



FLORIDA DEPARTMENT OF EDUCATION
**LEGISLATIVE
REVIEW**
2021

Commissioner Richard Corcoran



Florida is blessed to have such visionary leaders devoted to paving the way for our children's future success. Since taking office, Governor Ron DeSantis has been the most aggressive and intentional chief executive of any state in the Union. Under his leadership, Florida has passed the most transformative educational reforms in the nation.

As a result of the Governor's consistent leadership during the global pandemic, Florida has emerged in a better position than any other state, due in large part to the administration's data-driven decisions based on common sense policies. Governor DeSantis has set an example for the nation for how to re-open our state; especially fighting to ensure that every parent had the option to choose in-person instruction for their children, up to five days a week.

At the heart of the state's great success re-opening schools, lies the dedication and passion of our world-class educators. Through the Herculean effort of our incredible teachers, Florida's students will be positioned to meet and exceed student achievement expectations in the years to come, just as our economy has roared back to life. We owe our teachers an immense debt of gratitude and appreciation for their hard work, innovation and adaptability to overcome the continually evolving circumstances throughout the school year.

I am incredibly proud of how Florida was able to successfully navigate through the pandemic and demonstrate bold leadership in these uncertain times. We must continue to lead, to look to the future and to embrace new strategies and opportunities to provide our students with a world-class education. Learning starts with literacy.

Simply put, as children grow older, it becomes increasingly difficult for students to learn if they cannot read at grade level. That is why Governor DeSantis' bold vision dedicating resources to emphasize literacy for our youngest students will establish an immovable foundation with which they can pursue their dreams and aspirations. The Florida Legislature stepped up to the plate and hit a grand slam in the form of historic investments in literacy interventions and legislative packages aimed to do just that.

As Frederick Douglass once said, "Education is freedom." We in Florida take that message to heart and will continue to invite and implement nation-wide best practices and bold ideas to provide students a life-changing education. The Florida Department of Education is pleased to share this transformative package of legislation that reiterates our commitment to ensuring Florida leads the nation in education.

Richard Corcoran
Commissioner of Education



FLORIDA DEPARTMENT OF EDUCATION'S 2021 SESSION HIGHLIGHTS

Strategic Investments in Education to Impact Generations to Come (SB 2500)

- **\$24.7 billion** overall commitment, including capital outlay funding, to early learning through K-20.
- **\$22.8 billion** commitment to early learning through K-20 system students
- **\$12.9 billion** to the Florida Education Finance Program for K-12, **which includes:**
 - **\$550 million, an increase of \$50 million**, to continue increasing the teacher minimum base salary.
 - **\$464 million** safety net to ensure school districts have funding to cover the costs associated with any increased student enrollment resulting from school choice options and increases above previous enrollment projections.
 - Increase of \$53 over last year's Base Student Allocation (BSA)
 - **\$120 million**, an increase of \$20 million, for school mental health programs.
- **\$216 million** to provide \$1,000 disaster relief payments to public school principals and full-time classroom teachers from Pre-K through 12th grade.
- **\$166 million** to provide (2) \$1,000 disaster relief payments to over 77,000 early learning instructors.
- **\$200 million** for the New Worlds Reading Initiative and **\$14.5 million** for student literacy initiatives; placing Florida students on a roadmap to reading on grade level by 3rd grade.
- **\$126.2 million** to maintain Florida's steadfast commitment to Historically Black Colleges and Universities.
- **\$908,000** to provide all educators with free liability insurance to allow them to focus on doing what matters most – educating and inspiring their students to succeed in life.
- **\$17.1 million** to continue leadership professional development in computer science, mental health and school safety.
- **\$1.5 million** for teacher professional development for Florida's new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Math.
- **\$228 million** for school safety measures including:
 - **\$180 million** maintained for the Safe Schools component of the FEFP;
 - **\$42 million** for school hardening grants to improve the physical security of school buildings;
 - **\$6.5 million** for the Coach Aaron Feis Guardian Program; and
 - **\$6.4 million** for the implementation of mobile panic alarms (Alyssa's Law)
- **\$4 million** in funding for additional security and enhanced safety measures to ensure children at eligible Florida Jewish Day Schools can learn and thrive in a safe environment.
- **\$7.5 million** in federal funding to implement and modernize Florida's VPK accountability system to identify students' emergent literacy and mathematics skills deficiencies to provide those students intensive interventions. **(HB 419)**
- **\$35 million** in federal funding for the new "Open Door Grant Program," created in HB 1507, to cover up to two-thirds of the cost of short-term, high-demand workforce education programs.
- **\$15.6 million** for the Dual Enrollment Scholarship Program to increase and expand student access to dual enrollment opportunities.



- **\$10 million** is maintained for the Pathways to Career Opportunities Grant to provide high-quality preapprenticeship and apprenticeship opportunities to students by providing them with an avenue to help meet the needs of Florida’s rapidly growing workforce.
- **\$20.8 million** for the “Florida Postsecondary Academic Library Network,” a one-stop-shop to support Florida College System and State University System students’ education goals.

Continuing to Elevate and Celebrate Educators

- Improving educator preparation programs to ensure future teachers can face the realities of today’s classrooms through expanding professional development in critical areas of civics, literacy, coaching and mentoring, technology in education, mental health and school safety (**HB 1159**).
- **\$10 million** for computer science teacher certification and bonuses to teachers who hold an educator certificate or industry certification in computer science (**SB 2500**).
- **\$1.5 million** for teacher professional development in Florida’s new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Math (**SB 2500**).
- **\$908,000** to provide all educators with free liability insurance to allow them to focus on doing what matters most – educating and inspiring their students to succeed in life. (**SB 2500**).
- Updating school districts’ allocation of the AICE bonus funds to pre-AICE programs and classroom teachers who teach the pre-AICE courses (**HB 827**).

Closing Achievement Gaps and Ensuring 90% of all Grade 3 Students Read Proficiently

- Prioritizing Florida’s youngest learners and VPK programs by strengthening the accountability system and utilizing coordinated programs to identify emergent literacy and mathematics skill deficiencies to provide those students intensive interventions (**HB 419**).
- Creating one seamless and uniform VPK-Grade 8 screening and progress monitoring tool aligned with the newly adopted B.E.S.T. Standards and providing consistent data reporting to help determine personalized interventions for struggling readers and focus areas for statewide professional learning for educators (**HB 7011**).
- Creating the New Worlds Reading Initiative, a statewide, home-delivery book distribution program for K-5 struggling readers to improve reading comprehension and help close achievement gaps (**HB 3**).
- Allowing students to flourish under a streamlined and efficient accountability system that removes barriers and ensures that every student is equipped for success by providing all 11th graders the opportunity to take the SAT (Scholastic Aptitude Test) or ACT (American College Test) at no cost to the student (**SB 1108**).
- Establishing the Task Force on Closing the Achievement Gap for Boys to bring community, policy and thought leaders together to examine evidence-based strategies for closing the achievement gap for boys (**HB 7033**).
- Ensuring School Readiness program prioritization for families utilizing workforce education and public services; also commissioning an annual study to identify the economic self-sufficiency and upward mobility over time of families engaging in this and other public benefit programs (**HB 1349**).

Increased Access to Educational Choice Options



- Largest expansion of K-12 school choice options for students with unique abilities and low-income families to ensure they can access a world-class education that fits the needs of their child (**HB 7045**).
- Empowering parents by recognizing the fundamental liberty of parental rights with respect to his or her minor child for education, health care and criminal justice procedures (**HB 241**).
- Preserving fair opportunities for female athletes to demonstrate their strength, skills, and abilities in athletic competition (**SB 1028**).
- Ensuring a successful transition to adulthood for students with unique abilities by providing access to adequate and quality planning for transitioning to postsecondary education and career opportunities prior to graduating from high school (**HB 173**).
- Guaranteeing educational options continue and grow for students who attend persistently low-performing schools by strengthening the School of Hope program and allowing the Florida College System and State University System intuitions to sponsor charter schools (**SB 1028**).

Reimagining Workforce Education for Florida's Workforce to Become #1

- Creating the Florida Postsecondary Academic Library Network to maximize postsecondary attainment avenues and offer efficient services to support Florida College System and State University System students' education goals (**HB 847**).
- Investing \$9.1 million in the Florida College System and \$11.8 million in the State University System to support the Florida Postsecondary Academic Library Network, which results in a significant cost savings to our state without passing those costs on to students (**SB 2500**).
- Offering additional pathways for industry certification and workforce education, Florida College System and State University System institutions may sponsor additional charter schools to meet any unmet workforce demands in the county or counties the institution serves (**SB 1028**).
- Offering alternative college placement methods for all students, providing additional postsecondary pathways for students in challenging circumstances, and standardizing a state-wide articulation agreement on mathematic pathways aligned with intended career pathways (**SB 366**).
- Exponentially increasing student access to dual enrollment opportunities for public school students and establishing the Dual Enrollment Scholarship Program for homeschool and private school students (**SB 366 & SB 52**).
- Executing a revolutionary blueprint to foster economic and upward mobility for every resident through a strategic alignment of all public service that support workforce education and expanding on-the-job training experiences in work-based learning and apprenticeship programs that lead directly to high-wage and in-demand jobs (**HB 1507**).

Improving Learning Environments: Focus on School Safety and Mental Health

- **\$120 million** for district Mental Health Assistance programs and **\$5.5 million** for Youth Mental Health Awareness and Assistance program to continue evidence-based training to help school personnel identify and understand the signs of mental health and substance abuse problems (**SB 2500**).
- **\$6.5 million** for the Coach Aaron Feis Guardian Program expanding school and district access and ensuring the security of every school (**SB 2500**).
- Strengthening oversight and compliance on school security while improving transparency around school safety by aligning resources to better address student mental health issues (**SB 590**).



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- Protecting students with unique abilities by requiring positive behavior interventions and supports, revising requirements for the use of restraints and prohibiting the use of seclusion **(HB 149)**.
- Teaching preventative instruction of child sexual abuse, exploitation and human trafficking within K-12 public school mandatory required comprehensive health education curriculum **(HB 519)**.
- Equipping public school 9th and 11th grade students with lifesaving basic training in first aid and cardiopulmonary resuscitation **(HB 157)**.

Strengthen the Education System to Support Lifelong Learning, Civic Literacy, and Military Families

- Prioritizing assessments and curriculum that values civic literacy and prepares the next generation of leaders to engage in civil debate, tackle new challenges and make informed critical decisions **(HB 5 & SB 1108)**.
- Protecting Florida's education system, student records and learning resources by ensuring the law protects confidential data and achievement assessments from VPK to post-secondary education **(HB 311)**.
- Protecting the expression of diverse viewpoints at Florida's public colleges and state universities **(HB 233)**.
- Strengthening educational opportunities for military families by allowing state universities to expand high-quality developmental laboratory schools to serve communities around military installations **(SB 1028)**.
- Building daily reflection into required instruction, requiring students observe a moment of silence of at least one minute during first period, every school day **(HB 529)**.
- Developing the most military family-friendly recognition program in the nation, the Florida Purple Star Campus Program, that embraces and supports seamless relocation and transition to schools in Florida for military families **(HB 429)**.
- Supporting our service members transitioning back into society with training opportunities to achieve gainful employment **(HB 435)**.



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HOUSE BILL 3 – HOME BOOK DELIVERY FOR ELEMENTARY STUDENTS

(CH. 2021-193, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Trabulsy
EFFECTIVE DATE(S)	Upon becoming a law
STATUTE(S)	Creates sections (ss.) 211.0252, 212.1833, 220.1876, 561.1212, 624.51056 and 1003.485, Florida Statutes (F.S.); amends ss. 220.02, 220.13, 220.186 and 1008.25, F.S.

SUMMARY

The New Worlds Reading Initiative is established to improve literacy outcomes by providing high-quality, free books to students in kindergarten through grade 5 who are reading below grade level by providing credits against oil and gas production taxes and sales taxes. Programs that deliver books directly to students' homes and support engagement in reading enable parents to develop their child's reading skills and enjoyment of reading and foster improved outcomes for students.

HIGHLIGHTS

- For taxable years beginning on or after January 1, 2022, tax credits are established for 100 percent of an eligible contribution from a taxpayer made to the New Worlds Reading Initiative against the following:
 - Any tax due on oil or gas production under ss. 211.02 and 211.025, F.S. This credit, along with the credit allowed under s. 211.0251, F.S., may not exceed 50 percent of the tax due on the return on which the credit is taken;
 - Any sales tax, use tax or other tax imposed by chapter 212, F.S., and paid by a direct pay permit holder as a result of the permit held pursuant to s. 212.183, F.S.;
 - Any income tax due under chapter 220, F.S.;
 - Any excise tax assessed on malt beverages assessed in s. 563.05, F.S., wine and beverages assessed in s. 564.06, F.S., and liquors and beverages assessed in s. 565.12, F.S.;
 - Any tax on assessed by s. 624.509(1), F.S., on insurance premiums, premiums for title insurance or assessments, including membership fees and policy fees and gross; and
 - Deposits received from subscribers to reciprocal or interinsurance agreements, and on annuity premiums or considerations received during the preceding calendar year.
- Defines the “administrator” to be a state university registered with FDOE under s. 1002.395(15)(I), F.S., and designated to administer the initiative.
- Requires the Florida Department of Education (FDOE) to:
 - Designate “an administrator” to implement the initiative. The administrator must have certain qualifications, skillset and experiences;



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- Publish information about the initiative and tax credits on its website, including the process for a taxpayer to select the administrator as the recipient of funding through a tax credit; and
- Beginning September 30, 2022, and annually thereafter, report on its website the number of students participating in the initiative in each school district, information from a certain annual financial report, and the academic achievement and learning gains, as applicable, of participating students based on data provided by school districts.
- Requires the “administrator” to:
 - Develop, in consultation with FDOEs Just Read, Florida! Office, a selection of high-quality books encompassing diverse subjects and genres for each grade level to be mailed to students in the initiative;
 - Distribute books at no cost to eligible students either directly or through an agreement with a book distribution company;
 - Assist local implementation of the initiative by providing marketing materials to school districts and any partnering nonprofit organizations to assist with public awareness campaigns and other activities designed to increase family engagement and instill a love of reading in students;
 - Maintain a clearinghouse for information on national, state and local nonprofit organizations that support efforts to improve literacy and provide books to children;
 - Develop training materials for parents of students, including brief video training modules, which engage families in reading and assist with improving student literacy skills;
 - Annually submit a financial report to FDOE that includes, at a minimum, eligible contributions received by the administrator, the amount spent on public awareness and family engagement and the number of students and households served under the initiative; and
 - Upon receipt of a contribution, provide the affected taxpayer with a certificate of contribution that includes the taxpayer's name, federal employer identification number (if available), amount of contribution, date of contribution and name of administrator.
- Requires each school district to:
 1. Notify the parent of a student who meets the criteria that the student is eligible to receive books at no cost through the New Worlds Reading Initiative;
 2. Provide the parent with the application form developed by the administrator, which must allow for the selection of specific book topics or genres for the student;
 3. Coordinate with the administrator to initiate book delivery on a monthly basis during the school year, which must begin no later than October and continue through at least June. However, for the 2021-2022 school year only, delivery may begin no later than December 31, 2021, provided that no fewer than 9 books are delivered to each student before book deliveries begin for the 2022-2023 school year;
 4. At the beginning of each school year, provide students options for specific book topics or genres in order to maximize student interest in reading;



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5. Continue the initiative for all eligible students until promotion to grade 6 or until the student's parent opts out of the initiative;
 6. Participate in the initiative by partnering with local nonprofit organizations, raising awareness of the initiative using marketing materials developed by the administrator, coordinating book delivery, identifying students and notifying parents of eligibility opportunities; and
 7. Coordinate with each charter school it sponsors for purposes of identifying eligible students, notifying parents of eligibility opportunities, coordinating book delivery, providing the opportunity to annually select book topics and genres, and raising awareness of the initiative.
- Requires school districts and partnering nonprofit organizations to raise awareness of the initiative through the following:
 1. The student handbook and the read-at-home plan under s. 1008.25(5)(c), F.S.;
 2. A parent or curriculum night or separate initiative awareness event at each elementary school; and
 3. Partnering with the county library to host awareness events.
 - The tax credit cap amount is the following:
 - For the 2021-22 state fiscal year - \$10 million;
 - For the 2022-23 state fiscal year - \$30 million; and
 - \$50 million in each state fiscal year thereafter.

