

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.