

By the Committees on Fiscal Policy; and Education Pre-K - 12;
and Senator Harrell

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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

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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; providing an
53 appropriation; creating s. 1003.5711, F.S.; providing
54 legislative findings and intent; requiring the
55 University of Florida Center for Autism and
56 Neurodevelopment to oversee certain grants; requiring
57 the center to develop guidelines for grant
58 administration; providing eligibility requirements for

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59 grant applicants; providing that grants may be used
60 for specified purposes; authorizing the center to
61 prioritize grant allocations for specified purposes;
62 requiring grant recipients to submit a specified
63 report; creating s. 1003.5712, F.S.; providing
64 legislative findings and purpose; requiring the
65 University of Florida Center for Autism and
66 Neurodevelopment to fund specialized summer programs
67 for children with autism spectrum disorder; requiring
68 the center to publish guidelines for grant
69 applications; requiring the center to provide
70 technical assistance to grant applicants and
71 recipients; providing eligibility requirements for the
72 specialized summer programs; authorizing the center to
73 set maximum grant amounts; requiring grant recipients
74 to submit a report to the center within a specified
75 timeframe; creating s. 1004.551, F.S.; creating the
76 University of Florida Center for Autism and
77 Neurodevelopment; providing duties of the center;
78 requiring the center to develop an autism micro-
79 credential; providing requirements for the micro-
80 credential; providing a stipend as determined in the
81 General Appropriations Act; requiring the center to
82 administer stipends; requiring the center to publish
83 on its website an annual report; prohibiting the host
84 state university from charging certain fees to the
85 center; amending s. 1012.582, F.S.; requiring the
86 Commissioner of Education to review specified
87 curricula by a specified date; requiring the

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88 commissioner to report findings and recommendations to
89 the Legislature; amending s. 1012.585, F.S.; revising
90 the process for the renewal of professional
91 certificates to include training in the knowledge and
92 skills required to support students with autism;
93 providing an effective date.

94

95 Be It Enacted by the Legislature of the State of Florida:

96

97 Section 1. Paragraph (a) of subsection (1) of section
98 381.9855, Florida Statutes, is amended to read:

99 381.9855 Dr. and Mrs. Alfonse and Kathleen Cinotti Health
100 Care Screening and Services Grant Program; portal.—

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

107 1. Publicize the availability of funds and enlist the aid
108 of county health departments for outreach to potential
109 applicants at the local level.

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

112 3. Develop guidelines a grant recipient must follow for the
113 expenditure of grant funds and uniform data reporting
114 requirements for the purpose of evaluating the performance of
115 grant recipients. The guidelines must require grant funds to be
116 spent on screenings, including referrals for treatment, if

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117 appropriate, or related services for one or more of the
118 following:

- 119 a. Hearing.
- 120 b. Vision.
- 121 c. Dental.
- 122 d. Cancer.
- 123 e. Diabetes.
- 124 f. Renal disease.
- 125 g. Chronic obstructive pulmonary disease.
- 126 h. Hypertension.
- 127 i. Heart disease.
- 128 j. Stroke.
- 129 k. Scoliosis.
- 130 l. Autism.

131 Section 2. Section 391.302, Florida Statutes, is amended to
132 read:

133 391.302 Definitions.—As used in ss. 391.301–391.3081 ~~ss.~~
134 ~~391.301–391.308~~, the term:

135 (1) “Department” means the Department of Health.

136 (2) “Developmental delay” means a condition, identified and
137 measured through appropriate instruments and procedures, which
138 may delay physical, cognitive, communication, social or
139 emotional, or adaptive development.

140 (3) ~~(2)~~ “Developmental disability” means a condition,
141 identified and measured through appropriate instruments and
142 procedures, which may impair physical, cognitive, communication,
143 social or emotional, or adaptive development.

144 (4) ~~(3)~~ “Developmental intervention” or “early intervention”
145 means individual and group therapies and services needed to

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146 enhance both the infant's or toddler's growth and development
147 and family functioning. The term includes habilitative services
148 and assistive technology devices, rehabilitative services and
149 assistive technology devices, and parent support and training.

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

154 (6)~~(5)~~ Except as otherwise defined for the purposes of s.
155 391.3081, "infant or toddler" or "child" means a child from
156 birth until the child's third birthday.

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

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

164 Section 3. Paragraph (a) of subsection (2) of section
165 391.308, Florida Statutes, is amended to read:

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

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

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

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175 of the federal Individuals with Disabilities Education Act.

