills examination, and the subject area

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639 examination for the subject area certification which is required  
640 by state board rule.

641 Section 11. Paragraph (b) of subsection (3) and paragraph  
642 (b) of subsection (4) of section 1004.933, Florida Statutes, are  
643 amended to read:

644 1004.933 Graduation Alternative to Traditional Education  
645 (GATE) Program.—

646 (3) DEFINITIONS.—As used in this section, the term:

647 (b) "Institution" means any ~~a~~ school district career center  
648 established under s. 1001.44, a charter technical career center  
649 established under s. 1002.34, or a Florida College System  
650 institution identified in s. 1000.21. Any such institution may  
651 enter into an agreement with an online provider for the adult  
652 education or career instruction portion of the program if such  
653 provider offers instructional content and services that align  
654 with the state career and adult education curriculum frameworks.

655 (4) PAYMENT WAIVER; ELIGIBILITY.—

656 (b) To be eligible for participation in the GATE Program, a  
657 student must:

658 1. Not have earned a standard high school diploma pursuant  
659 to s. 1003.4282 or a high school equivalency diploma pursuant to  
660 s. 1003.435 before enrolling in the GATE Program;

661 2. Have been withdrawn from high school;

662 3. Be a resident of this state as defined in s. 1009.21(1);

663 4. Be at least 16 ~~to 21~~ years of age at the time of initial  
664 enrollment, provided that a student who is 16 or 17 years of age  
665 has withdrawn from school enrollment pursuant to the  
666 requirements and safeguards in s. 1003.21(1)(c);

667 5. Select the adult secondary education program and career

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668 education program of his or her choice at the time of admission  
669 to the GATE Program, provided that the career education program  
670 is included on the Master Credentials List under s. 445.004(4).  
671 The student is not required to enroll in adult secondary and  
672 career education program coursework simultaneously. The student  
673 may not change the requested pathway after enrollment, except  
674 that, if necessary for the student, the student may enroll in an  
675 adult basic education program prior to enrolling in the adult  
676 secondary education program;

677 6. Maintain a 2.0 GPA for career and technical education  
678 coursework; and

679 7. Notwithstanding s. 1003.435(4), complete the programs  
680 under subparagraph 5. within 3 years after his or her initial  
681 enrollment unless the institution determines that an extension  
682 is warranted due to extenuating circumstances.

683 Section 12. Present subsection (8) of section 1007.2616,  
684 Florida Statutes, is redesignated as subsection (9), and a new  
685 subsection (8) is added to that section, to read:

686 1007.2616 Computer science and technology instruction.—

687 (8)(a) To align educator credentials with instructional  
688 practice across grade levels, the State Board of Education shall  
689 establish by rule or maintain the following computer science  
690 subject area coverages:

- 691 1. Computer science (grades K-5);
- 692 2. Computer science (grades 6-12); and
- 693 3. Computer science (K-12).

694 (b) For the coverages in paragraph (a), the State Board of  
695 Education shall adopt competencies and skills and designate  
696 corresponding examinations by rule. The comprehensive computer

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697 science (K-12) coverage and its examination shall remain  
698 available unless amended by rule of the state board.

699 (c)1. The Department of Education shall present recommended  
700 competencies and skills for the grades K-5 and grades 6-12  
701 coverages to the State Board of Education for approval by  
702 September 1, 2026.

703 2. Following approval under subparagraph 1., the department  
704 shall coordinate development, piloting, and standard-setting for  
705 the examinations. The examinations for both grade-band coverages  
706 must be available for administration no later than January 1,  
707 2028.