GENERAL IMPLEMENTATION TIMELINE

Upon Becoming Law	The act becomes effective.
October 1, 2021	A taxpayer may submit an application to the Department of Revenue for a tax credit (s).
December 31, 2021	Delivery must begin no later than this date so long as nine books are delivered before the 2022-2023 school year.
October – June 2022, and Annually Thereafter	The district shall coordinate with the administrator to initiate book delivery on a monthly basis during the school year to eligible students identified.
January 1, 2022	Tax credits are established for 100 percent of an eligible contribution made to the New Worlds Reading Initiative.
September 30, 2022, and annually thereafter	FDOE must report on its website the number of students participating in the initiative in each school district, information from the annual financial report, and the academic achievement and learning gains, as applicable, of participating students based on data provided by school districts and administrator.



HOUSE BILL 5 - CIVIC EDUCATION CURRICULUM

(CH. 2021-158, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Zika
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1003.4282 and 1003.44, Florida Statutes (F.S.)

SUMMARY

Expands the social studies high school graduation credit requirement for United States Government, requires the Florida Department of Education (FDOE) to develop or approve an integrated civic education curriculum, and establishes the Portraits in Patriotism oral history resource.

HIGHLIGHTS

- Mandates that high school government courses include a comparative discussion of political ideologies that conflict with the principles of freedom and democracy, such as communism and totalitarianism.
- Requires the FDOE to develop an integrated civic education curriculum that school districts and charter schools must incorporate as part of regular school work in K-12 grades.
 - Also allows the FDOE to approve integrated civic education curricula submitted by school districts and charter schools that meet the requirements of the bill.
- Requires the FDOE to develop the “Portraits in Patriotism” oral history resource and feature personal stories of diverse individuals who demonstrate civic-minded qualities.
- Requires the State Board of Education to develop civic-minded expectations of an upright and desirable citizenry.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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SENATE BILL 52 - POSTSECONDARY EDUCATION

(CH. 2021-160, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Rodrigues (R)
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1004.6495, 1007.273, 1009.25, 1002.20, 1003.4282, 1012.98, Florida Statutes (F.S.). Creates ss. 1009.30 and 1012.978 F.S.

SUMMARY

Renames the collegiate high school program as the early college program and modifies requirements. Creates the Dual Enrollment Scholarship Program, and establishes a bonus scheme for state university system employees.

HIGHLIGHTS

- Removes the per institution award amount cap on the Florida Postsecondary Transition Program grants.
- Renames the collegiate high school program as the early college program.
- Removes the requirement that each early college program shall provide students an opportunity to earn a CAPE industry certification and successfully complete 30 credit hours through dual enrollment, and instead states that an early college program is defined as a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses and must prioritize courses applicable as general education courses for an associate or baccalaureate degree.
- Authorizes a charter school to execute a contract directly with the local Florida College System institution or another institution as authorized under s. 1007.273, F.S., to establish an early college program.
- Creates the Dual Enrollment Scholarship Program.
 - Beginning with the 2021 fall term, the program shall reimburse eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education secondary students.
 - Beginning with the 2022 summer term, the program shall reimburse institutions for tuition and related instruction materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer term.
- Requires that each participating institution report certain information on eligible students to the department by March 15th and July 15th of each year.
- Provides that reimbursements for fall and spring must be made by April 15th, and reimbursements for summer must be made by August 15th of the same year.



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- Reimbursements are contingent upon legislative appropriation, and if necessary, funds shall be prorated.
- Permits a university board of trustees to implement a bonus scheme based on awards for work performance or employee recruitment and retention. The bonus scheme must be submitted to and approved by the Board of Governors.
- Allows a public or private college or university with a teacher preparation program approved pursuant to s. 1004.04, F.S., to develop a professional development system that includes a master plan for in-service activities.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The Dual Enrollment Scholarship Program is established.
March 15 and annually thereafter beginning 2022	Each institution participating in the Dual Enrollment Scholarship Program shall report dual enrollment student information to the Florida Department of Education (FDOE) for courses taken in the prior fall and current spring semester.
April 15 and annually thereafter beginning 2022	FDOE shall reimburse institutions for courses taken in the prior fall and current spring semester.
July 15 and annually thereafter beginning 2022	Each institution participating in the Dual Enrollment Scholarship Program shall report dual enrollment student information to FDOE for courses taken in the current summer semester.
August 15 and annually thereafter beginning 2022	FDOE shall reimburse institutions for courses taken in the prior summer semester.



SENATE BILL 72 – CIVIL LIABILITY FOR DAMAGES RELATING TO COVID-19

(CH. 2021-001, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Brandes
EFFECTIVE DATE(S)	March 29, 2021
STATUTE(S)	Creates sections (ss.) 768.38, and 768.381, Florida Statutes (F.S.)

SUMMARY

Provides heightened liability protections for individuals, businesses, educational institutions, governmental entities, religious organizations and other specified entities against COVID-19-related claims due to the threat of unknown and potentially unbounded liability claims that may arise from the pandemic.

HIGHLIGHTS

- Defines “educational institution” as a school, including a preschool, elementary school, middle school, junior high school, secondary school, career center or postsecondary school, whether public or nonpublic.
- Provides requirements that a plaintiff must meet in order to proceed with a COVID-19-related claim against an individual, business, educational institution, governmental entity or religious organization.
- Provides liability immunity for individuals or entities that made a good faith effort to substantially comply with authoritative or controlling health standards when the claim accrued.
- Provides a heightened standard of proof that the plaintiff must meet if the defendant is not immune from civil liability.
- Specifies that COVID-19-related lawsuits must be filed within one year after the cause of action accrued, unless it accrued before the effective date of the bill, and in that case, the lawsuit must be filed within one year of the bill’s effective date.
- Provides different standards and protections for claims against health care providers.

GENERAL IMPLEMENTATION TIMELINE

March 29, 2021	The act became effective.
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SENATE BILL 96 – CHILD WELFARE

(CH. 2021-170, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Book
EFFECTIVE DATE(S)	July 1, 2021, for sections affecting education.
STATUTE(S)	Creates section (s.) 39.101, Florida Statutes (F.S.); amends ss. 39.201, 39.4085, 1012.795, F.S.

SUMMARY

Reorganizes and clarifies reporting requirements for instructional personnel, district school boards and public/private college and university administrators regarding child abuse, abandonment, neglect, sexual abuse of a child and related criminal or administrative penalties for failure to report these offenses committed against a student. Tasks the Florida Department of Education (FDOE) and Education Practices Commission (EPC) to hold an educator accountable for failure to report suspected abuses or crimes against children.

HIGHLIGHTS

- Provides that the Department of Children and Families (DCF) will conduct child protective investigations of alleged child sexual abuse, juvenile sexual abuse and reports of children exhibiting inappropriate sexual behavior, which occur on a school premises, on school transportation or off-campus school-sponsored events, and orally notify the Department of Education and appropriate local school officials of such allegation.
- Requires DCF to collect and analyze reports of child abuse, sexual abuse and juvenile sex abuse, which are reported from or occurred at or on specified school premises, school transportation or off-campus school-sponsored events.
- Specifies that public and private college and university administrators shall report alleged child abuse, abandonment and neglect directly to the central abuse hotline.
- Clarifies that any person required to report to the central abuse hotline is not relieved of their duty by notifying his or her supervisor.
- Authorizes and encourages district school boards to create educational programs for K-12 students relating to identifying and reporting abuse, abandonment and neglect and the effects of abuse, abandonment, and neglect on a child.
- Requires the EPC to suspend, for a period of at least one year, the certificate of an educator who knowingly failed to report known or suspected child abuse, if the Department of Education determined that the individual knowingly failed to report known or suspected child abuse and the EPC issued a Final Order for a previous instance of failing to report.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 131 – EDUCATOR CONDUCT

(CH. 2021-138, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Buchanan and Duggan
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1001.10, 1001.42, 1001.51, 1002.33, 1002.421, 1006.061, 1012.27, 1012.31, 1012.315, 1012.795, 1012.796, and 1012.797, Florida Statutes (F.S.).

SUMMARY

Creates heightened visibility of and accountability for school employees and operators by requiring the Florida Department of Education (FDOE) to maintain a disqualification list for individuals who will be barred from employment at both public schools and private schools that participate in scholarship programs for K-12 students.

HIGHLIGHTS

- Requires FDOE to create and maintain a new state Disqualification List that contains individuals meeting any of the following criteria:
 - Florida educator certificate holders that have been permanently revoked by the Education Practices Commission;
 - Former owners or operators of a private school whose authority to establish or operate a private school in this state has been permanently denied or revoked by the Commissioner of Education for operation of an institution contrary to health, safety or welfare;
 - Individuals who have been terminated, or have resigned in lieu of termination, from employment at a public or a private school that participates in a state scholarship program, as a result of sexual misconduct with a student; and
 - Individuals disqualified from employment due to having been convicted of certain offenses pursuant to s. 1012.315, F.S.
 - Individuals placed on the Disqualification List may not be employed as an employee or contract personnel at a public charter school, public charter school governing board or private school that participates in a state scholarship program or public school district.
- Expands the standards of ethical conduct to include individuals employed as Educational Support Employees.
- Requires an affidavit of separation must be completed on the form adopted by FDOE in cases of separation due to termination or resignation in lieu of termination based upon an allegation of sexual misconduct with a student.



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- Requires superintendents to notify FDOE of the results of investigations and whether it warrants termination in any case involving the health, safety and welfare of the child, regardless of if the employee resigned.
- Requires the Commissioner of Education to determine probable cause within 90 days of receipt of any complaint involving sexual misconduct with a student.
- Requires the school principal or designee to notify the parents of students who had direct contact with the employee within 24 hours.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 149 - STUDENTS WITH DISABILITIES IN PUBLIC SCHOOLS

(CH. 2021-140, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives DuBose and Plasencia
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1003.573 and 1012.582, Florida Statutes (F.S.); creates s. 1003.574, F.S.

SUMMARY

Prohibits the use of seclusion on students with disabilities. Defines terminology and revises provisions relating to the use of restraint on students with disabilities. Requires each school district to adopt positive behavior interventions, supports and identify school personnel authorized to use the interventions. Provides for the placement of video cameras in specified classrooms within the pilot school district. It requires continuing education or in-service training for instructional personnel to incorporate instruction regarding emotional or behavioral disabilities.

HIGHLIGHTS

- Defines terminology, which includes “crisis intervention plan,” “imminent risk of serious injury,” “restraint,” “mechanical restraint,” “physical restraint,” “positive behavior interventions and supports,” “seclusion,” and “student.”
- Provides that restraint may only be used after all positive behavior interventions and supports have been exhausted and when there is imminent risk of serious injury. Removes references of seclusion throughout statute due to new prohibition of the use of seclusion in school districts.
- Requires each school district to adopt and publicly post their policies on positive behavior interventions.
- Requires each school district to identify all school personnel authorized to use positive behavior interventions and support and to provide training that includes specific requirements to those individuals.
- Requires each school to develop a crisis intervention plan for a student after a student has been restrained twice in a semester. The crisis intervention plan has specific requirements and will be completed by a crisis intervention team that will include the parent or guardian, school personnel and applicable physical and behavioral health professionals.
- Requires the Florida Department of Education (FDOE) to maintain aggregate data of incidents of restraint, de-identify the information and make available to the public.
- Establishes a pilot program for a period of three years, beginning with the 2021-22 school year, which requires Broward County Public Schools to provide a video camera to any school with a self-contained classroom upon the written request of a parent or student in the classroom.



2021 LEGISLATIVE REVIEW

- Requires that the Commissioner of Education develop recommendations to incorporate instruction regarding emotional or behavioral disabilities into continuing education or in-service training requirements for instructional personnel (statutorily required date not explicit).

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
2021-2022 – 2023-2024 School Year	Broward County Public Schools will provide a video camera to any school with a self-contained classroom upon the written request of a parent or student in the classroom.
October 1, 2021	FDOE will post aggregate data of incidents of restraint.



HOUSE BILL 157 - FIRST AID TRAINING IN PUBLIC SCHOOLS

(CH. 2021-141, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Busatta Cabrera and Hawkins
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends section (s.) 1003.453, Florida Statutes (F.S.)