176 Section 4. Section 391.3081, Florida Statutes, is created
177 to read:

178 391.3081 Early Steps Extended Option.—

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

186 (2) PURPOSE.—

187 (a) The purpose of the Early Steps Extended Option is to
188 continue enrollment in the Early Steps Program for those
189 children who are eligible. Therefore, the provisions of s.
190 391.308 are maintained and incorporated in the Early Steps
191 Extended Option.

192 (b) For the purposes of this section, "child" means a child
193 from birth until the beginning of the school year following the
194 child's fourth birthday, as provided in 34 C.F.R. s.
195 303.211(a)(2)(ii).

196 (3) DUTIES.—

197 (a) The department shall:

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

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

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

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

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

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

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

224 1. The child must be determined eligible for early
225 intervention services through the Early Steps Program at least
226 45 days before the child's third birthday.

227 2. The child must be determined eligible for services under
228 part B of the federal Individuals with Disabilities Education
229 Act.

230 3. Before the child's third birthday, the family must
231 choose to continue services through the Early Steps Extended
232 Option, which shall include an educational component to promote

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233 school readiness and incorporate pre-literacy, language, and
234 numeracy skills.

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

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

246 (d) A child may not receive a state scholarship under s.
247 1002.394 while receiving services through the Early Steps
248 Extended Option.

249 (5) TRANSITION TO EDUCATION.-

250 (a) At least 90 days before the beginning of the school
251 year following the fourth birthday of a child enrolled in the
252 Early Steps Extended Option, the local program office shall
253 initiate transition planning to ensure the child's successful
254 transition from the Early Steps Extended Option to a school
255 district program under part B of the federal Individuals with
256 Disabilities Education Act or to another program as part of an
257 individual family support plan. Specifically, the local program
258 office shall:

259 1. Notify the Department of Education and the local school
260 district in which the child resides that the eligible child is
261 exiting the Early Steps Extended Option, unless the child's

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262 parent or legal guardian has opted out of such notification; and

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

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

275 (c) If a child is found to be no longer eligible for part B
276 of the federal Individuals with Disabilities Education Act
277 during the review of an individual education plan, the local
278 program office and the local school district must provide the
279 child's parent or legal guardian with written information on
280 other available services or community resources.

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

284 (a) The assessment must include:

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

289 2. The number and percentage of children determined
290 eligible to receive services under part B of the federal

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291 Individuals with Disabilities Education Act.

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

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

302 Section 5. For the 2025-2026 fiscal year, the recurring sum
303 of \$720,282 and the nonrecurring sum of \$35,622 are appropriated
304 from the General Revenue Fund, and six full-time equivalent
305 positions are authorized, to the Department of Health for the
306 purpose of implementing the Early Steps Extended Option as
307 created by this act.

308 Section 6. Section 1003.5711, Florida Statutes, is created
309 to read:

310 1003.5711 Startup grant for autism charter schools.—

311 (1) LEGISLATIVE FINDINGS AND INTENT.—

312 (a) The Legislature finds that students identified as
313 having autism spectrum disorder may require highly specialized
314 educational environments and resources to achieve their full
315 potential.

316 (b) It is the intent of the Legislature to support the
317 creation of schools exclusively serving this population by
318 providing startup funding to offset the costs of developing and
319 implementing these specialized programs.

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320 (2) ADMINISTRATION.—

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

324 (b) The center shall develop guidelines for grant
325 administration, including:

326 1. Application procedures and deadlines.

327 2. Criteria for program eligibility and funding priorities.

328 3. Reporting and accountability standards for grant
329 recipients.

330 4. A preapproval process to assist applicants with planning
331 in the charter school application process under s. 1002.33(6)
332 and (7).

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

334 (a) The guidelines developed by the center must, at a
335 minimum, require applicants, before approval for a startup
336 grant, to:

337 1. Demonstrate intent, in accordance with guidelines
338 developed by the center, to establish or expand a charter school
339 pursuant to s. 1002.33, or a laboratory school under s. 1002.32,
340 to serve exclusively students diagnosed with autism spectrum
341 disorder and classified as exceptional students under s.
342 1003.01(9).

343 2. Provide evidence of community need and stakeholder
344 support, which may include letters of intent to enroll from
345 families or organizations.

346 3. Submit a detailed plan outlining:

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

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349 b. Family engagement and strategies for coordinating
350 necessary services for students outside of school hours and as
351 students transition to adulthood.

352 c. Anticipated startup costs and a budget for use of grant
353 funds.

