

CHAPTER 2024-162

Committee Substitute for House Bill No. 1361

An act relating to education; amending s. 1002.321, F.S.; providing for the award of grants to school districts to implement artificial intelligence in support of students and teachers; providing requirements for the use of such artificial intelligence; amending s. 1002.411, F.S.; expanding eligibility for New Worlds Scholarship Accounts to certain students enrolled in the Voluntary Prekindergarten Education Program; revising program eligibility criteria; revising eligible expenses for students who have an account; requiring parents to use a specified system to make direct purchases if such system is available; providing that certain organizations are administrators for purposes of establishing scholarship accounts; revising school district and private prekindergarten provider notification requirements; revising requirements for the Department of Education to release scholarship funds; authorizing certain organizations to develop a system for the direct purchase of qualifying expenditures; deleting provisions relating to fund transfers and certain payment methods; deleting a requirement for quarterly payments of scholarships; amending s. 1003.01, F.S.; conforming a cross-reference; amending s. 1003.485, F.S.; providing that the University of Florida Lastinger Center for Learning is the administrator for the New Worlds Reading Initiative; revising definitions; deleting a requirement that the department designate an administrator for the initiative; requiring the department to provide specified data to the administrator within specified timeframe; requiring the administrator to include certain information in a specified annual report; revising eligibility criteria for the initiative; deleting obsolete language; amending s. 1003.499, F.S.; conforming a cross-reference; creating s. 1004.646, F.S.; creating the Lastinger Center for Learning at the University of Florida; providing duties and responsibilities of the center; amending s. 1008.25, F.S.; making technical changes; requiring progress monitoring results to be provided to prekindergarten instructors within a specified timeframe; creating s. 1008.366, F.S.; providing for the future repeal of s. 1004.646, F.S.; creating s. 1004.561, F.S.; creating the Lastinger Center for Learning at the University of Florida; providing duties and responsibilities of the center; providing an appropriation; creating s. 1008.366, F.S.; creating the New Worlds Tutoring Program to provide specified academic support for students; providing the purpose of the program; requiring the administrator of the program to annually provide a report to the Legislature and the Commissioner of Education by a specified date; providing an effective date.

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

Section 1. Subsections (4) and (5) of section 1002.321, Florida Statutes, are renumbered as subsections (5) and (6), respectively, and subsection (3) of that section is amended to read:

1002.321 Digital learning.—

(3) CUSTOMIZED AND ACCELERATED LEARNING.—Artificial intelligence provides opportunities to customize and accelerate learning for students and reduce teacher workload. A school district may receive grant funds for subscription fees and professional learning to support and accelerate learning for students in grades 6 through 12 during the school day. Grant recipients must select an artificial intelligence platform that:

(a) Uses large language models based on GPT-4, its equivalent, or a successor, and is on a closed system.

(b) Provides professional learning to teachers.

(c) Provides one-on-one tutoring aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for reading and mathematics.

(d) Provides standards-aligned lesson plans and provides insights on student progress.

(e) Provides district and school-level reporting and parental access to artificial intelligence interactions.

(4) VIRTUAL INSTRUCTION.—A school district must establish multiple opportunities for student participation in part-time and full-time kindergarten through grade 12 virtual instruction. Options include, but are not limited to:

(a) School district operated part-time or full-time virtual instruction programs under s. 1002.45(1)(b) for kindergarten through grade 12 students enrolled in the school district. A full-time program shall operate under its own Master School Identification Number.

(b) Florida Virtual School instructional services authorized under s. 1002.37.

(c) Blended learning instruction provided by charter schools authorized under s. 1002.33.

(d) Virtual charter school instruction authorized under s. 1002.33.

(e) Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to s. 1003.498.

(f) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.

Section 2. Subsection (2), paragraph (a) of subsection (3), subsections (4) and (6), and paragraphs (c) and (e) through (h) of subsection (7) of section 1002.411, Florida Statutes, are amended to read:

1002.411 New Worlds Scholarship Accounts.—

(2) ELIGIBILITY.—Contingent upon available funds, and on a first-come, first-served basis, each student who is enrolled in the Voluntary Prekindergarten Education Program pursuant to s. 1002.53 or a Florida public school in kindergarten through grade 5 is eligible for a scholarship account if the student:

(a) Exhibits a substantial deficiency in early literacy skills based upon the results of the most recent progress monitoring administered pursuant to s. 1008.25(9), has a substantial reading deficiency or exhibits characteristics of dyslexia as identified under s. 1008.25(5)(a), or scored below a Level 3 on the most recent statewide, standardized English Language Arts (ELA) assessment ~~in the prior school year~~. An eligible student who is classified as an English Language Learner and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students shall receive priority.