SUMMARY

Expands the grade levels to include grades 6 and 8, in which school districts are encouraged to provide training in first aid, including cardiopulmonary resuscitation (CPR) and requires first aid and CPR instruction for all students in grades 9 and 11.

HIGHLIGHTS

- Requires instruction in the use of CPR to be based on one-hour, nationally recognized program that uses evidence-based guidelines.
- School districts to provide training in basic first aid, including CPR:
 - Encouraged instruction for all students in grades 6 and 8; and
 - Required instruction for all students in grades 9 and 11.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 173 - INDIVIDUAL EDUCATION PLAN REQUIREMENTS FOR STUDENTS WITH DISABILITIES

(CH. 2021-142, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Tant
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends section (s.) 1003.5716, Florida Statutes (F.S.)

SUMMARY

Aids in ensuring a successful transition to adulthood for students with unique abilities by providing access to adequate and quality planning for transitioning to postsecondary education and career opportunities prior to graduating from high school.

HIGHLIGHTS

- Requires districts to begin the transition process for students with disabilities during the student’s seventh grade year or when the student attains the age of 12, whichever occurs first.
- Requires the Individual Educational Plan (IEP) teams to identify the need for transition services before the student with a disability enters high school or attains the age of 14, whichever occurs first, in order to have an operational plan in place and to be implemented on the first day of the student’s first year in high school.
- Requires districts to provide information to parents and students on the school district's high school-level transition courses and vocational, career and collegiate programs available to students with disabilities and how to access such programs.
- Requires district IEP teams to provide a statement in a student’s IEP no later than when the student enters high school, by the age of 14, or when determined appropriate by the parent and IEP team, whichever occurs first. The statement must be updated annually and include:
 - Discussion of the process for a student who meets the requirements for a high school diploma to defer the receipt of such diploma.
 - For the IEP in effect the year the student is expected to graduate, the statement must include a written statement by the parent that he or she understands the process for deferment and identify if the student will defer the receipt of the diploma.
- Requires the Florida Department of Education (FDOE), in collaboration with Project 10: Transition Education Network, to conduct a review of existing transition services and programs for students with disabilities to establish uniform best practices for such programs to deliver appropriate employment, pre-employment and independent living skills education to students enrolled in such transition programs.
- Requires FDOE to establish and publish uniform best practices on its website by July 1, 2022.



2021 LEGISLATIVE REVIEW

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
July 1, 2022	FDOE will publish the uniform best practices for transition programs on its website.



HOUSE BILL 233 – POSTSECONDARY EDUCATION

(CH. 2021-159, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Roach
EFFECTIVE DATE(S)	July 1, 2021.
STATUTE(S)	Amends sections (ss.) 1001.03, 1001.706, 1004.097, 1004.26 and 1006.60, Florida Statutes (F.S)

SUMMARY

Ensures that Florida College System (FCS) and State University System (SUS) institutions conduct annual assessments of intellectual freedom and viewpoint diversity. Additionally, the bill prohibits the State Board of Education (SBOE) and the Board of Governors (BOG) from shielding students, faculty or staff from protected free speech, allows video or audio recording in a classroom for certain purposes and provides due process protections for students.

HIGHLIGHTS

- The SBOE and BOG are tasked with selecting or creating and publishing the annual survey that must be administered by the public postsecondary colleges and universities as an annual assessment of intellectual freedom and viewpoint diversity.
- SBOE and BOG may not limit students, staff and faculty from expressing or listening to free speech.
- Authorizes the recording of video and audio of class lectures, subject to the protections provided in the Family Educational Rights and Privacy Act (FERPA), however, may not be published without consent.
- Allows a person who has been injured by a violation of s. 1004.097, F.S., to bring a cause of action against the violator. This includes a cause of action against:
 - A postsecondary institution for violating a person’s expressive rights; and
 - A person that publishes a recording in violation of the statute.
- Requires each FCS and SUS institution to adopt and publish codes of conduct for students and student organizations that include the due process protections to students and student organizations as specified in the bill.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
2021-22	SBOE and BOG must select or create a survey to be administered by all the FCS and SUS institutions.
2021-22	Hold public rule development workshops and adopt a rule to implement the intellectual diversity assessment.



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**September 1, 2022 and
annually thereafter**

SBOE and BOG must compile and publish the results of the intellectual freedom and viewpoint diversity studies.



HOUSE BILL 241 – PARENTS’ BILL OF RIGHTS

(CH. 2021-199, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Grall and Byrd
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Creates Chapter 1014, Florida Statutes (F.S.), including sections (ss.) 1014.01, 1014.02, 1014.03, 1014.04, 1014.05 and 1014.06, F.S.; amends ss. 408.813 and 456.072, F.S.

SUMMARY

Creates Chapter 1014, F.S. entitled “Parents’ Bill of Rights,” which provides parental rights regarding children’s upbringing, education and healthcare. In furtherance of this purpose, the bill aims to establish a consistent mechanism for parents to be notified of information relating to the health and well-being of their children.

HIGHLIGHTS

- Prevents the state, a political subdivision, a governmental entity or other institution from infringing on a parent’s right to direct the upbringing, education, health care and mental health of their minor child unless it demonstrates a compelling state interest to act and that such action is narrowly tailored and not served by less restrictive means.
- Reserves parental rights to the parent of a child, which include but are not limited to:
 - Directing the education and care of the child;
 - Directing the upbringing and moral or religious training of the child;
 - Deciding the type of school to enroll the child;
 - Reviewing all school records related to the child; and
 - Making health care decisions for the child, unless prohibited by law.
- Specifically excludes from law:
 - Allowing a parent to engage in unlawful conduct or abuse the child;
 - Allowing a parental action or decision that would end life;
 - Prohibiting a court, law enforcement officer or child welfare employee from acting in his or her official capacity within the scope of his or her authority; and
 - Prohibiting a court from issuing an order that is lawful.
- Prevents an employee of the state, its political subdivisions or any other governmental entity from attempting to encourage or coerce a child to withhold information from his or her parent and subjects the employee to possible disciplinary action.
- Requires district school boards to develop and adopt, in consultation with parents, teachers and administrators a policy to promote parental involvement in the public school system. Policies and relevant information may be disseminated electronically or on the district’s website, and must include:
 - A plan for parental participation in schools to improve parent and teacher cooperation;



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- A procedure for a parent to learn about his or her child’s course of study;
- Procedures for a parent to object to instructional materials;
- Procedures for a parent to withdraw a child from any portion of the school districts health education course and provide parents advance notice so they have the option to withdraw their child from such course;
- Procedures for a parent to learn about clubs/activities offered at child’s school; and
- Procedures for a parent to learn about parental rights. This includes:
 - Opting out of sex education;
 - A plan to disseminate information about school choice options;
 - Exempting his or her child from immunizations;
 - Reviewing statewide, standardized assessment results;
 - Enrolling the child in gifted or special education programs;
 - Inspecting school district instructional materials;
 - Accessing information relating to school district’s policies for promotion/retention;
 - Receiving their child’s report card and attendance requirements;
 - Accessing information related to the state public education system;
 - Participating in parent-teacher associations and organizations; and
 - Opting his or her child out of district-level data collection not required by law.
- Provides that a parent may request, in writing, from the district school superintendent the information required under this law and the superintendent must provide such information to the parent within 10 days.
- If the superintendent denies or fails to timely respond to the parent’s request, the parent may appeal to the district school board, which must place the parent’s appeal on the agenda for its next available public meeting.

GENERAL IMPLEMENTATION TIMELINE

JULY 1, 2021	The act becomes effective.
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HOUSE BILL 259 - SAFETY OF RELIGIOUS INSTITUTIONS

(CH. 2021-200, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Byrd and Williamson
EFFECTIVE DATE(S)	Upon becoming law
STATUTE(S)	Amends section (s.) 790.06, Florida Statutes (F.S.)

SUMMARY

Authorizes a licensee to carry a concealed firearm for any lawful purpose, including safety, security and personal protection, on any property owned, rented, leased, borrowed or lawfully used by a church, synagogue or other religious institution even if a school is located on the premises. Religious institutions and owners of property borrowed or used by a religious institution may continue to prohibit firearms as they choose.

HIGHLIGHTS

- Permits a person licensed to carry a concealed weapon or firearm to carry a concealed weapon or firearm on the property of a church, synagogue or other religious institution.
- Specifies that this provision does not limit the private property rights of a church, synagogue or other religious institution to exercise control over property that the religious institution owns, rents, leases, borrows or lawfully uses.

GENERAL IMPLEMENTATION TIMELINE

Upon Becoming Law	The act becomes effective.
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HOUSE BILL 311 – PUBLIC RECORDS/ASSESSMENT INSTRUMENTS

(CH. 2021-81, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Silvers
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends section (s.) 1008.23, Florida Statutes (F.S.)

SUMMARY

Expands the scope of existing public records exemptions for the statewide, standardized assessments to include other state exams, declaring it necessary to maintain test security and prevent cheating, plagiarism and academic dishonesty in education to ensure the validity of test results.

HIGHLIGHTS

- All examination and assessment instruments, including developmental materials and workpapers related to test preparation, prescription, and administration, that are prepared, prescribed or administered by Florida College System (FCS) institutions, State University System (SUS) institutions, and the Florida Department of Education (FDOE) are now exempt from public records disclosure. Applicable assessments include the following:
 - Florida Kindergarten Reading Screener (s. 1002.69, F.S.);
 - Department of Juvenile Justice Common Assessment (s. 1003.52, F.S.);
 - Florida’s English Language Proficiency Assessment, currently administered using ACCESS for ELLs (s. 1003.56, F.S.);
 - Florida’s Civic Literacy Assessment (s. 1007.25, F.S.);
 - Preliminary SAT/National Merit Scholarship Qualifying Test and PreACT (s. 1007.35, F.S.); and
 - Florida Teacher Certification Examinations and Florida Educational Leadership Examination (s. 1012.56, F.S.).

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
2021-2022	Hold public rule development workshops and adopt requirements in Rule 6A 10-042, Florida Administrative Code, Test Administration and Security.
October 2, 2026	Repealed unless reviewed and reenacted by the Legislature.



SENATE BILL 366 - EDUCATIONAL OPPORTUNITIES LEADING TO EMPLOYMENT

(CH. 2021-162, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Hutson
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Creates section (s.) 446.54, Florida Statute (F.S.). Amends ss. 1007.23, 1007.263, 1007.271, 1008.3, 1009.25, and 1009.52, F.S.

SUMMARY

Provides support for students in work-based learning programs to be covered by the workers' compensation insurance of their employers. Increases access to postsecondary education by standardizing a state-wide articulation agreement between career centers, the Florida College System (FCS) and State University System (SUS) to identify math pathways for the mathematic skills needed for success in different academic programs and careers while facilitating the seamless transfer of college credits between institutions. Provides and expands alternate placement tests for college and dual enrollment coursework and revises minimum standards adopted to accept another state's high school diploma equivalency if recognized by U.S. Department of Education. Expands fee exemptions and tuition waivers to include homeless students and authorizes aviation maintenance schools to participate in the Florida Postsecondary Student Assistance Grant Program.

HIGHLIGHTS

- Renames and revises the purpose of the Florida Ready to Work Credential Program and authorizes an aviation maintenance school which meets specified criteria to participate in the Florida Postsecondary Student Assistance Grant Program.
- Specifies that students in a paid work-based learning opportunity are to be covered by the workers' compensation insurance of their employers.
 - Considers a school district or FCS institution as the employer of a student 18 or younger in an unpaid work-based learning opportunity provided by the district or institution.
 - Clarifies that the Florida Department of Education (FDOE) may reimburse "employers" for proportionate cost of workers' compensation premiums for students in work-based learning opportunities in accordance with department rules.
 - Provides a nonrecurring sum of \$2 million from the General Revenue Fund to FDOE for the reimbursement of workers' compensation insurance premiums.
- Requires the statewide articulation agreement to establish three mathematics pathways for students. A representative committee is tasked with identifying these pathways.
- Authorizes the State Board of Education (SBOE) to:
 - Establish alternative methods for determining college-level competencies for the admission of students and for meeting dual enrollment eligibility requirements.



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- Provide reciprocity to students entering FCS institutions with a state-recognized equivalent to a high school diploma.
- Identify appropriate alternative placement methods and remove the requirement for non-exempt students to take developmental education courses based solely on the common placement test score.
- Requires the SBOE to adopt rules to develop and implement alternative methods for assessing the basic computation and communication skills of degree-seeking students at an FCS institution.
- Authorizes the SBOE and the Board of Governors (BOG) to adopt rules and regulations, respectively, regarding documentation and procedures to implement the exemption of tuition and fees for students experiencing homelessness.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
Upon Becoming Law	A representative committee will collaborate to identify three math pathways and course sequences within each pathway.
Upon Becoming Law	SBOE and BOG may adopt rules and regulations, respectively, regarding documentation and procedures to implement the fee exemptions language.
2021-2022	FDOE will hold rule development workshops for rules regarding math pathways, high school diploma equivalency, alternative methods for dual enrollment and developmental education and fee exemptions.
January 31, 2022	SBOE shall adopt rules to develop and implement alternative methods for assessing basic communication and computation skills for public postsecondary education.



HOUSE BILL 419 – EARLY LEARNING AND EARLY GRADE SUCCESS

(CH. 2021-010, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Grall and Aloupis
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends Chapters 20, 39, 212, 216, 383, 391, 402, 411, 414, and 1000-1011, Florida Statutes (F.S.)

SUMMARY

The bill revises the K-20 education system to include early learning programs by creating the Florida Early Learning-20 System, eliminating the Office of Early Learning and creating the Division of Early Learning within the Department of Education (FDOE) and requiring a Coordinated Screening and Progress Monitoring Program for Voluntary Prekindergarten (VPK) Education through grade 3. The accountability for VPK providers is also revised. Transfers the administration of the Gold Seal Quality Care Program from the Department of Children and Families (DCF) to the FDOE.