708 Section 13. Paragraph (c) of subsection (4), paragraphs (b)  
709 and (d) of subsection (5), and paragraph (a) of subsection (9)  
710 of section 1008.25, Florida Statutes, are amended, and paragraph  
711 (d) is added to subsection (4) of that section, to read:

712 1008.25 Public school student progression; student support;  
713 coordinated screening and progress monitoring; reporting  
714 requirements.—

715 (4) ASSESSMENT AND SUPPORT.—

716 (c) A student who has a substantial reading deficiency as  
717 determined in paragraph (5)(a) or a substantial mathematics  
718 deficiency as determined in paragraph (6)(a) must be covered by  
719 a federally required student plan, such as an individual  
720 education plan or an individualized progress monitoring plan, or  
721 both, as necessary. The individualized progress monitoring plan  
722 must be developed within 45 days after the results of the  
723 coordinated screening and progress monitoring system become  
724 available. The plan must, at a minimum, include:

725 1. The student's specific, identified reading or

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726 mathematics skill deficiency.

727 2. Goals and benchmarks for student growth in reading or  
728 mathematics.

729 3. A description of the specific measures that will be used  
730 to evaluate and monitor the student's reading or mathematics  
731 progress.

732 4. For a substantial reading deficiency, the specific  
733 evidence-based literacy instruction grounded in the science of  
734 reading which the student will receive.

735 5. Strategies, resources, and materials that will be  
736 provided to the student's parent to support the student to make  
737 reading or mathematics progress. For a student with a  
738 substantial reading deficiency, resources must include  
739 information about the student's eligibility for the New Worlds  
740 Reading Initiative under s. 1003.485.

741 6. Any additional services the student's teacher deems  
742 available and appropriate to accelerate the student's reading or  
743 mathematics skill development.

744 (d) If the coordinated screening and progress monitoring  
745 system under subsection (9), or any district-approved screening  
746 instrument, identifies a student as exhibiting characteristics  
747 of dyslexia or dyscalculia, the school district shall:

748 1. Ensure that the student is covered by a plan under  
749 paragraph (b) which includes evidence-based interventions that  
750 are specific to the identified characteristics of dyslexia or  
751 dyscalculia and that are aligned, as appropriate, with the  
752 interventions required under subsections (5) and (6).

753 2. Treat the screening result as reasonable suspicion that  
754 the student may be a student with a disability for purposes of

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755 s. 1003.57 and promptly seek parental consent to conduct an  
756 initial evaluation consistent with State Board of Education rule  
757 and applicable federal law.

758 3. Ensure that screening activities and intervention  
759 procedures, including interventions required under this  
760 subsection and subsections (5) and (6), occur concurrently with  
761 the evaluation process and are not used to delay or deny an  
762 appropriate evaluation.

763 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

764 (b) A Voluntary Prekindergarten Education Program student  
765 who exhibits a substantial deficiency in early literacy skills  
766 based upon the results of the administration of the midyear or  
767 final coordinated screening and progress monitoring under  
768 subsection (9) shall be referred to the local school district  
769 and may be eligible to receive instruction in early literacy  
770 skills before participating in kindergarten. A Voluntary  
771 Prekindergarten Education Program student who scores below the  
772 25th ~~10th~~ percentile on the final administration of the  
773 coordinated screening and progress monitoring under subsection  
774 (9) shall be referred to the local school district and is  
775 eligible to receive early literacy skill instructional support  
776 through a summer bridge program the summer before participating  
777 in kindergarten. The summer bridge program must meet  
778 requirements adopted by the department and shall consist of 4  
779 hours of instruction per day for a minimum of 100 total hours. A  
780 student with an individual education plan who has been retained  
781 pursuant to paragraph (2) (g) and has demonstrated a substantial  
782 deficiency in early literacy skills must receive instruction in  
783 early literacy skills.

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784 (d) The parent of any student who exhibits a substantial  
785 deficiency in reading, as described in paragraph (a), must be  
786 immediately notified in writing of the following:

787 1. That his or her child has been identified as having a  
788 substantial deficiency in reading, including a description and  
789 explanation, in terms understandable to the parent, of the exact  
790 nature of the student's difficulty in learning and lack of  
791 achievement in reading.

792 2. A description of the current services that are provided  
793 to the child.