(b) Exhibits a substantial deficiency in early mathematics skills based upon the results of the most recent progress monitoring administered pursuant to s. 1008.25(9), has a substantial deficiency in mathematics or the characteristics of dyscalculia as identified under s. 1008.25(6)(a), or scored below a Level 3 on the most recent statewide, standardized Mathematics assessment ~~in the prior school year~~.

(3) PARENT AND STUDENT RESPONSIBILITIES FOR PARTICIPATION.—

(a) For an eligible student to receive a scholarship account, the student’s parent must:

1. Submit an application to an eligible nonprofit scholarship-funding organization by the deadline established by such organization; and

2. If available, utilize the administrator’s system to make direct purchases ~~Submit eligible expenses to the eligible nonprofit scholarship-funding organization for reimbursement~~ of qualifying expenditures, which may include:

a. Instructional materials.

b. Curriculum. As used in this sub-subparagraph, the term “curriculum” means a complete course of study for a particular content area or grade level, including any required supplemental materials and associated online instruction.

c. Tuition and fees for part-time tutoring services provided by a person who holds a valid Florida educator's certificate pursuant to s. 1012.56, a person who holds a baccalaureate or graduate degree in the subject area, a person who holds an adjunct teaching certificate pursuant to s. 1012.57, ~~or~~ a person who has demonstrated a mastery of subject area knowledge pursuant to s. 1012.56(5), a person who holds a micro-credential under s. 1003.485, or, for a prekindergarten student, a person who holds a credential under s. 1002.55(3)(c)1. or an educational credential under s. 1002.55(4)(a) or (b).

d. Fees for summer education programs designed to improve reading, literacy, or mathematics skills.

e. Fees for after-school education programs designed to improve reading, literacy, or mathematics skills.

A provider of any services receiving payments pursuant to this subparagraph may not share any moneys from the scholarship with, or provide a refund or rebate of any moneys from such scholarship to, the parent or participating student in any manner. A parent, student, or provider of any services may not bill an insurance company, Medicaid, or any other agency for the same services that are paid for using scholarship funds.

(4) ADMINISTRATOR ADMINISTRATION.—An eligible nonprofit scholarship-funding organization as defined in s. 1002.395(2) shall be the administrator and participating in the Florida Tax Credit Scholarship Program established by s. 1002.395 may establish scholarship accounts for eligible students in accordance with the requirements of eligible nonprofit scholarship-funding organizations under this chapter.

(6) SCHOOL DISTRICT AND PRIVATE PREKINDERGARTEN PROVIDER OBLIGATIONS; PARENTAL OPTIONS.—

(a) ~~Each By September 30, the school district and private prekindergarten provider shall notify the parent of each eligible student of the process to request and receive a scholarship, subject to available funds, when providing results from the standardized coordinated screening and progress monitoring pursuant to s. 1008.25(9)(c).~~

(b) A school district may not prohibit instructional personnel from providing services pursuant to this section on the instructional personnel's school campus outside regular work hours, subject to school district policies for safety and security operations to protect students, instructional personnel, and educational facilities.

(7) ACCOUNT FUNDING AND PAYMENT.—

(c) ~~Upon notification from the eligible nonprofit scholarship-funding organization that a student being has been determined eligible for a scholarship, the department shall, within 45 days, release the student's scholarship funds to such organization to be deposited into the student's account.~~

(e) The eligible nonprofit scholarship-funding organization may develop a system that permits eligible students to use program funds to make direct purchases of qualifying expenditures for payment of scholarship funds by funds transfer, including, but not limited to, debit cards, electronic payment cards, or any other means of payment that the department deems to be commercially viable or cost-effective. A student's scholarship award may not be reduced for debit card or electronic payment fees. Commodities or services related to the development of such a system shall be procured by competitive solicitation unless they are purchased from a state term contract pursuant to s. 287.056.