HIGHLIGHTS

- Eliminates the Office of Early Learning and creates the Division of Early Learning within FDOE. Provides the State Board of Education (SBOE) with enforcement authority over the early learning coalitions.
- Provides a Type 2 transfer of the Gold Seal Quality Care Program from DCF to FDOE.
- Requires VPK Provider Readiness Rates be calculated using child learning gains and outcomes based on the Coordinated Screening and Progress Monitoring Program and provider program assessment scores that measure teacher/child interactions.
 - 2020-2021 VPK provider kindergarten readiness rates to be calculated with current kindergarten screening (administered in Fall 2021) and 2020-21 VPK assessment results.
 - 2021-2022 kindergarten screening results will not be used to calculate VPK providers' readiness rates. Prescribes probation requirements for providers failing to meet the minimum readiness rate.
 - 2022-2023 Methodology for calculating VPK providers' performance metric will be developed and adopted. The methodology must include program assessment composite scores (weighted at no less than 50 percent) and child learning gains and outcomes based on progress monitoring results.
 - 2023-2024 VPK Providers will be assigned a performance metric that will include the following designations: Unsatisfactory, Emerging Proficiency, Proficient, Highly Proficient, Excellent.
- Requires the use of a coalition customer services survey to be completed by School Readiness parents, childcare providers and coalition board members and revises the composition of coalition boards.
- Requires coalitions to complete an annual evaluation of the Executive Director and submit these evaluations to the Commissioner of Education.
- Requires FDOE to develop and implement performance standards for early learning coalitions.
- Changes requirements for provider profiles to include additional information.
- Requires the use of the newly created Coordinated Screening and Progress Monitoring Program to be used for VPK through grade 3 students.



2021 LEGISLATIVE REVIEW

- Creates the Council for Early Grades Success to provide recommendations on the Coordinated Screening and Progress Monitoring Program and provider/school designations.
- Removes the requirement of early learning coalition (ELC) Chairs to be appointed for a term of four years.
- Requires the ELC Board to complete an annual evaluation of the ELC’s executive director or chief executive officer on forms adopted by FDOE and submit to the commissioner by June 30 of each year.
- Professional Development: Voluntary Prekindergarten Education Program
 - Requiring FDOE to adopt minimum standards for emergent literacy courses and make available online professional development that supports VPK instructors in increasing competency of teacher-child interactions.
 - The prekindergarten instructor must successfully complete at least three emergent literacy training courses approved by FDOE. Requires inclusion of curriculum implementation and usage of student-level data to inform instruction in training.
 - Prioritizes teachers for school district Summer VPK Programs who have completed emergent literacy and VPK standards coursework.
- Authorizes intensive reading interventions for students who completed the VPK Program and exhibit a substantial deficiency in early literacy. These interventions will be paid for using funds from the school district's research-based reading instruction allocation.
- Expands requirements for the reading allocation to require interventions that are evidence based.
- Defines the term “evidence-based” as demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
May 2021	Establish an Implementation Plan and prioritize initiatives.
Spring 2022	Complete updates to provider profiles.
Spring 2022	Updated provider contracts available.
Summer 2022	<ul style="list-style-type: none">• Coordinated screening and progress monitoring and program assessment requirements for VPK providers will begin.• First coalition executive director evaluation due.
2023-2024	VPK providers will be assigned a performance metric designation within 45 days of the end of the program year.



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HOUSE BILL 429 – PURPLE STAR CAMPUSES

(CH. 2021-65, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Learned and Maney
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Creates section (s.) 1003.051, Florida Statutes (F.S.)

SUMMARY

Creates the Purple Star Campus program within the Department of Education, which embraces and supports a seamless relocation and transition for military families to schools in Florida by designating a qualifying school as a Purple Star Campus. The program encourages schools to create, continue or enhance services for military students.

HIGHLIGHTS

- Defines military student for the purposes of the Purple Star Campus program.
- Establishes the following minimum criteria for participating schools:
 - Designate a staff member as a military liaison;
 - Maintain a webpage on the school’s website for military student and family resources;
 - Maintain a student-led transition program;
 - Offer professional development training opportunities for staff; and
 - Reserve at least five percent of controlled open enrollment seats for military students.
- Allows schools to partner with their district to procure supports necessary to meet the minimum criteria.
- Requires the State Board of Education to adopt rules to implement the program.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 519 – REQUIRED HEALTH EDUCATION INSTRUCTION

(CH. 2021-83, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Yarborough
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1003.42 and 1006.148, Florida Statutes (F.S.)

SUMMARY

Expands the required comprehensive health education instruction for public schools to include instruction on the prevention of child sexual abuse, exploitation and human trafficking and requires instruction to be age and developmentally appropriate.

HIGHLIGHTS

- Requires comprehensive health education instruction to be age and developmentally appropriate for grade K-12 topics and include the “prevention of child sexual abuse, exploitation and human trafficking.”
- Requires health education curriculum for students in grades 6-12 to include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 529 – MOMENTS OF SILENCE IN PUBLIC SCHOOLS

(CH. 2021-89, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Fine
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends section (s) 1003.45, Florida Statutes (F.S.)

SUMMARY

Builds daily reflection into students' week day, allowing students to pause and observe a moment of silence of at least one minute during first period, every school day.

HIGHLIGHTS

- Requires teachers in first-period classrooms in all grades to set aside at least one minute, but not more than two minutes, each day for a moment of silence.
- Prohibits students from interfering with other students' participation.
- Prohibits teachers from making suggestions as to the nature of any reflection a student may engage in.
- Requires first-period classroom teachers to encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 545 - REPRODUCTIVE HEALTH AND DISEASE EDUCATION

(CH. 2021-69, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Chaney
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1002.20, 1003.42, and 1006.40, Florida Statutes (F.S.)

SUMMARY

Requires district school boards to annually approve reproductive health and disease instructional materials at an open, noticed public meeting and make these materials available for public review on the district's website. Districts must also publish on their website a notice of a parent's right to exempt a student from reproductive health and disease instruction and the process to request an exemption.

HIGHLIGHTS

- School districts must notify parents of their right to exempt a student from reproductive health or disease instruction, explicitly noting the process to request an exemption on the district's website homepage.
- A student's parent must be able to access and review instructional materials used to teach reproductive health or disease instruction, including HIV/AIDS, and these materials must be approved annually by a district school board in an open, noticed public meeting.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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SENATE BILL 590 – SCHOOL SAFETY

(CH. 2021-176, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Harrell
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 381.0056, 394.463, 1001.212, 1002.20, 1002.33, 1006.07, 1006.12, 1008.386, and 1011.62, Florida Statutes (F.S.)

SUMMARY

Strengthens oversight and compliance on school safety and aligns resources to better address student mental health issues. Requires principals to attempt to notify a parent or guardian before an involuntary examination of a minor as well as timely notification of threats, unlawful acts and significant emergencies. Requires codes of student conduct to include provisions relating to civil citation or similar pre-arrest diversion programs for specified purposes and revises training requirements for school safety officers. Includes procedures to assist mental or behavioral health service providers, or school resource or safety officers, who have completed mental health crisis intervention training, to verbally de-escalate a student’s crisis before initiating an involuntary examination.

HIGHLIGHTS

- Requires school health services plans to include a reasonable attempt to notify a parent or guardian before removing a student from school or a school-sponsored activity for an involuntary examination subject to the requirements and exceptions established under ss. 1002.20(3) and 1002.33(9), F.S. Principals or their designee are responsible for the attempted notification at traditional public and charter schools.
- Requires the principal or principal’s designee of public and charter schools to use and document available methods of communication to contact the student’s parent, guardian or other known emergency contact, including but not limited to telephone calls, text messages, emails and voice mail messages following the decision to initiate an involuntary examination of the student.
- Requires the Florida Department of Education (FDOE) to report the number of involuntary examinations initiated at each school or school-sponsored activity and the number of students for whom an involuntary examination was initiated to the Mental Health Institute at the University of South Florida. This data is provided to support the evaluation of mental health services in the state pursuant to s. 1004.44, F.S.
- Requires the principal or principal’s designee of public and charter schools to notify the parent before a student is removed from school, school transportation or a school-sponsored activity to be taken to a receiving facility for an involuntary examination.
- Provides that parents of public and charter school students have a right to timely notification of threats, unlawful acts and significant emergencies and access to school safety and discipline incidents as reported in SESIR, pursuant to s. 1006.07(4), (7), and (9) F.S.



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- Allows the principal or principal’s designee to delay notification, for no more than 24 hours, if the principal or designee believes that such a delay is necessary to avoid jeopardizing the health and safety of the student.
- Requires districts to develop criteria for the following:
 - Recommendations that a student who commits a criminal offense be allowed to participate in a civil citation or pre-arrest diversion program as an alternative to expulsion or arrest; and
 - Develop criteria for assigning a student to a school-based intervention program when that student commits a petty act of misconduct. Assignments for non-criminal offenses cannot be entered in the Juvenile Justice Information System Prevention Web.
- Permits school districts to provide accommodations for drills conducted by exceptional student education centers.
- Expands district school board emergency procedures to include emergency preparedness policies and procedures.
- Requires school safety officers to complete mental health crisis intervention training, which will include de-escalation skills.
- Requires districts to annually report to FDOE the number of involuntary examinations at schools, on school transportation or at school-sponsored activities.
- Requires districts to include the telephone numbers for national or statewide crisis and suicide hotlines and text lines on student identification cards issued to students in grades 6-12.
- Requires that districts’ mental health assistance allocation plans include procedures to assist mental or behavioral health service providers, or school resource or school safety officers who have completed mental health crisis intervention training, to verbally de-escalate a student’s crisis before initiating an involuntary examination. The procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
2021-2022 School Year	Public school districts must include telephone numbers for national or statewide crisis and suicide hotlines and text lines on student identification cards in grades 6 through 12.



HOUSE BILL 723 – JUVENILE JUSTICE EDUCATION PROGRAMS

(CH. 2021-70, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Massullo
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1003.01, 1003.51 and 1003.52, Florida Statutes (F.S.)

SUMMARY

Revises how juvenile justice education programs may be operated and funded by allowing the calculation of the period of operation to be expressed in hours rather than days for nonresidential juvenile justice education programs. Increases the percentage of Florida Education Finance Program (FEFP) funds generated by students in juvenile justice education programs that must be spent on instruction and clarifies that juvenile justice education programs are entitled to all formula-based categorical funds generated by their students. Establishes mandatory timeframes for the execution of new, or the renewal of, contracts between school boards and juvenile justice education providers and creates safeguards that ensure prompt payment of providers of juvenile justice education.

HIGHLIGHTS

- Redefines the term "juvenile justice education programs or schools" to include programs or schools operating for 250 instructional days, or the hourly equivalent for nonresidential programs.
- Increases the percentage of FEFP funds generated by students in juvenile justice education programs that must be spent on instruction to at least 95 percent and are entitled to 100 percent of the formula-based categorical funds generated by their students.
- Requires contracts between district school boards and juvenile justice education programs to be in writing and executed within 40 days of delivery by the district school board, unless both parties agree to an extension.
- Requires the Florida Department of Education to mediate any disputes related to these new provisions.
- Requires district school boards to satisfy invoices from providers within 15 working days of receipt. District school boards that fail to timely satisfy an invoice must also pay interest, at a rate of 1 percent per month, calculated daily.
- Prohibits district school boards to delay payment of any portion of funds owed pending the receipt of local funds.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 735 - PREEMPTION OF LOCAL OCCUPATIONAL LICENSING

(CH. 2021-214, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Harding
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Creates section (s.) 163.211, Florida Statutes (F.S.). Amends (ss.) 489.117, 489.1455, and 489.5335, F.S.

SUMMARY

Preempts the licensing of occupations to the state. This change to law restricts local governments from layering additional licensing requirements not mandated in state statute for licensed occupations and sunsets existing local government occupational licensing requirements by 2023.

HIGHLIGHTS

- Provides definitions for licensing, local government and occupation as related to those occupations that are preempted to the state per s. 163.211, F.S.
- Provides that the licensing of occupations is expressly preempted to the state and that s. 163.211, F.S., supersedes any local government licensing requirement of occupations.
- Specifies that any local government licensing of occupations that was imposed before January 1, 2021, will expire on July 1, 2023.
- States that local governments cannot require a license for job scopes that do not substantially correspond to one of the contractor categories provided in ss. 489.105(3)(a)-(o) and 489.1455(1), F.S.
- Authorizes counties and municipalities to issue journeyman licenses in the plumbing, pipe fitting, mechanical, HVAC, electrical and alarm system trades.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
July 1, 2023	Any local government licensing requirements of occupations imposed before January 1, 2021, are now expired.



SENATE BILL 794 – INDEPENDENT LIVING SERVICES

(CH. 2021-78, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Bean
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (s.) 413.395 and 413.4021, Florida Statutes (F.S.)

SUMMARY

Modifies the membership and responsibilities of the Florida Independent Living Council (FILC) to be consistent to federal law and regulations. Increases the percentage of the total revenues collected from the Tax Collection Enforcement Diversion Program (Diversion Program) provided to fund the James Patrick Memorial Work Incentive Personal Attendant Services Program (JP-PAS).

HIGHLIGHTS

- Revises the composition of the FILC:
 - Removes the Florida Department of Education’s Division of Blind Services;
 - Reduces the total number of members from 14 to 11;
 - Requires at least three of the members to be employees of a center for independent living; and
 - Requires at least six of the members to be persons with significant disabilities who are not employed by any state agency or any center for independent living.
- Encourages FILC to include representation of a broad range of persons who have disabilities from diverse backgrounds.
- Requires FILC to do the following:
 - Select a chairperson from among the voting membership; and
 - Designate a representative to serve as a member of the Florida Rehabilitation Council.
- Increases funding levels from 50 percent of the revenues collected from the Diversion Program to 75 percent, specifically for JP-PAS.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 827 – SCHOOL DISTRICT FUNDING

(CH. 2021-84, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Hawkins
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends section(s.) 1011.62, Florida Statutes (F.S.)

SUMMARY

Requires funding generated by the additional full-time equivalent (FTE) student membership associated with Advanced International Certificate of Education (AICE) students to be provided to school programs that generated the funds and also to school programs administered by the University of Cambridge Local Examinations Syndicate. Revises the teacher bonus requirements associated with AICE and pre-AICE programs.