794 3. A description of the proposed intensive interventions  
795 and supports that will be provided to the child that are  
796 designed to remediate the identified area of reading deficiency.

797 4. The student progression requirements under paragraph  
798 (2) (h) and that if the child's reading deficiency is not  
799 remediated by the end of grade 3, the child must be retained  
800 unless he or she is exempt from mandatory retention for good  
801 cause.

802 5. Strategies, including multisensory strategies and  
803 programming, through a read-at-home plan the parent can use in  
804 helping his or her child succeed in reading. The read-at-home  
805 plan must provide access to the resources identified in  
806 paragraph (e).

807 6. That the statewide, standardized English Language Arts  
808 assessment is not the sole determiner of promotion and that  
809 additional evaluations, portfolio reviews, and assessments are  
810 available to the child to assist parents and the school district  
811 in knowing when a child is reading at or above grade level and  
812 ready for grade promotion.

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813           7. The district's specific criteria and policies for a  
814 portfolio as provided in subparagraph (7)(b)4. and the evidence  
815 required for a student to demonstrate mastery of Florida's  
816 academic standards for English Language Arts. A school must  
817 immediately begin collecting evidence for a portfolio when a  
818 student in grade 3 is identified as being at risk of retention  
819 or upon the request of the parent, whichever occurs first.

820           8. The district's specific criteria and policies for  
821 midyear promotion. Midyear promotion means promotion of a  
822 retained student at any time during the year of retention once  
823 the student has demonstrated ability to read at grade level.

824           9. Information about the student's eligibility for the New  
825 Worlds Reading Initiative under s. 1003.485 and the New Worlds  
826 Scholarship Accounts under s. 1002.411 and information on parent  
827 training modules and other reading engagement resources  
828 available through the initiative.

829  
830 After initial notification, the school shall apprise the parent  
831 at least monthly of the student's progress in response to the  
832 intensive interventions and supports and the student's  
833 eligibility for the New Worlds Reading Initiative under s.  
834 1003.485. Such communications must be in writing and must  
835 explain any additional interventions or supports that will be  
836 implemented to accelerate the student's progress if the  
837 interventions and supports already being implemented have not  
838 resulted in improvement. Upon the request of the parent, the  
839 teacher or school administrator shall meet to discuss the  
840 student's progress. The parent may request more frequent  
841 notification of the student's progress, more frequent

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842 interventions or supports, and earlier implementation of the  
843 additional interventions or supports described in the initial  
844 notification.

845 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

846 (a) The Department of Education, in collaboration with the  
847 Office of Early Learning, shall procure and require the use of a  
848 statewide, standardized coordinated screening and progress  
849 monitoring system for the Voluntary Prekindergarten Education  
850 Program and public schools. The system must:

851 1. Measure student progress in meeting the appropriate  
852 expectations in early literacy and mathematics skills and in  
853 English Language Arts and mathematics standards as required by  
854 ss. 1002.67(1)(a) and 1003.41 and identify the educational  
855 strengths and needs of students.

856 2. For students in the Voluntary Prekindergarten Education  
857 Program through grade 3, measure student performance in oral  
858 language development, phonological and phonemic awareness,  
859 knowledge of print and letters, decoding, fluency, vocabulary,  
860 and comprehension, as applicable by grade level, and, at a  
861 minimum, provide interval level and norm-referenced data that  
862 measures equivalent levels of growth.