~~(f) Payment of the scholarship shall be made by the eligible nonprofit scholarship-funding organization no less frequently than on a quarterly basis.~~

~~(f)(g)~~ Moneys received pursuant to this section do not constitute taxable income to the qualified student or his or her parent.

~~(g)(h)~~ A student's scholarship account must be closed and any remaining funds shall revert to the state after:

1. Denial or revocation of scholarship eligibility by the commissioner for fraud or abuse, including, but not limited to, the student or student's parent accepting any payment, refund, or rebate, in any manner, from a provider of any services received pursuant to subsection (3); or
2. Three consecutive fiscal years in which an account has been inactive.

Section 3. Subsection (5) of section 1003.01, Florida Statutes, is amended to read:

1003.01 Definitions.—As used in this chapter, the term:

(5) "Core-curricula courses" means:

(a) Courses in language arts/reading, mathematics, social studies, and science in prekindergarten through grade 3, excluding extracurricular courses pursuant to subsection (11);

(b) Courses in grades 4 through 8 in subjects that are measured by state assessment at any grade level and courses required for middle school promotion, excluding extracurricular courses pursuant to subsection (11);

(c) Courses in grades 9 through 12 in subjects that are measured by state assessment at any grade level and courses that are specifically identified by name in statute as required for high school graduation and that are not measured by state assessment, excluding extracurricular courses pursuant to subsection (11);

(d) Exceptional student education courses; and

- (e) English for Speakers of Other Languages courses.

The term is limited in meaning and used for the sole purpose of designating classes that are subject to the maximum class size requirements established in s. 1, Art. IX of the State Constitution. This term does not include courses offered under ss. 1002.321(4)(e) ~~1002.321(3)(e)~~, 1002.33(7)(a)2.c., 1002.37, 1002.45, and 1003.499.

Section 4. Section 1003.485, Florida Statutes, is amended to read:

1003.485 The New Worlds Reading Initiative.—

- (1) DEFINITIONS.—As used in this section, the term:

(a) “Administrator” means the a state University of Florida Lastinger Center for Learning registered with the department under s. 1002.395(15)(i) and designated to administer the initiative under paragraph (3)(a).

(b) “Annual tax credit amount” means, for any state fiscal year, the sum of the amount of tax credits approved under paragraph (5)(b), including tax credits to be taken under s. 211.0252, s. 212.1833, s. 220.1876, s. 561.1212, or s. 624.51056, which are approved for taxpayers whose taxable years begin on or after January 1 of the calendar year preceding the start of the applicable state fiscal year.

(c) “Department” means the Department of Education.

(d) “Division” means the Division of Alcoholic Beverages and Tobacco of the Department of Business and Professional Regulation.

(e) “Eligible contribution” means a monetary contribution from a taxpayer, subject to the restrictions provided in this section, to the administrator.

(f) “Initiative” means the New Worlds Reading Initiative.

(g) “Micro-credential” means evidence-based professional learning development ~~development~~ activities grounded in the science of reading which are competency-based, personalized, and on-demand. Educators must demonstrate their competence via evidence submitted and reviewed by trained evaluators.

(2) NEW WORLDS READING INITIATIVE; PURPOSE.—The purpose of the New Worlds Reading Initiative established under the department is to instill a love of reading by providing high-quality, free books to students in prekindergarten through grade 5 who are reading below grade level and to improve the literacy skills of students in prekindergarten through grade 12. The New Worlds Reading Initiative shall consist of:

(a) The program established under this section to provide high-quality, free books to students.

(b) The New Worlds Scholarship Program under s. 1002.411.

(c) The New Worlds Scholar program under s. 1008.365, which rewards high school students who instill a love of reading and improve the literacy skills of students in kindergarten through grade 3.

(d) The New Worlds micro-credential program established under this section which emphasizes strong core instruction and a tiered model of reading interventions for struggling readers.

(3) DEPARTMENT RESPONSIBILITIES.—The department shall:

~~(a) Designate an administrator to implement the initiative and to receive funding as provided in this section. The administrator must have an academic innovation institution with extensive experience in:~~

~~1. Conducting academic research in early literacy instruction.~~

~~2. Implementing online delivery of early learning and literacy training for educators nationally.~~

~~3. Developing online support materials that assist parents and caregivers in developing early literacy skills.~~

~~4. Conducting fundraising and public awareness campaigns to support the development and growth of evidence-based educational initiatives that support learning at home and in schools.~~

~~(a)(b)~~ Publish information about the initiative and tax credits under subsection (5) on its website, including the process for a taxpayer to select the administrator as the recipient of funding through a tax credit.