HIGHLIGHTS

- Requires school districts to allocate at least 80 percent of funding generated by the additional AICE FTE to school programs that generated the funds and to school programs administered by the University of Cambridge Local Examinations Syndicate that prepare prospective students to enroll in AICE courses. These funds are required to be expended for the following purposes:
 - Costs associated with the application and registration process;
 - Program fees and site licenses;
 - Training;
 - Professional development, salaries, benefits and bonuses for instructional personnel and program coordinators;
 - Examination and diploma fees;
 - Membership fees;
 - Supplemental books;
 - Instructional supplies, materials and equipment; and
 - Other activities that identify or prepare prospective AICE students.
- Increases the bonuses provided to teachers of half-credit AICE courses from \$25 to \$50, while a bonus for teachers providing instruction of pre-AICE courses is established at \$25.
- Allows for additional bonuses for teachers whose students achieve specific scores on the AICE or pre-AICE examinations.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 847 – FLORIDA POSTSECONDARY ACADEMIC LIBRARY NETWORK

(CH. 2021-85, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Byrd and Silvers
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 257.02, 295.22, 1004.013, 1006.73, 1007.01, 1007.27, 1009.23, and 1009.24, Florida Statutes (F.S.). Repeals (s.) 1006.735, (F.S.)

SUMMARY

This bill establishes the Florida Postsecondary Academic Library Network under the oversight of the Florida Department of Education (FDOE) and the Board of Governors (BOG) and repeals the Complete Florida Plus Program; the Florida Postsecondary Academic Library Network increases innovation and efficiencies by offering a single point of access to support students' education goals. It will also have a significant cost savings to our state without passing costs onto students.

HIGHLIGHTS

- Establishes the purpose of the Florida Postsecondary Academic Library Network to deliver essential services to Florida’s public postsecondary education institutions.
- Creates a statewide internet-based catalog of distance learning courses, degree programs and resources offered by public postsecondary education institutions.
- Outlines FDOE and the BOG responsibilities to:
 - Determine the network’s host entity; and
 - Share the receipt and administration of an associated appropriation described in the General Appropriations Act.
- Provides requirements for the network’s host entity to produce a report to be submitted to the chancellors of the Florida College System (FCS) and State University System (SUS).
- Requires the chancellors of the FCS and BOG to:
 - Provide oversight for successful delivery by the host entity of services; and
 - Provide a report on the performance of the host entity to the Governor, President of the Senate, Speaker of the House of Representatives, the BOG and the State Board of Education (SBOE).
- Requires the Commissioner of Education and the Chancellor of the SUS to:
 - Provide a joint recommendation for a process in which school district and charter technical career centers would access the services in this section.
- Repeals the Complete Florida Plus Program and removes references to the program throughout statute.



2021 LEGISLATIVE REVIEW

GENERAL IMPLEMENTATION TIMELINE

Upon Becoming Law	FDOE and the BOG are named responsible for determining the host entity for the services.
June 1, 2022	The Commissioner of Education and the Chancellor of the BOG will provide a joint recommendation for a process in which school district and charter technical career centers would access the services.
December 31, 2021 And Annually Thereafter	The host entity shall submit a report to the Chancellors of the FCS and SUS regarding the implementation and operation.
Annually	The Chancellors of the FCS and SUS will provide an annual report on the performance of the host entity and any recommendations to the Governor, the President of the Senate, the Speaker of the House of Representatives, the SBOE and the BOG.



HOUSE BILL 885 – JUVENILE JUSTICE PROGRAMS AND DETENTION

(CH. 2021-219, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Plasencia; Judiciary Committee; Criminal Justice and Public Safety Subcommittee
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends section (s.) 1003.52, Florida Statutes (F.S.)

SUMMARY

For the 2021-2022 fiscal year, the Florida Department of Juvenile Justice, in consultation with the Florida Department of Education, is authorized to evaluate an alternative model to provide and fund educational services for youth in detention and residential facilities.

HIGHLIGHTS

- The alternative model must provide for assessments and direct educational services, which include, but are not limited to the following;
 - Special education and career and technical educational services;
 - Transition planning;
 - Educational accountability standards;
 - Research-based best practices for educating justice-involved youth; and
 - Recruiting, hiring and training of teachers.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
2021-2022 Fiscal Year	The alternative funding model evaluation occurs.
June 1, 2022	This section expires.



SENATE BILL 1028 – EDUCATION

(CH. 2021-35, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Hutson
EFFECTIVE DATE(S)	July 1, 2021, except otherwise provided
STATUTE(S)	Amends sections (ss.) 1001.43, 1002.32, 1002.321, 1002.33, 1002.331, 1002.333, 1002.45, 1002.455, 1003.493, 1003.621, 1008.3415, 1009.30, 1009.52, 1012.32, and 1013.62, Florida Statutes (F.S.); creates ss. 1003.225 and 1006.205, F.S.

SUMMARY

Modifies several statutes relating to district school boards, lab schools, digital/virtual learning, charter schools, schools of hope, water safety, career and professional academies, academically high-performing school districts, women’s sports and student retention.

HIGHLIGHTS

1001.43 Supplemental Powers and Duties of District School Board

- Allows members of special committees and advisory committees to attend meetings in person or through the use of telecommunications networks such as telephonic and video conferencing.

1002.32 Developmental Research (laboratory) Schools

- Specifies that the limitation of one lab school per university does not apply to a university that establishes a lab school to serve a military installation within the same county as a branch campus that offers programs from the university’s college of education.

1002.321 Digital Learning; 1002.45 Virtual Instruction Programs; 1002.455 Student Eligibility for K-12 Virtual Instruction

- Authorizes a virtual charter school to provide full-time or part-time virtual instruction for K-12 students instead of only full-time instruction.

1002.33 Charter Schools

- Authorizes state universities, upon approval by the Department of Education (FDOE), to solicit applications and sponsor charter schools in order to meet regional education or workforce demands by serving students from multiple school districts.
- Authorizes a Florida College System institution, upon approval by FDOE, to solicit applications and sponsor a charter school in any county within its service area to meet workforce demands and offer postsecondary programs leading to industry certifications to eligible charter school students.
- Requires FDOE, in collaboration with charter school sponsors and charter school operators, to develop a sponsor evaluation framework that must address:
 - The sponsor’s strategic vision for charter school authorization and the sponsor’s progress toward that vision.
 - The alignment of the sponsor’s policies and practices to best practices for charter school authorization.



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- The academic and financial performance of all operating charter schools overseen by the sponsor.
- The status of charter schools authorized by the sponsor, including approved, operating and closed schools.
- Removes charter school application deadlines.
- Provides that changes to curriculum that are consistent with state standards shall be deemed approved unless the sponsor and the department determine in writing that the curriculum is inconsistent with state standards.
- Revises the district's administrative fee from five percent to two percent for an exceptional student education center.

1002.331 High-Performing Charter Schools

- Authorizes a school that receives, during its first three years of operation, funding through the National Fund of the Charter School Growth Fund, and no school grade lower than a "C" during each of the previous three school years for the years that the school received a grade, to be designated as a high-performing charter school.

1002.333 Persistently Low-Performing Schools

- Clarifies that the definition of a persistently low-performing school includes a school that has earned three grades lower than a "C" in at least three of the previous five years that the school received a grade.
- Permits a nonprofit entity that operates more than one school of hope through a performance-based agreement with a school district to be designated as a local education agency. The nonprofit entity may report its students to the department pursuant to FDOE's procedures and timelines.
- Provides that a school of hope that is operated by a nonprofit entity designated as a local education agency is in compliance with the quarterly financial reporting requirements if the nonprofit submits specified documentation to each school district in which it operates a school of hope.
- Clarifies that a school of hope that has not been designated as a local education agency shall report its students to the school district in accordance with s. 1011.62, F.S.
- By January 1, FDOE shall send to school districts a list of their unused, vacant and surplus facilities as reported in the Florida Inventory of School Houses. School districts will have 30 days to review this list and provide evidence to the department of any errors or omissions. By April 1, FDOE shall publish an updated final list.

1002.45 Virtual instruction programs

- Expands permitted virtual instruction programs to provide part-time virtual instruction.

1003.225 Water Safety and Swimming Certification

- Defines water safety as age-appropriate education to promote safety in, on and around bodies of water to reduce the risk of injury or drowning.
- Requires each public school to provide parents (either electronically or in hard copy) with information on the role swimming lessons and water safety education play in saving lives, including free and reduced cost options for swimming lessons and safety courses.



- This information must be provided upon a parent’s initial enrollment of their child in a school. If the student is 18 years of age or older, or is under the age of 21 and is enrolling in adult education classes, the information must be provided to the student.

1003.493 Career and Professional Academies and Career-Themed Courses

- Permits charter schools to offer career and professional academies.

1003.621 Academically High-Performing School Districts

- Allows academically high-performing school districts to provide up to two days of virtual instruction as part of the required 180 actual teaching days or the equivalent on an hourly basis each school year, as specified by rules of the State Board of Education.
 - Such instruction must be teacher-developed and aligned with state academic standards.
 - The day(s) must be indicated on the school board-approved calendar.
 - Districts must submit their plan for each day of such instruction to the department for approval, in a format prescribed by the department, before the start of each school year.

1006.205 Fairness in Women’s Sports Act

- Titled as the “Fairness in Women’s Sports Act.”
- Requires that public secondary and postsecondary athletic teams or sports must be designated for males, females or co-ed. A statement of a student’s biological sex on the student’s official birth certificate is considered to correctly state the student’s biological sex if the statement was filed at or near the student’s birth.
- Provides that male athletic teams or sports may be open to female students, but female athletic teams or sports may not be open to male students.
- Provides for a private cause of action, civil remedies and damages and a statute of limitation for a student, school or postsecondary institution that is harmed or retaliated against due to a violation of this law.

1008.3415 School Grade or School Improvement Rating for ESE Centers

- Permits a charter school designated as an exceptional student education center and that receives two consecutive school improvement ratings of “maintaining” or higher to replicate its educational program as a high-performing charter school.

1009.30 Dual Enrollment Scholarship Program

- Specifies that school district career centers shall be reimbursed at the in-state resident tuition rate established in s. 1009.22(3)(c), F.S.

1009.52 Florida Postsecondary Student Assistance Grant Program; Eligibility for Grants

- Revises the eligibility requirements for Florida postsecondary student assistance grants.
- Specifies that awards may be made to full-time, certificate-seeking students who have been accepted at an aviation maintenance school located in this state, certified by the Federal Aviation Administration and licensed by the Commission for Independent Education.

1012.32 Qualifications of Personnel

- Provides that instructional and non-instructional personnel who are hired or contracted to fill positions in any charter school and members of the governing board shall undergo a background



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screening upon employment. Instructional and non-instructional personnel hired or contracted to fill positions in a school of hope, and members of the governing board shall file with the school of hope a complete set of fingerprints taken by an individual trained to take fingerprints.

1013.62 Charter School Capital Outlay Funding

- Permits schools of hope to receive Charter School Capital Outlay Funding.

Sections 18-22 effective upon becoming law

- Authorizes a parent to request in writing that his or her student in grade K-5 during the 2020-2021 school year be retained in a grade level for 2021-2022 school year due to academic reasons.
- Requires the school principal to consider requests received on or before June 30, 2021.
- Requires the principal to discuss with the parent or guardian retention and the possible impact the student’s eligibility to participate in high school interscholastic or interscholastic sports due to the student’s age.
- Permits the principal, teachers and parent or guardian to collaborate to develop a customized one-year education plan for the student to assist the student’s return to grade-level readiness by the end of the next academic year, in lieu of retention.
- The parent or guardian must sign a form provided by the principal indicating the parent or guardian’s decision promote or retain and acknowledging the academic and athletic ramifications of his or her decision.
- If a student has an individual education plan (IEP) in effect, the student’s IEP team must meet to review and revise, if appropriate, the student’s IEP.
- Requires school districts to report certain data to FDOE by June 30, 2022.

GENERAL IMPLEMENTATION TIMELINE

June 30, 2021	Only student retention requests received by the principal on or before June 30, 2021, must be considered (This section of the bill is effective upon becoming law).
July 1, 2021	The remaining parts of the act become effective.
Beginning with 2022-2023 School Year	Each public school shall provide parents information on water safety annually.
January 1, 2022, and Annually Thereafter	The department shall send to school districts a list of their unused, vacant and surplus facilities. School districts have 30 days to review the list and report back to the department if needed.
April 1, 2022, and Annually Thereafter	The department shall publish an updated final list on unused, vacant and surplus school facilities.
June 30, 2022	School districts shall report to the department the number of students retained pursuant to this act for all or part of the 2021-2022 school year.



HOUSE BILL 1079 – AGENCY CONTRACTS FOR COMMODITIES AND CONTRACTUAL SERVICES

(CH. 2021-225, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Mariano
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 43.16, 215.971, 216.1366, 287.042, 287.056, 287.057, 287.0571, 287.058, 287.136, 295.187, 394.47865, 402.7305, 408.045, 570.07, and 627.351, Florida Statutes (F. S.); creates (s.) 287.1351, F. S.

SUMMARY

Requires state agencies to issue requests for quotes to certain approved vendors seeking quotes for contractual services on state contracts. Provides for the disqualification of firms or individuals from state term contract eligibility and provides qualification requirements for contract negotiator certification. Establishes continuing oversight teams and prohibits contract documents from containing nondisclosure clauses.

HIGHLIGHTS

- Increases the number of requests for quotes sought on state contract purchases:
- Increases the number of days a description of single source purchase (over \$35,000) must be advertised from seven to 15 business days.
- Agencies must report all single source procurements (over \$35,000) to the Department of Management Services (DMS).
- Prohibits agencies from initiating a competitive procurement if it requires a change in law or a change in the agency’s original approved budget, unless the initiation of the competition is authorized by law, in the General Appropriations Act (GAA) or by the Legislative Budget Commission.
- Further specifies duties and responsibilities for agency contract managers who manage contracts \$100,000 or more annually, codifying in statute that a contract manager must participate in the procurement and monitor contractor service performance and fiscal performance.
- An assigned contract manager may not be an individual who was employed in the previous five years by the vendor on the assigned contract.
- Specifies that for contracts \$500,000 or more annually, the agency assigned contract administrator may not serve as both the contract administrator and the contract manager.
- Requires DMS to evaluate contract management training every five years to assess its effectiveness and update curriculum.
- Further specifies for contracts in excess of \$10 million, in addition to outlined training requirements, the contract manager must have at least five years experience managing contracts in excess of \$5 million annually.