863 3. Be a valid, reliable, and developmentally appropriate  
864 computer-based direct instrument that provides screening and  
865 diagnostic capabilities for monitoring student progress;  
866 identifies students who have a substantial deficiency in reading  
867 or mathematics, including identifying students with  
868 characteristics of dyslexia, dyscalculia, and other learning  
869 disorders; and informs instruction. Any student identified by  
870 the system as having characteristics of dyslexia or dyscalculia

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871 shall undergo further screening. Any student whose performance  
872 in the system meets thresholds established by State Board of  
873 Education rule in circumstances in which the system is not  
874 capable of identifying characteristics of dyslexia or  
875 dyscalculia must undergo further screening. The further  
876 screening required under this subparagraph is used to refine  
877 instructional planning and parental communication and is not a  
878 prerequisite for the interventions or evaluation obligations  
879 described in subsection (4). The State Board of Education shall  
880 adopt rules establishing timelines, performance thresholds, and  
881 parental notification requirements for further screening under  
882 this subparagraph. Screening activities under this subsection  
883 shall occur concurrently with the interventions and evaluation  
884 obligations described in subsection (4) and may not be used to  
885 delay or deny an appropriate evaluation. Beginning with the  
886 2023-2024 school year, the coordinated screening and progress  
887 monitoring system must be computer-adaptive.

888 4. Provide data for Voluntary Prekindergarten Education  
889 Program accountability as required under s. 1002.68.

890 5. Provide Voluntary Prekindergarten Education Program  
891 providers, school districts, schools, teachers, and parents with  
892 data and resources that enhance differentiated instruction and  
893 parent communication.

894 6. Provide baseline data to the department of each  
895 student's readiness for kindergarten. The determination of  
896 kindergarten readiness must be based on the results of each  
897 student's initial progress monitoring assessment in  
898 kindergarten. The methodology for determining a student's  
899 readiness for kindergarten must be developed by the department

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900 and aligned to the methodology adopted pursuant to s. 1002.68(3)  
901 ~~s. 1002.68(4)~~.

902 7. Assess how well educational goals and curricular  
903 standards are met at the provider, school, district, and state  
904 levels and provide information to the department to aid in the  
905 development of educational programs, policies, and supports for  
906 providers, districts, and schools.

907 Section 14. Paragraph (a) of subsection (1) of section  
908 1008.2125, Florida Statutes, is amended to read:

909 1008.2125 The Council for Early Grade Success.—

910 (1) The Council for Early Grade Success, a council as  
911 defined in s. 20.03(7), is created within the Department of  
912 Education to oversee the coordinated screening and progress  
913 monitoring program under s. 1008.25(9) for students in the  
914 Voluntary Prekindergarten Education Program through grade 3 and,  
915 except as otherwise provided in this section, shall operate  
916 consistent with s. 20.052.

917 (a) The council shall be responsible for reviewing the  
918 implementation of, training for, and outcomes from the  
919 coordinated screening and progress monitoring program to provide  
920 recommendations to the department that support grade 3 students  
921 reading at or above grade level. The council, at a minimum,  
922 shall:

923 1. Provide recommendations on the implementation of the  
924 coordinated screening and progress monitoring program, including  
925 reviewing any procurement solicitation documents and criteria  
926 before being published.

927 2. Develop training plans and timelines for such training.

928 3. Identify appropriate personnel, processes, and

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929 procedures required for the administration of the coordinated  
930 screening and progress monitoring program.

931 4. Provide input on the methodology for calculating a  
932 provider's or school's performance metric and designations under  
933 s. 1002.68(3) ~~s. 1002.68(4)~~.

934 5. Work with the department to review the methodology for  
935 determining a child's kindergarten readiness.

936 6. Review data on age-appropriate learning gains by grade  
937 level that a student would need to attain in order to  
938 demonstrate proficiency in reading by grade 3.

939 7. Continually review anonymized data from the results of  
940 the coordinated screening and progress monitoring program for  
941 students in the Voluntary Prekindergarten Education Program  
942 through grade 3 to help inform recommendations to the department  
943 that support practices that will enable grade 3 students to read  
944 at or above grade level.