354 d. Strategies for leveraging other federal and state
355 funding.

356 4. Provide evidence of financial stability and programmatic
357 expertise.

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

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

360 1. Facility acquisition, renovation, or modification.

361 2. Purchase or development of specialized instructional
362 materials, curriculum, assistive technology, and adaptive
363 equipment.

364 3. Recruitment, salaries, and training of staff experienced
365 in working with students with autism and significant cognitive
366 disabilities.

367 4. Student transportation.

368 5. Ancillary equipment related to student safety.

369 (4) FUNDING AND GRANT AMOUNTS.—

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

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

374 (c) The center may prioritize grants for schools in the
375 following priority:

376 1. Programs serving rural and underserved areas.

377 2. Programs serving other underserved areas.

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378 3. Programs with demonstrable success in establishing and
379 operating a charter school exclusively for students with autism
380 and related disorders.

381 4. Programs that use existing facilities.

382 (d) An applicant may not receive funds until the applicant
383 has received approval from a sponsoring entity to operate a
384 charter school or modify an existing charter pursuant to s.
385 1002.33(6) and (7), or has established a school advisory body
386 for a laboratory school in accordance with s. 1002.32(8).

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

390 (a) How grant funds were expended.

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

393 (c) Challenges encountered and recommendations for
394 improvement.

395 Section 7. Section 1003.5712, Florida Statutes, is created
396 to read:

397 1003.5712 Specialized summer programs for children with
398 autism and related disorders.—

399 (1) PURPOSE AND INTENT.—

400 (a) The Legislature finds that many children with autism
401 spectrum disorder face challenges during the summer months due
402 to limited access to extended school year programs, summer
403 school, and traditional summer camps that can accommodate their
404 needs.

405 (b) The purpose of this section is to support specialized
406 summer programs that provide structured, supportive environments

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407 for these children, ensuring continuity of care, skill
408 development, and social engagement.

409 (2) ADMINISTRATION AND GRANTS.—

410 (a) The University of Florida Center for Autism and
411 Neurodevelopment shall administer a grant program to fund
412 specialized summer programs for children with autism spectrum
413 disorder who have significant emotional or behavior disorders or
414 cognitive disabilities.

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

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

420 (d) The center shall provide technical assistance to grant
421 applicants and recipients.

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

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

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

429 1. Behavioral and social skill development.

430 2. Recreational and leisure activities tailored to
431 individual needs.

432 3. Therapy-based support, including speech, occupational,
433 or behavioral therapies, when appropriate.

434 4. Family support and training workshops.

435 (c) Employ staff with relevant experience or training in

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436 working with children with autism and severe emotional,
437 behavioral, or cognitive disorders.

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

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

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

443 (g) Leverage other available federal or state funding
444 sources, including Medicaid waivers, Individuals with
445 Disabilities Education Act (IDEA) and other federal funding, or
446 private contributions, to supplement state grants.

447 (4) FUNDING.—

448 (a) Grants are subject to legislative appropriation.

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

450 1. Facility costs.

451 2. Staff salaries and training.

452 3. Curriculum or other instructional or activity costs.

453 4. Property and liability insurance.

454 5. Equipment purchase or rental.

455 6. Transportation for camp participants.

456 (c) The center shall prioritize awarding grants to programs
457 that:

458 1. Serve underserved or rural areas where specialized
459 summer programs are unavailable.

460 2. Provide comprehensive support services, including family
461 involvement and community integration.

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

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

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

471 (a) Program enrollment and participation.

472 (b) Use of grant funds.

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

475 Section 8. Section 1004.551, Florida Statutes, is created
476 to read:

477 1004.551 University of Florida Center for Autism and
478 Neurodevelopment.—There is created at the University of Florida
479 the Center for Autism and Neurodevelopment.

480 (1) The center shall:

481 (a) Collaborate with state and local agencies that provide
482 early intervention, educational, medical, employment, financial,
483 and daily living services. The center shall also collaborate
484 with other entities that provide autism research and services,
485 including, but not limited to, the Florida State University
486 Autism Institute, each Center for Autism and Related
487 Disabilities (CARD), the Florida Diagnostic and Learning
488 Resources System (FDLRS), the Agency for Persons with
489 Disabilities, the Department of Health, the Department of
490 Education, and the Department of Children and Families.

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

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494 (c) Develop strategies to promote public awareness of the
495 signs of autism, the importance of early screening, and
496 interventions and supports available to families. The center
497 shall assist in the assignment of a toll-free number for autism
498 support.