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- Further specifies the requirement for Project Management Professional participation negotiating contracts in excess of \$10 million.
- Requires any person who supervises a contract administrator or a contract manager to annually complete public procurement training for supervisors.
 - The training is to be determined by DMS and commence no later than July 1, 2022.
- Requires that, for contracts \$5 million or more, the agency head is required to establish a continuing oversight team of at least four persons.
- The oversight team will meet to discuss contract status, including pace and quality of deliverables, contractor responsiveness and performance.
- Expands oversight team requirements for specific amounts:
 - For contracts \$10 million or more, one member must have at least five years experience and the contractor must be included in the oversight team meetings; and
 - For contracts \$20 million or more, the continuing oversight team must be at least five persons and at least one must be from an agency other than the agency participating in the contract.
- The continuing oversight team must:
 - Notify the agency head in writing of any deficiency in performance that affects the pace of deliverables or completion of the contract;
 - Notify, in writing, the agency head, DMS and the Office of Policy and Budget (OPB) of any significant contract scope change or increase that is 5 percent of the planned contract cost or greater within the fiscal year for contracts of at least \$5 million; and
 - Notify, in writing, the agency head, DMS, OPB and Legislative appropriations committees of any significant contract scope change or increase that is 5 percent of the planned contract cost or greater within the fiscal year for contracts \$10 million or more.
- Specifies that a contract may not have a nondisclosure clause prohibiting a vendor from disclosing information relevant to performance to members or staff of the Senate or House of Representatives.
- Specifies provisions regarding suspended vendors as the following:
 - An agency may not accept a bid, proposal or reply or enter into or renew a contract with a vendor on the suspended vendor list, until such vendor has been removed from the list;
 - An agency must notify the DMS of any vendor that has met the grounds for suspension and provide documentation evidencing default or other grounds for suspension; and
 - The DMS maintains the suspended vendor list as authorized by s. 287.042(1)(a) and (b), F.S.

GENERAL IMPLEMENTATION TIMELINE

Upon Becoming Law	The act becomes effective.
October 1, 2021, and Every Three Years Thereafter	Each agency inspector general completes a risk-based compliance audit of contracts executed by the agency for the preceding three fiscal years.



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**January 1, 2022, and
Annually Thereafter**

DMS submits a report of each agency's single-source commodities or contractual services, as was submitted by each agency on a quarterly basis to the department, to the Governor, President of the Senate and Speaker of the House of Representatives.

July 1, 2022

Annual public procurement training must begin for all persons supervising contract administrators or contract or grant managers who are required to meet criteria for certification as specified in the bill.



SENATE BILL 1108 – EDUCATION

(CH. 2021-157, LAWS OF FLORIDA)

BILL SPONSOR(S)	Senator Diaz
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1001.23, 1003.42, 1003.4282, 1003.433, 1003.4996, 1007.25, 1008.212, 1008.22, 1008.24, 1008.34, 1008.3415, and 1009.286, Florida Statutes (F.S.); creates (s.) 1002.334, F.S.

SUMMARY

Allows students to flourish under a streamlined and efficient accountability system that removes barriers and ensures that every student is equipped for success by providing all 11th graders the opportunity to take the SAT (Scholastic Aptitude Test) or ACT (American College Test) at no cost to them or their families. Permits the Florida Department of Education (FDOE) to hold patents, copyrights, trademarks and service marks while expanding existing test security legislation. Specifies character development curriculum requirements in grades 11 and 12 and revises civic literacy requirements for high school and postsecondary education students. Creates the Innovative Blended Learning and Real-Time Assessment Pilot Program and allows for a formative assessment graduation alternative for eligible English for Speakers of Other Languages (ESOL) students and revises language to clarify scheduling, administration and publication requirements for assessments.

HIGHLIGHTS

- Requires districts, alternative schools and Department of Juvenile Justice (DJJ) programs to administer the SAT or ACT to grade 11 students at no cost to the student or family.
- Authorizes FDOE to hold and take any necessary action to enforce patents, copyrights, trademarks and service marks; FDOE may sell, lease, license or transfer such rights with proceeds deposited in the FDOE Operational Trust Fund.
- Expands test security for state assessments not already covered. A person who knowingly and willfully violates test security for rules for test administered under ss. 1002.69, 1003.52, 1003.56, 1007.25, 1007.35, and 1012.56, F.S., would be subject to the punishment of a misdemeanor of the first degree.
- Requires character development curriculum in grades 11 and 12 to include voting using the primary and general election ballot.
- Amends the civic literacy requirements for postsecondary education to include:
 - Passing both the civic literacy assessment and course, as opposed to one or the other; and
 - Requires high school students taking U.S. Government to take the civic literacy assessment that can be used to fulfill the postsecondary education requirement.



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- Extends the Competency-Based Education Pilot Program, from five to seven years, through the 2022-2023 school year.
- Creates the Innovative Blended Learning and Real-Time Assessment Pilot Program for synchronous innovative blended learning programs, to develop and measure innovative blended learning and real-time weekly student assessment educational models to help reduce achievement gaps of traditionally underserved students.
- Authorizes students enrolled in an ESOL program for less than two years to satisfy the Grade 10 English Language Arts (ELA) assessment requirement for graduation through satisfactory performance demonstrating grade-level expectations by means of formative assessments.
 - Removes obsolete language pertaining to the former statewide assessment transition;
 - Increases scheduling flexibility by removing the requirement that districts administer all statewide, standardized assessments other than ELA Writing and grade 3 ELA no earlier than 4 weeks before the last day of school for the district; and
 - Updates the publication requirement for releasing tests from June 30, 2021, to June 30, 2024, in anticipation of the implementation of new standards.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
October 1, 2021	Earliest start date for s. 1002.334, F.S., Innovative Blended Learning and Real-Time Assessment Pilot Program.
2021-2022	SAT/ACT testing begins for grade 11. Civic literacy assessment and course requirements implemented for postsecondary and high school students.
2022-2023	Formative assessment alternative for graduation implemented for eligible ESOL students.
June 30, 2024	Initial publication of statewide, standardized assessments aligned to new Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.
July 1, 2024	Innovative Blended Learning and Real-Time Assessment Pilot Program, expires pursuant to s. 1002.334, F.S.



HOUSE BILL 1137 – INFORMATION TECHNOLOGY PROCUREMENT

(CH. 2021-227, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Fabricio
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 282.0051 and 287.0591, Florida Statutes (F.S.)

SUMMARY

This bill expands the powers, duties and functions of the Florida Digital Service (FDS), which is within the Department of Management Services (DMS) and is administered by a state chief information officer (CIO). It also specifies additional requirements for all state agencies issuing requests for quotes to purchase information technology (IT) commodities, IT consultant services or IT staff augmentation contractual services from the state term contract.

HIGHLIGHTS

- Requires FDS to establish technical standards to ensure an IT project complies with the enterprise architecture.
- Specifies that IT commodities and services purchased by state agencies must meet the National Institute of Standards and Technology Cybersecurity Framework.
- Directs that an independent verification and validation be employed throughout a project lifecycle for IT contracts subject to FDS oversight.
- Provides that for IT projects that have a total project cost of \$10 million or more:
 - State agencies must provide FDS with written notice of any planned procurement of an IT project;
 - FDS must participate in the development of specifications and recommend modifications to any planned procurement of an IT project so that procurement complies with the enterprise architecture; and
 - FDS must participate in post-award contract monitoring.
- Lowers the IT project threshold amount that triggers FDS project oversight of cabinet agency IT projects from \$25 million to \$20 million and removes the requirement that a cabinet agency IT project impact one or more other agencies before triggering FDS project oversight.
- Requires an agency issuing a request for quote (RFQ) to issue the RFQ to all approved vendors if there are 25 approved vendors or fewer on the state term contract, or to at least 25 of the approved vendors for any state term contract with more than 25 approved vendors.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
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HOUSE BILL 1159 – EDUCATION

(CH. 2021-228, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Busatta Cabrera
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1004.04, 1004.85, 1008.25, 1012.34, 1012.39, 1012.56, 1012.575 and 1012.986, Florida Statutes (F.S.)

SUMMARY

Ensures Florida is preparing future teachers for the realities of today’s classrooms by expanding the uniform core curricula for teacher preparation programs to include practical mental health support strategies and technology training. Provides greater flexibility and expands high-quality pathways to demonstrate mastery of general knowledge and professional education competency exams through teacher preparation programs. Streamlines options for industry professionals to become Career and Technical Education teachers and modernizes critical areas for leadership professional development in the areas of civics, literacy, mental health, coaching and mentoring, technology in education, distance learning and school safety through the William Cecil Golden school leadership program.

HIGHLIGHTS

- Authorizes a parent to request in writing that his or her student in grade K-5 during the 2020-2021 school year, be retained in a grade level for the 2021-2022 school year, due to academic reasons.
- Requires the principal to discuss retention and the possible impact on the student’s eligibility to participate in high school interscholastic or intrascholastic sports due to the student’s age.
- In lieu of retention, the principal, teachers and parent or guardian may collaborate to develop a customized 1- year education plan for the student to assist in returning to grade-level readiness by the end of the next academic year.
- If a student has an individual education plan (IEP) in effect, the student’s IEP team must meet to review and revise, if appropriate, the student’s IEP based upon the outcome of the retention request.
- Requires school districts to report the number of students retained to the Florida Department of Education (FDOE) by June 30, 2022.
- Requires the Commissioner of Education to provide to each school district, by July 31 of each year, the student learning growth data calculated using the commissioner-approved formula.
- Expands the uniform core curricula for teacher preparation programs by including mental health and technology supports.



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- Changes the requirement for demonstration of mastery of general knowledge from an admission requirement into an exit requirement for teacher preparation programs.
- Removes the provision for teacher preparation programs to waive specified admissions requirements, which include GPA requirements and demonstration of mastery of general knowledge, for up to 10 percent of students admitted to the program.
- Allows Educator Preparation Institutes (EPis) to offer instruction and professional development for part-time and full-time nondegreed teachers of career programs.
- Allows completion of career education training taken through an approved EPI to satisfy a part of the employment eligibility requirements for part-time and full-time nondegreed educators of career programs.
- Adds the option to satisfy the general knowledge requirement with documentation of a master’s or higher degree from an accredited post-secondary institution that FDOE has identified as having a quality program.
- Provides the option for educators who complete an approved EPI program and earn a highly effective rating per his or her performance evaluation under s. 1012.34, F.S., to waive the professional education test.
- Authorizes an organization of private schools or a consortium of charter schools with an approved professional development system to design alternative teacher preparation programs to enable persons already certificated to add an additional coverage to their certificates.
- Defines “educational leader” as teacher leaders, assistant principals, principals and school district leaders, for the purpose of the William Cecil Golden Professional Development Program
- Includes school districts, state-approved educational leadership programs, regional consortia and charter management organizations in the established collaborative network.
- Expands the William Cecil Golden Professional Development Program to include all educational leaders and includes student learning, civic education, coaching and mentoring, mental health awareness, technology in education, distance learning and school safety as professional learning components.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
July 31, 2022 and Annually Thereafter	The Commissioner of Education shall provide to each school district the student learning growth data calculated using the commissioner-approved formula. This will begin in 2022 due to the 2021 assessment results schedule.
June 30, 2022	School districts shall report to FDOE the number of students retained pursuant to this act for all or part of the 2021-2022 school year.



HOUSE BILL 1261 – HIGHER EDUCATION

(CH. 2021-232, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Toledo
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1009.25, 1009.26, 1009.40, 1009.50, 1009.505, 1009.51, 1009.52, and 1009.893, Florida Statutes (F.S.); creates ss. 768.39, 1006.75, and 1009.46, F.S.

SUMMARY

This bill provides certain liability protections to the Florida College System (FCS), Career and Adult Education (CAE) Institutions and the State University System (SUS) for claims arising from certain actions taken to diminish the impact of COVID-19. It further directs the Board of Governors (BOG) to establish an online dashboard that contains information about programs of study and the projected economic impact to students. The bill also makes various changes to postsecondary fee waivers and financial aid programs.

HIGHLIGHTS

- Provides FCS, CAE, SUS, the State Board of Education (SBOE) and the BOG with protections against lawsuits relating to reasonably necessary actions taken to diminish the impact of COVID-19, including lawsuits seeking tuition and fee reimbursements related to the change to an online format due to the impact of COVID-19.
- Requires the BOG to create an online dashboard to present data for available degrees and provide students with additional information on expected financial outcomes post-graduation.
- Beginning with the 2021-22 academic year, provides a “buy one get one” offer through a waiver of tuition and fees to certain Florida resident students for upper-level courses in eight Programs of Strategic Emphasis in STEM as identified by the BOG.
- Establishes the Free Seat Program which provides fee waivers for one online class and limits all other classes in the student’s program to 75 percent of normal tuition and fee rates for up to 1,000 students enrolled in an online baccalaureate degree program at a state university and who are active duty or military veterans, active drilling members of the Florida National Guard or students who have not been enrolled in a postsecondary institution for more than 5 years.
- Beginning with the 2022-2023 academic year, the SUS shall substitute the out-of-state fees for up to 350 non-resident students with in-state tuition and fee rates provided the student scored in at least the 89th percentile on the SAT or a concordant score on the ACT or CLT, has a grandparent who is a legal resident in Florida and enrolls as a full-time undergraduate student at a state university.
- Requires postsecondary institutions that receive state funds for financial aid to annually complete and return the application, maintain student records, verify student eligibility, report each student’s program of study, disburse state financial aid and tuition assistance to eligible students, notify students of award renewal requirements, complete and return all reports to the



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Florida Department of Education (FDOE) and refund any undisbursed funds within a specific timeframe.

- Grants FDOE the authority to suspend or revoke an institution’s participation in state-funded programs if the institution fails to meet the audit or reporting requirements.
- Makes technical changes to the Florida Public Student Assistance Grant Program, Florida Public Postsecondary Career Education Student Assistance Grant Program, Florida Private Student Assistance Grant Program and the Florida Postsecondary Student Assistance Grant Program.
- Removes the non-resident provision in the Benacquisto Scholarship Program, making the 2021-22 academic year the final year of initial eligibility for non-resident students.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
Annually	Postsecondary institutions complete and return all reports to FDOE and refund any undisbursed funds.
2021-22 Academic Year	Last year for initial award of Benacquisto Scholarships to non-resident students.
January 1, 2022	Online dashboard must be available to students and a link thereto published on each state university’s office of admissions website.
March 1, 2022	The BOG reviews and approves each state university’s procedures to connect undergraduate students to career planning, coaching and related programs during the first academic year of their enrollment.
2022-23 Academic Year	First year for grandparent fee waivers.