945 Section 15. Paragraph (a) of subsection (4) of section  
946 1011.69, Florida Statutes, is amended to read:

947 1011.69 Equity in School-Level Funding Act.—

948 (4) After providing Title I, Part A, Basic funds to schools  
949 above the 75 percent poverty threshold, which may include high  
950 schools above the 50 percent threshold as permitted by federal  
951 law, school districts shall provide any remaining Title I, Part  
952 A, Basic funds directly to all eligible schools as provided in  
953 this subsection. For purposes of this subsection, an eligible  
954 school is a school that is eligible to receive Title I funds,  
955 including a charter school. The threshold for identifying  
956 eligible schools may not exceed the threshold established by a  
957 school district for the 2016-2017 school year or the statewide

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958 percentage of economically disadvantaged students, as determined  
959 annually.

960 (a) Prior to the allocation of Title I funds to eligible  
961 schools, a school district may withhold funds only as follows:

962 1. One percent for parent involvement, in addition to the  
963 one percent the district must reserve under federal law for  
964 allocations to eligible schools for parent involvement;

965 2. A necessary and reasonable amount for administration  
966 which includes the district's indirect cost rate, not to exceed  
967 a total of 10 percent;

968 3. A reasonable and necessary amount to provide:

969 a. Homeless programs;

970 b. Delinquent and neglected programs;

971 c. Prekindergarten programs and activities;

972 d. Private school equitable services; and

973 e. Transportation for foster care children to their school  
974 of origin or choice programs; and

975 4. A necessary and reasonable amount, not to exceed 1  
976 percent, for eligible schools to provide educational services in  
977 accordance with the approved Title I plan. Such educational  
978 services may include the provision of STEM curricula,  
979 instructional materials, and related learning technologies that  
980 support academic achievement in science, technology,  
981 engineering, and mathematics in Title I schools, including, but  
982 not limited to, technologies related to drones, coding,  
983 animation, artificial intelligence, cybersecurity, data science,  
984 the engineering design process, mobile development, and  
985 robotics. Funds may be reserved under this subparagraph only to  
986 the extent that all required reservations under federal law have

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987 been met and that such reservation does not reduce school-level  
988 allocations below the levels required under federal law.

989 Section 16. Section 1011.804, Florida Statutes, is amended  
990 to read:

991 1011.804 GATE Startup Grant Program.—

992 (1) The GATE Startup Grant Program is established within  
993 the Department of Education to fund and support the startup and  
994 implementation of the GATE Program, subject to legislative  
995 appropriation. The purpose of the grant program is to increase  
996 access to programs that support adult learners earning a high  
997 school credential, either a high school diploma or its  
998 equivalent, and a workforce credential aligned to statewide or  
999 regional demand. The department shall administer the grants,  
1000 determine eligibility, and distribute grant awards.

1001 (2) As used in this section, the term "institution" means a  
1002 school district career center established under s. 1001.44, a  
1003 charter technical career center established under s. 1002.34, or  
1004 a Florida College System institution identified in s. 1000.21  
1005 which offers the GATE Program pursuant to s. 1004.933.

1006 (3) The department may solicit proposals from institutions  
1007 ~~without programs that meet the requirements of s. 1004.933.~~ Such  
1008 institutions must be located in or serve a rural area of  
1009 opportunity, as defined in s. 288.0656(2)(d) as designated by  
1010 the Governor. For purposes of this subsection, an institution  
1011 serves a rural area of opportunity if the institution's service  
1012 area includes one or more counties or municipalities included  
1013 within a rural area of opportunity as defined in s.  
1014 288.0656(2)(d). An institution's principal place of business,  
1015 main campus, or administrative offices are not required to be

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1016 located within a rural area of opportunity in order to satisfy  
1017 the service requirement.

1018 (a) The department may award a grant to an institution  
1019 that, at the time of application, does not offer programs that  
1020 meet the requirements of s. 1004.933 to support startup and  
1021 implementation activities.

1022 (b) The department may award a grant to an institution  
1023 that, at the time of application, offers programs that meet the  
1024 requirements of s. 1004.933 only for costs authorized in  
1025 subsection (6), excluding new construction, structural  
1026 expansion, and major renovation.