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

501 (e) Review and approve applications for specialized summer
502 programs for children with autism pursuant to s. 1003.5712. The
503 center shall act as the fiscal agent for grant funds and develop
504 minimum requirements for the creation of specialized summer
505 programs.

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

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

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

511 b. Prekindergarten instructors as specified in ss. 1002.55,
512 1002.61, and 1002.63; and

513 c. Child care personnel as defined in ss. 402.302(3) and
514 1002.88(1)(e).

515 2. The micro-credential must require participants to
516 demonstrate competency in:

517 a. Identifying behaviors associated with autism.

518 b. Supporting the learning environment in both general and
519 specialized classroom settings.

520 c. Promoting the use of assistive technologies.

521 d. Applying evidence-based instructional practices.

522 3. The micro-credential must:

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- 523 a. Be provided at no cost to eligible participants.
- 524 b. Be competency-based, allowing participants to complete
525 the credentialing process either in person or online.
- 526 c. Permit participants to receive the micro-credential at
527 any time during training once competency is demonstrated.
- 528 4. Individuals eligible under subparagraph 1. who complete
529 the micro-credential are eligible for a one-time stipend, as
530 determined in the General Appropriations Act. The center shall
531 administer stipends for the micro-credential.
- 532 (g) Develop strategies to increase the workforce qualified
533 to provide autism-related services to children and adults in a
534 public or private setting.
- 535 (h) Develop and catalog professional learning activities
536 for health care, child welfare, and instructional personnel.
- 537 (i) Administer startup grants for autism charter schools
538 pursuant to s. 1003.5711 and provide technical assistance to
539 grant applicants and recipients. The center shall also review
540 access to federal funding sources for establishing charter
541 schools for students with autism and include in its annual
542 report recommendations for improving practical access.
- 543 (j) Catalog best practices for screening, referral, and
544 diagnosis; access to therapy services; and other licensed
545 practitioner services using private and public insurance, to
546 include access to services in schools.
- 547 (k) Beginning August 1, 2026, and each August 1 thereafter,
548 publish on its website a report detailing activities,
549 expenditures, and outcomes from the previous year. The report
550 must include the grants administered by the center and
551 recommendations for improvement.

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

554 Section 9. Subsection (5) is added to section 1012.582,
555 Florida Statutes, to read:

556 1012.582 Continuing education and inservice training for
557 teaching students with developmental and emotional or behavioral
558 disabilities.—

559 (5) The commissioner shall review the curricula in
560 continuing education or inservice education of instructional
561 personnel based on recommendations required under this section.
562 No later than December 1, 2025, the commissioner shall report to
563 the President of the Senate and the Speaker of the House of
564 Representatives on findings and recommendations for updates to
565 instruction.

566 Section 10. Paragraph (a) of subsection (3) of section
567 1012.585, Florida Statutes, is amended to read:

568 1012.585 Process for renewal of professional certificates.—

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

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

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581 training in the area of scientifically researched, knowledge-
582 based reading literacy grounded in the science of reading,
583 including explicit, systematic, and sequential approaches to
584 reading instruction, developing phonemic awareness, and
585 implementing multisensory intervention strategies, and
586 computational skills acquisition, exceptional student education,
587 normal child development, and the disorders of development may
588 be applied toward any specialization area. Credits or points
589 that provide training in the areas of drug abuse, child abuse
590 and neglect, strategies in teaching students having limited
591 proficiency in English, or dropout prevention, or training in
592 areas identified in the educational goals and performance
593 standards adopted pursuant to ss. 1000.03(5) and 1008.345 may be
594 applied toward any specialization area, except specialization
595 areas identified by State Board of Education rule that include
596 reading instruction or intervention for any students in
597 kindergarten through grade 6. Each district school board shall
598 include in its inservice master plan the ability for teachers to
599 receive inservice points for supporting students in
600 extracurricular career and technical education activities, such
601 as career and technical student organization activities outside
602 of regular school hours and training related to supervising
603 students participating in a career and technical student
604 organization. Credits or points earned through approved summer
605 institutes may be applied toward the fulfillment of these
606 requirements. Inservice points may also be earned by
607 participation in professional growth components approved by the
608 State Board of Education and specified pursuant to s. 1012.98 in
609 the district's approved master plan for inservice educational

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610 training; however, such points may not be used to satisfy the
611 specialization requirements of this paragraph.

612 Section 11. This act shall take effect upon becoming a law.