HOUSE BILL 1349– ASSISTANCE PROGRAMS

(CH. 2021-87, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Aloupis
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1002.81 and 1002.87, Florida Statutes (F.S.)

SUMMARY

Ensures the School Readiness program prioritization for families utilizing workforce education and public services. Requires the Florida Department of Education (FDOE)'s Office of Early Learning (OEL) to coordinate with the University of Florida Anita Zucker Center for Excellence in Early Childhood Studies (Center) to conduct an annual study to identify the economic self-sufficiency and upward mobility over time of families engaging in this and other public benefit programs and for the Center to provide a report of the findings. This project will expire on June 30, 2023, unless reenacted by the legislature.

HIGHLIGHTS

- Removes the definitions of earned and unearned income for the School Readiness Program.
- Adds that a parent who has an Intensive Service Account or an Individual Training Account under s. 445.009, F.S., shall be given priority for School Readiness services.
- Requires OEL and the Center to conduct an analysis of the following:
 - Recipients of the Supplemental Nutrition Assistance Program established under 7 U.S.C. ss. 2011 et seq.;
 - The temporary cash assistance program under s. 414.095, F.S.;
 - The Medicaid program under s. 409.963, F.S.;
 - The School Readiness Program under part VI of chapter 1002, F.S.; and
 - The Housing Choice Voucher Program established under 42 U.S.C. s. 1437f.
- Requires the Center to develop participant profiles based on the number families receiving multiple services that include family composition and the most frequently used program services or combination of services families are accessing in each county or geographic region.
- Requires each agency responsible for the administration of an assistance program to enter into a data sharing agreement with OEL and the Center by September 1, 2021.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
September 1, 2021	Each agency responsible for the administration of an assistance program enters into a data sharing agreement with OEL and the Center.



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November 1, 2022 and Annually Thereafter <i>(if applicable)</i>	Each agency shall submit a supplemental data file to the Center for containing program service data from the preceding federal fiscal year.
May 31, 2022 and Annually Thereafter	The Center shall provide a report to OEL based on the results of its analysis. Within 30 days after receiving the report, OEL shall submit to the Governor, President of the Senate and Speaker of the House.
June 30, 2023	This section expires, unless reviewed and reenacted by the Legislature.



HOUSE BILL 1507 – WORKFORCE RELATED PROGRAMS AND SERVICES

(CH. 2021-164, LAWS OF FLORIDA)

BILL SPONSOR	Representative Melo and Yarborough
EFFECTIVE DATE	July 1, 2021
STATUTE	Amends sections (ss.) 14.36, 216.136, 288.047, 445.002, 445.003, 445.004, 445.006, 445.007, 445.009, 445.001, 445.033, 445.038, 446.021, 446.032, 446.041, 446.090, 570.07, 1001.706, 1003.4156, 1003.42, 1003.4203, 1003.491, 1003.492, 1003.4935, 1004.013, 1004.015, 1004.02, 1006.75, 1007.25, 1008.39, 1008.40, 1008.41, 1008.44, 1009.895, 1011.80, 1011.801, 1011.802, 1011.803, 1011.81, 443.151, 445.010, 445.045, 943.22, and 1001.64, Florida Statutes (F.S.)

SUMMARY

Creates the Office of Reimagining Education and Career Help (REACH) in the Executive Office of the Governor (EOG) to provide coordination between state businesses and education entities, which will provide greater access and equity in Florida’s workforce development system. Requires the Office to create a “no-wrong-door” entry strategy whereby Floridians may access services from any workforce partner. Requires the CareerSource state board to appoint a Credentials Review Committee to identify degree and nondegree credentials of value, and develop a Master Credentials List (MCL) for performance funding, including CAPE Industry Certification. Creates the Open Door Grant Program which provides grants to school district’s postsecondary technical centers and Florida College System (FCS) institutions to cover up to two-thirds of the cost of short-term, high-demand workforce programs. Creates the Money-Back Guarantee Program, requiring each school district and FCS institution to refund the cost of tuition to students who are not able to find a job in their field of study within six months of completing select workforce related programs.

HIGHLIGHTS

- Creates the REACH Office in EOG to be responsible for facilitating coordination of entities responsible for the state’s workforce development system.
- Requires the REACH office to create a no-wrong-door entry strategy to improve equity and access to state and federally funded workforce programs and synergistically align a workforce opportunity portal to provide the public with a systemwide view of federal, state and local services data across various programs through actionable, qualitative and quantitative information.
- Renames the workforce estimating conference the labor market estimating conference and requires the conference to meet twice a year.
- Establishes priority funding ranking for the incumbent worker program and includes non-profit hospitals and local government entities that provide nursing opportunities to acquire new or improved skills as eligible businesses.
- Expands the CareerSource Florida state board (state board) to include the Division of Vocational Rehabilitation, Division of Blind Services and the Department of Children & Families (DCF).
- Requires the state board to appoint a Credentials Review Committee (CRC) and directs the CRC to:



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- Identify nondegree and degree credentials of value for approval by the state board and inclusion in the MCL.
- Establish a definition for credentials of value and create a framework of quality. The framework must align with federally funded workforce accountability requirements and undergo biennial review.
- Establish a process for linking classifications of instructional programs (CIP) to standard occupational code (SOC) for all new credentials of value identified on the MCL. The state board shall submit approved CIP to SOC linkages to the state board of education (SBOE) with each credential that is added to the MCL.
- Develop a returned-value funding formula as provided under ss. 1011.80(7)(b) and 1011.81(2)(b), F.S.
- Requires the Board of Governors (BOG) to adopt criteria to determine value for and prioritization of degree credentials and degree programs established by the CRC for designating high-demand programs of emphasis.
- Requires the state board to establish policy direction for a uniform funding system that prioritizes evidence-based, results-driven solutions by providing incentives to improve the outcomes of career education, registered apprenticeship and work-based learning programs and focuses resources on occupations related to new or emerging industries that add to the value of the state's economy.
- Modifies requirements for the state plan for workforce development, including engaging FCS institutions and career and technical education schools as partners in workforce development, which will enable the state to leverage other federal, state or local investments and increase access to workforce development programs at those institutions.
- Requires the Department of Economic Opportunity (DEO) to prepare a waiver for the Governor to submit to the federal government to allow the Governor more flexibility of resources and allocation of funds among local boards to improve delivery of workforce training and programs under the workforce innovation and opportunity act (WIOA).
- Requires DEO, in consultation with the state board, Florida Department of Education (FDOE), and DFS, to implement an automated consumer-first workforce system that improves coordination among required one-stop partners.
- Requires FDOE to adopt rules that establish uniform minimum standards and policies for apprenticeship and preapprenticeship programs, which must require apprenticeship training providers to submit data necessary to determine program performance.
- Modifies the annual apprenticeship report to require that funds allocated and expended must be reported by training provider, program and occupation, as well as other additional information.
- Defines "work-based learning opportunity" to mean an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned to curriculum and instruction and is provided in partnership with an educational institution.



- Requires the character development curriculum in grades 9-12 to also include creating a digital resume and exploring career pathways using state career planning resources.
- Removes the cap on the number of career education courses that need to be identified on the CAPE industry certification funding list as well as removes the identified skills a digital tool must prepare a student for.
- Modifies the annual audit of career and technical education programs to align with the credentials and framework of quality established by the CRC.
- Defines “industry certification” as a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills and competencies and results in the award of a credential that is on the MCL.
- Clarifies that career and professional academies and career-themed courses must lead to careers in occupations aligned to the CAPE industry certification funding list.
- Requires the talent development council (TDC) to coordinate, facilitate and communicate statewide efforts to meet supply and demand needs for the state’s healthcare workforce.
- Amends the definition of workforce education to include a registered apprenticeship certificate of completion.
- Requires each career center, charter technical center, FCS institution and state university to ensure their student career service centers and job placement resources prepare students for employment upon completion of their academic work.
- Beginning with the 2022-2023 academic year, changes the graduation requirements for technical degree education programs as defined in s. 1004.02(13), F.S., to require completion of at least one identified core course in each subject area as part of the general education course requirements.
- The chair of the SBOE and the BOG, or their designees, shall jointly appoint faculty committees to identify the competencies within the general education core courses which demonstrate career readiness and will result in the award of a verifiable and interoperable nationally recognized digital credential. All public postsecondary educational institutions shall grant and accept the identified digital credential. Beginning with students initially entering an FCS institution or state university in 2022-2023, each student must be able to distinguish in the institution’s or university’s catalog which general education core courses are linked to earning a digital credential.
- Requires the Florida Education and Training Placement Information Programs (FETPIP) to incorporate data collection elements prescribed by the CRC.
- Requires the development of a workforce development metrics dashboard that measures the state’s investment in workforce development and programmatic impact on participants.
- Eliminates the CAPE postsecondary industry certification funding list.
- Removes the cap on digital tool certificates.
- Based upon recommendations by the Commissioner, the SBOE shall annually adopt the CAPE industry certification funding list that assigns additional full-time equivalent (FTE) membership to certifications identified in the MCL that meets a statewide, regional or local demand, and courses that lead to such certifications.



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- Removes CAPE occupational funding areas.
- Requires the credential review committee to develop a returned value funding formula for district postsecondary CAPE performance funds.
- Requires the commissioner to conduct a review of the methodology used to determine additional FTE weights assigned in s. 1011.62(1)(o), F.S., and, if necessary, recommend revised weights by December 1, 2021.
- Establishes the Open-Door Grant Program, which is designed to create and sustain a demand-driven supply of credentialed workers for high-demand occupations by closing the gap between the skills needed by workers in the state and the skills of the available workforce in the state, expanding the affordability of workforce training and credentialing and increasing the interest in short-term, high-demand career and technical education credentialing and certificate programs. Grants will be provided first-come, first-serve to students who enroll in an eligible program. Funding must be prioritized for integrated education and training programs in which institutions establish partnerships with local workforce development boards to provide basic skills instruction, contextually and concurrently, with workforce training that results in the award of credentials under s. 445.004(4), F.S.
- Requires workforce education programs conducted by FCS institutions or a school district to first be approved by the SBOE.
- Requires the SBOE to establish criteria for review and approval of new workforce education programs by an FCS institution or a school district. The criteria shall consider local demand and local program offerings at public and private institutions to avoid duplication. Priority shall be given to institutions that implement the money-back guarantee program, as well as other criteria. Upon review of the workforce education program, the SBOE may require an institution to modify or terminate the program.
- Modifies the Pathways to Career Opportunities Grant to award grants for preapprenticeship or apprenticeship programs with demonstrated regional demand and other performance metrics.
- Establishes the money back guarantee program, which will begin in 2022-2023 and requires school districts and FCS institutions to refund the cost of tuition to students who are not able to find a job in their field of study within six months of completing select workforce education programs.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
Annually	<ul style="list-style-type: none">• By November 1 of each year, the FDOE shall report performance results of the Money Back Guarantee Program to the Governor, the President of the Senate and the Speaker of the House of Representatives.• Beginning December 1, 2021, the TDC shall report on the implementation of subsection s. 1004.015(6) F.S.• The CRC shall annually review the MCL.• The SBOE shall annually adopt the CAPE Industry Certification Funding List that assigns additional full-time equivalent membership to certifications identified in the MCL.



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Other Dates Included:

- FDOE shall compile specified data and annually report to the SBOE on the Open-Door Grant Program.
- FDOE shall annually report performance metrics from the Pathways to Career Opportunities Grant programs on its website.
- By September 1, submit an apprenticeship report with modifications including, but not limited to, funds allocated and expended by training provider, program and occupation to the Governor, the President of the Senate and the Speaker of the House of Representatives.
- Implementation memos will be sent to the appropriate stakeholders following the Governor's signature.
- For the 2021-2022 program year, DEO and FDOE shall establish the minimum criteria an eligible WIOA training provider must achieve for completion, earnings and employment rates of eligible participants. For the 2022-2023 program year, each program offered by a training provider must meet certain minimum requirements.
- For the 2021-2022 school year, the MCL shall be comprised of the CAPE (secondary & postsecondary) Industry Certification Funding List under ss. 1008.44 and 1011.62(1), F.S., and adopted by the SBOE before October 1, 2021.
- The results of the review of the methodology used to determine additional FTE weights assigned in s. 1011.62(1)(o) F.S., and the commissioner's recommendations must be submitted to the Governor, the President of the Senate and the Speaker of the House no later than December 1, 2021.
- Beginning in the 2022-23 academic year, each school district and FCS institution will establish the money-back guarantee program.
- By July 1, 2022, each school district and FCS institution shall notify the SBOE of the money-back guarantee programs it offers and information must be available on the websites of the departments, each district and institution and of Employ Florida.
- Beginning with the 2022-2023 school year, the state board shall submit the MCL to the SBOE.
- Beginning with the 2022-2023 academic year, students entering a technical degree education program as defined in s. 1004.02(13), F.S., must complete at least one identified core course in each subject area as part of the general education course requirements before a degree is awarded.
- Beginning with the 2022-2023 academic year, the BOG shall adopt criteria to determine value for and prioritization of degree credentials and degree programs established by the CRC for designating high-demand programs of emphasis.



HOUSE BILL 7011 – STUDENT LITERACY

(CH. 2021-009, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Aloupis
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Amends sections (ss.) 1001.215, 1001.42, 1002.33, 1002.55, 1002.59, 1002.67, 1002.69, 1002.83, 1002.995, 1003.57, 1003.621, 1004.04, 1004.85, 1006.28, 1008.25, 1008.345, 1008.365, 1011.62, 1011.67, 1012.56, 1012.585, 1012.586, 1012.98, and 1012.986, Florida Statutes (F.S.)

SUMMARY

The bill revises existing literacy policy and practices and creates new systems of support for educators, parents and students to improve student literacy outcomes. It requires a Coordinated Screening and Progress Monitoring Program for Voluntary Prekindergarten (VPK) Education through grade 8 and revises accountability for VPK providers.