1027 (4) The department shall prioritize grant proposals that  
1028 combine adult basic education, adult secondary education, and  
1029 career education programs at one location or allow students to  
1030 complete programs through distance learning. An applicant may  
1031 not receive more than 10 percent of the total amount  
1032 appropriated for the program.

1033 (5) The department shall make the grant application  
1034 available to potential applicants no later than August 15 of  
1035 each year in which funds are appropriated for the program, ~~2024.~~

1036 A grant proposal must include:

1037 (a) The institution or institutions that will provide the  
1038 adult basic education, adult secondary education, and career  
1039 education programs;

1040 (b) The proposed adult basic education and adult secondary  
1041 education program or programs the institution or institutions  
1042 will provide, and the projected enrollment for such program or  
1043 programs;

1044 (c) The proposed career education program or programs the

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1045 institution or institutions will provide and the projected  
1046 enrollment for such program or programs;

1047 (d) The credential or credentials associated with the  
1048 career education program or programs. Such credential or  
1049 credentials must be included on the Master Credentials List  
1050 under s. 445.004(4);

1051 (e) The cost of instruction for all programs contemplated  
1052 in the proposal, including costs for tuition, fees,  
1053 registration, and laboratory, examination, and instructional  
1054 materials costs;

1055 (f) Outreach strategies, including collaboration with local  
1056 workforce development boards; and

1057 (g) A plan or timeline for implementing s. 1004.933 and  
1058 enrolling students.

1059 (h) Documentation identifying the counties or  
1060 municipalities within the institution's service area which are  
1061 included in a rural area of opportunity as defined in s.  
1062 288.0656(2) (d).

1063 (6) Grant funds may be used for planning activities and  
1064 other expenses associated with the creation and implementation  
1065 of the GATE Program, such as expenses related to program  
1066 instruction, instructional equipment, supplies, instructional  
1067 personnel, and student services, minor facility modifications  
1068 necessary to install or operate instructional equipment used for  
1069 the GATE Program, and marketing and outreach activities to  
1070 recruit and enroll eligible students. Marketing and outreach  
1071 activities and minor facility modifications authorized under  
1072 this subsection are allowable direct costs of program  
1073 implementation. Grant funds may not be used for indirect costs.

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1074 Grant recipients must submit an annual report in a format  
1075 prescribed by the department. The department shall consolidate  
1076 such annual reports and include the reports in the report  
1077 required by s. 1004.933(6).

1078 (7) The State Board of Education may adopt rules to  
1079 administer this section.

1080 Section 17. (1) The Department of Education shall  
1081 collaborate with the Lastinger Center for Learning at the  
1082 University of Florida to recommend to the Legislature  
1083 individualized, adaptive artificial intelligence tools to  
1084 support mathematics instruction in kindergarten through grade  
1085 12. The recommendations must:

1086 (a) Ensure that recommended tools align to the Florida  
1087 academic standards and prepare students for state assessments.

1088 (b) Consider alternate mathematics sequencing and grade-  
1089 level progression, and alternate funding models to support  
1090 individualized progression through content.

1091 (c) Evaluate the extent to which the tools provide real-  
1092 time diagnostic assessments, individualized learning pathways,  
1093 adaptive sequencing of content, and immediate, personalized  
1094 feedback to students.

1095 (d) Evaluate the applicability of the tools to progress  
1096 monitoring tools, district learning management systems,  
1097 suggested interventions, small-group instructional supports, and  
1098 professional development that enables teachers to integrate the  
1099 tools into classroom instruction.

1100 (e) Provide for student data privacy and transparency in  
1101 data collection and retention.

1102 (f) Consider statewide and district-level costs.

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1103       (2) The department shall submit its recommendations to the  
1104 Governor, the President of the Senate, and the Speaker of the  
1105 House of Representatives by December 1, 2026.

1106       Section 18. This act shall take effect July 1, 2026.