HIGHLIGHTS

- Requires the Just Read, Florida! Office to provide training for both reading coaches and school administrators on evidence-based reading instruction strategies.
- Requires prekindergarten instructors to complete three, five-hour emergent literacy training courses and an emergent literacy training course at least once every five years after completion of the initial three emergent literacy training courses.
- Requires the Florida Department of Education (FDOE), in collaboration with the Office of Early Learning (OEL), to procure and require the use of a VPK-grade 8 coordinated screening and progress monitoring system and provides requirements for such system to be administered, starting in 2022-2023 school year.
- Requires VPK Provider Readiness Rates to be calculated using learning gains and outcomes based on the Coordinated Screening and Progress Monitoring Program and provider program assessment scores that measure teacher/child interactions.
- Prohibits a school from waiting until a certain evaluation is completed to provide specified evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Interventions must be provided based on the student’s specific areas of difficulty as identified by the licensed professional.
- Requires schools to communicate with parents at least monthly regarding the progress of students who exhibit a substantial deficiency in reading and provides requirements for such communication.
- Requires FDOE to compile resources that school districts must incorporate into read-at-home plans and provides requirements for such resources, including but not limited to assessment information, an overview of conducting an evaluation for exceptional student education (ESE), information on characteristics of dyslexia, etc.
- Establishes the Reading Achievement Initiative for Scholastic Excellence (RAISE) Program within FDOE, to include 20 literacy support regions and regional support teams and a tutoring program for high school students to tutor K-3 students having reading difficulties.



- Establishes qualified prekindergarten students as eligible for intensive reading interventions and authorizes a school district to pay for interventions using the reading allocation of the FEFP.
- Requires a root-cause analysis be conducted and a reflection tool be developed by FDOE to evaluate the effectiveness of interventions implemented under K-12 plans in the prior year.
- Requires FDOE to adopt, by the beginning of the 2022-2023 school year, one or more statewide competency-based pathways for instructional personnel to earn a reading endorsement.
- Requires FDOE in adopting statewide reading endorsement competency-based pathways to review the competencies for alignment with evidence-based strategies and recommend changes to the State Board of Education. Recommended changes must address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based interventions and effective progress monitoring.
- Prohibits instructional personnel from earning a reading endorsement solely by achieving a passing score on a specified assessment.
- Modifies the goal of the William Cecil Golden Professional Development Program for School Leaders to also include supporting the professional growth of instructional personnel who provide reading instruction and interventions by training school administrators on classroom observation and teacher evaluation practices aligned to evidence-based reading instruction and intervention strategies.
- Requires that, within 10 days after a student's individual educational plan or 504 accommodation plan is issued, a school district must notify the parent of the student of all the scholarship options available under chapter 1002.
- Requires that, beginning with candidates entering a teacher preparation program, educator preparation institute or a professional development certification and education competency program in the 2022-2023 school year, or a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f), F.S., must successfully complete all competencies for a reading endorsement, including completion for the endorsement practicum in order to graduate from the program.
- Requires school district personnel and instructional personnel who supervise teacher candidates' field experience courses or internship in grades K-3 or are enrolled in a teacher preparation program for a certificate coverage area identified pursuant to s. 1012.585(3)(f), F.S., to be endorsed or certified in reading.
- Requires FDOE to identify professional development opportunities that require teachers to demonstrate proficiency in specific classroom practices, with priority given to implementing training to complete a reading endorsement.
- Stipulates that a teacher may only earn in-service points once during a five-year period toward a professional certificate for any mandatory training that is not linked to student learning or professional growth.
- Requires each school district to provide training to school librarians and media specialists regarding the prohibition against distributing harmful materials to minors under s. 847.012, F.S., and applicable case law and best practices for providing students access to age-appropriate materials and library resources.



GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective.
2020-2021	Readiness rates calculated shall be for informational purposes only.
2021-2022	Results from kindergarten screening may not be used in the calculation of VPK readiness rates.
2022-2023	VPK-grade 8 coordinated screening and progress monitoring system administered/implemented.
2022-2023	Candidates entering a teacher preparation program, education preparation institute or a professional development certification and competency program in a certification coverage area identified pursuant to s. 1012.585(3)(f), F.S., must successfully complete all competencies for a reading endorsement in order to graduate from the program.
2022-2023	All personnel who supervise or direct teacher preparation students during internships in grades K-3 or who are enrolled in a teacher preparation program for a specified certificate coverage area identified in s. 1012.585(3)(f), F.S., must have a certificate or endorsement in reading.
2022-2023	FDOE shall adopt one or more statewide, competency-based pathways by which instructional personnel may earn a reading endorsement.
July 1, 2023	Each school district reading endorsement add-on program must be resubmitted for approval by FDOE.
July 1, 2024	Instructional personnel may not earn a reading endorsement solely by achieving a passing score on the K-12 reading certification subject area assessment.



HOUSE BILL 7017 – FOREIGN INFLUENCE

(CH. 2021-76, LAWS OF FLORIDA)

BILL SPONSOR(S)	Public Integrity & Elections Committee and Representative Grall
EFFECTIVE DATE(S)	July 1, 2021
STATUTE(S)	Creates sections (ss.) 286.101, 288.860, 1010.25, 1010.35 and 1010.36, Florida Statutes (F.S.)

SUMMARY

Requires greater disclosure of foreign support for public entities through gifts, agreements, grant or research applicants and of travel and activities of employees of major research institutions. Establishes requirements that public schools, the Florida College System (FCS), the State University System (SUS) and their employees and direct-support organizations must follow when accepting and reporting gifts and grants.

HIGHLIGHTS

- Requires any state agency or political subdivision to disclose certain gifts, contracts or grants from a foreign source to the Department of Financial Services (DFS).
- Requires entities that apply to a state agency or political subdivision for a grant or proposes a contract with a value of \$100,000 or more to disclose to the agency or political subdivision any current or prior interest in or contact, grant or gift received from a foreign country of concern.
- Prohibits specified entities, including state colleges, from participating in any agreement with a foreign country of concerns which:
 - Constrains the entity’s freedom of contract;
 - Allows the curriculum or values of a state program to be directed or controlled by the foreign country; or
 - Promotes a detrimental agenda to the safety or security of the United States.
- Prohibits specified entities, including state colleges, from receiving anything of value from a foreign country of concern that has certain conditional requirements.
- Requires institutions of higher education to report gifts of a certain value or agreements from a foreign source to the Board of Governors (BOG) or the State Board of Education (SBOE) and subjects the institution to a civil penalty if there is failure to disclose.
 - Tasks the Inspector General of the Florida Department of Education (FDOE) or the BOG to audit at least 5 percent of the total number of gifts or agreements disclosed by an institution.
 - Authorizes the SBOE, the BOG and the Attorney General or Chief Financial Officer to enforce civil action.
 - Grants rule and regulation authority to the SBOE and the BOG, respectively.



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- Requires thorough screening of applicants from a country of concern for research positions and the foreign travel activities of employees for every higher education institution and research institutes having a research budget of \$10 million or more.
 - Requires a report be provided to the BOG or applicable governing board.
 - Tasks the Inspector General of an entity to perform an operational audit regarding this section.
- Requires an institution to designate a research integrity office that must report to specified entities and
- Requires the Inspector General of the BOG to perform an operational audit regarding implementation.

GENERAL IMPLEMENTATION TIMELINE

Upon Becoming Law	The act becomes effective.
Upon Becoming Law and Semiannually Thereafter	Institutions must report gifts received from a foreign source to the SBOE or the BOG (each January 31 and July 31).
Upon Becoming Law	Institutions must report to BOG or SBOE the screening of applicants and the foreign travel activities of employees.
July 1, 2025	Inspector General of the SBOE or the BOG must perform audits pursuant to s. 1010.35, F.S.



HOUSE BILL 7033 – TASK FORCE ON CLOSING THE ACHIEVEMENT GAP FOR BOYS

(CH. 2021-155, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representative Koster
EFFECTIVE DATE(S)	Upon becoming a law
STATUTE(S)	Creates a new section of law.

SUMMARY

The bill creates the Task Force on Closing the Achievement Gap for Boys to examine evidence-based strategies for closing the gap between gender learning outcome differences for the 2021-2022 year. The task force will also make recommendations to prepare all students for success while closing gender-based achievement gaps.

HIGHLIGHTS

- Requires the Governor, the President of the Senate and the Speaker of the House of Representatives to appoint certain representative members of the education system and community to the task force.
- Provides that task force members shall be appointed by July 1, 2021, and convene by August 1, 2021.
- Requires the Commissioner of Education, or designee, to serve as chair of the task force.
- Directs the task force to submit a report containing its recommendations to the Governor, President of the Senate and Speaker of the House of Representatives by December 1, 2021.
- The task force recommendations will include, but are not limited to, the following:
 - Professional development opportunities for instructional personnel and school administrators;
 - Curriculum selection; and
 - Academic, behavioral and mental health supports.
- Directs the Florida Department of Education to provide staff, administrative support, data and information to the task force so that they may fulfill their purpose.

GENERAL IMPLEMENTATION TIMELINE

Upon Becoming Law	The act becomes effective.
July 1, 2021	The task force members shall be appointed.
August 1, 2021 and Upon the Call of the Chair Thereafter	The task force shall convene.
December 1, 2021	The task force recommendations are due.
June 30, 2022	The task force expires.



HOUSE BILL 7045 – SCHOOL CHOICE

(CH. 2021-027, LAWS OF FLORIDA)

BILL SPONSOR(S)	Representatives Fine and Fischer
EFFECTIVE DATE(S)	July 1, 2021, except as otherwise provided
STATUTE(S)	Amends sections (ss.) 11.45, 1002.39, 1002.394, 1002.395, 1002.40, 1009.971, 1009.98, 1009.981, 1011.61, and 1011.62 Florida Statutes (F.S.); repeals s. 1002.385, F.S. and provides repeal date for s. 1002.39, F.S.

SUMMARY

Consolidates Florida’s K-12 scholarship programs by repealing the Gardiner and McKay scholarships for students with disabilities by 2022 and transitioning those students into the Family Empowerment Scholarship (FES). In addition, the bill expands eligibility for the FES and Florida Tax Credit Scholarship (FTC) by increasing the household income limits to 375% of the federal poverty level. The bill also aligns student scholarship funding amounts for the FES, FTC and Hope Scholarship with the new funding calculation established in s. 1002.394, F.S. The bill requires operational audits of scholarship funding organizations to be completed every three years.

HIGHLIGHTS

Family Empowerment Scholarship (FES) for Educational Options

- Repeals the prior public school attendance requirement, expands eligibility to include a student who is a dependent of a member of the United States Armed Forces and a sibling of a student with a disability receiving an FES scholarship. The bill increases the income cap to 375 percent of the federal poverty level (FPL) while still prioritizing scholarships for students whose household income level does not exceed 185 percent of the FPL or who are in foster care or out-of-home care.
- Increases the scholarship to the full amount of funds the student would have generated through the Florida Education Finance Program (FEFP), from the current 95 percent of the calculated amount. The bill authorizes the use of scholarship funds to include tuition and fees and any costs to provide digital devices to the student, including internet access, at an eligible private school or transportation to a different Florida public school or lab school.
 - A \$750 scholarship for transportation may only be awarded to a student if the student is on the direct certification list, the student’s household income level does not exceed 185 percent of the FPL or the student is placed in foster care or in out-of-home care and the school district does not provide the student with transportation to the school.
- The maximum number of students participating shall annually increase by 1 percent of the state's total public school student enrollment; however, there are several categories of students who do not count against this cap in participation, including dependent children of a member of the United States Armed Forces, foster children, adopted children and students who received an FTC Scholarship but did not receive a renewal, etc.



Family Empowerment Scholarship (FES) for Students with Disabilities

- Authorizes the use of scholarship funds for students with disabilities to include those uses previously authorized under the Gardiner and McKay Scholarships, and adds the use of funds for tuition and fees for part-time tutoring services provided by a person certified by a nationally or internationally recognized research-based training program as approved by the Florida Department of Education (FDOE).
- Revises the calculation of the FES program scholarship for a student with a disability as follows:
 - For a student with a Level I to Level III matrix of services or a diagnosis by a physician or psychologist, the scholarship must be based on the grade level and school district in which the student would have been enrolled as the total funds per unweighted FTE in the FEFP for a student in the basic exceptional student education (ESE) program plus the share of funds for all categorical programs provided in the General Appropriations Act (GAA), except that for the ESE guaranteed allocation, funds must be based on the school district's average ESE guaranteed allocation funds per ESE FTE student.
 - For a student with a Level IV or Level V matrix of services, the scholarship must be based on the school district the student would have been assigned as the total funds per FTE for the Level IV or Level V ESE student program, plus the share of funds for all categorical programs provided in the GAA.
 - For a student who received a Gardiner or McKay Scholarship in the 2020-2021 school year, the scholarship amount must be the greater of the amount calculated pursuant to law or the amount the student received for the 2020-2021 school year.
- For the 2021-2022 school year, scholarships for students with disabilities are established for up to 20,000 students, and beginning in the 2022-2023 school year, the maximum number of students with disabilities participating in the scholarship program may annually increase by 1 percent of the state's total ESE FTE enrollment, not including gifted students. There are several categories of students who do not count against this cap in participation.

Gardiner Scholarship

- Repeals the Gardiner Scholarship Program and authorizes a parent of a student with a disability who previously requested a Gardiner Scholarship to be eligible to request a scholarship under FES beginning in the 2021-2022 school year.

McKay Scholarship

- Revises the calculation of the McKay Scholarship to be the same as a scholarship award for a student with disabilities under the FES which includes a per FTE student share of funds for all categorical programs in the FEFP, except that the ESE Guaranteed amount for students with a Level I to Level III matrix of services is based on the district's average ESE Guaranteed allocation per ESE FTE. The bill requires the McKay Scholarship to be the calculated amount provided under FES or the amount of the private school's tuition and fees, whichever is less.
- Repeals the McKay Scholarship effective July 1, 2022, transitioning students from the McKay Scholarship to FES.

Florida Tax Credit (FTC) and Hope Scholarship Programs (HSP)

- Aligns the household income level requirements for student eligibility in the FTC Program to the FES Program requirements and revises the frequency of Auditor General operational audits of



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Scholarship Funding Organizations participating in the FTC Program from every year to at least once every three years.

- Increases the scholarship amount for the FTC Program and the HSP to the full amount provided for the student, from the current 95 percent of the calculated amount, which is the same as the FES award.

GENERAL IMPLEMENTATION TIMELINE

July 1, 2021	The act becomes effective, except as noted.
July 1, 2022	The John M. McKay Scholarships for Students with Disabilities Program, s. 1002.39, F.S., is repealed.
Dates to be Determined	<ul style="list-style-type: none">• 2021-2022 rulemaking process.• Memo to participating private schools.• Website updates• Correspondence to scholarship families