~~(b)(c)~~ 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 the annual financial report under paragraph (4)(j), and the academic achievement and learning gains, as applicable, of participating students based on data provided by school districts as permitted under s. 1002.22. The department shall establish a date by which the administrator and each school district must annually provide the data necessary to complete the report.

~~(c)~~ Provide the administrator with progress monitoring data for eligible prekindergarten through grade 12 students within 30 days after the close of each progress monitoring period.

(4) ADMINISTRATOR RESPONSIBILITIES.—The administrator shall:

(a) Develop, in consultation with the Just Read, Florida! Office under s. 1001.215, a selection of high-quality books encompassing diverse subjects and genres for each grade level to be mailed to students in the initiative.

(b) Distribute books at no cost to students as provided in paragraph (6)(c) either directly or through an agreement with a book distribution company.

(c) 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.

(d) Maintain a clearinghouse for information on national, state, and local nonprofit organizations that support efforts to improve literacy and provide books to children.

(e) Develop, for parents of students in the initiative, resources and training materials that engage families in reading and support the reading achievement of their students. The administrator shall periodically send to parents hyperlinks to these resources and materials, including video modules, via text message and e-mail.

(f) Provide professional learning development and resources to teachers that correlate with the books provided through the initiative.

(g) Develop, in consultation with the Just Read, Florida! Office under s. 1001.215, an online repository of digital science of reading materials and science of reading instructional resources that is accessible to public school teachers, school leaders, parents, and educator preparation programs and associated faculty.

(h) Develop a micro-credential that requires teachers to demonstrate competency to:

1. Diagnose literacy difficulties and determine the appropriate range of literacy interventions based upon the age and literacy deficiency of the student;

2. Use evidence-based instructional and intervention practices grounded in the science of reading, including strategies identified by the Just Read, Florida! Office pursuant to s. 1001.215(7); and

3. Effectively use progress monitoring and intervention materials.

(i) Administer the early literacy micro-credential program established under this section, which must include components on content, student learning, pedagogy, and professional learning development and must build on a strong foundation of scientifically researched and evidence-based reading instructional and intervention programs that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies, as identified by the Just Read, Florida! Office, pursuant to s. 1001.215(7).

1. At a minimum, the micro-credential curriculum must be designed specifically for instructional personnel in prekindergarten through grade 3 based upon the strategies and techniques identified in s. 1002.59 and address foundational literacy skills of students in grades 4 through 12.

2. The micro-credential must be competency based and designed for eligible instructional personnel to complete the credentialing process in no more than 60 hours, in an online format. The micro-credential may be delivered in an in-person format. Eligible instructional personnel may receive the micro-credential once competency is demonstrated even if it is before ~~prior to~~ the completion of 60 hours.

3. The micro-credential must be available by December 31, 2022, at no cost, to instructional personnel as defined in s. 1012.01(2); prekindergarten instructors as specified in ss. 1002.55, 1002.61, and 1002.63; and child care personnel as defined in ss. 402.302(3) and 1002.88(1)(e).

(j) Annually submit to the department an annual financial report that includes, at a minimum, the amount of eligible contributions received by the administrator; the amount spent on each activity required by this subsection, including administrative expenses; the number of micro-credentials and reading endorsements earned; and the number of students and households served under each component of the initiative, by school district, including the means by which additional literacy support was provided to students.

(k) Maintain separate accounts for operating funds and funds for the purchase and delivery of books.

(l) Expend eligible contributions received only for the purchase and delivery of books and to implement the requirements of this section, as well as for administrative expenses not to exceed 2 percent of total eligible contributions. Notwithstanding s. 1002.395(6)(1)2., the administrator may carry forward up to 25 percent of eligible contributions made before January 1 of each state fiscal year and 100 percent of eligible contributions made on or after January 1 of each state fiscal year to the following state fiscal year for purposes authorized by this subsection. Any eligible contributions in excess of the allowable carry forward not used to provide additional books throughout the year to eligible students shall revert to the state treasury.

(m) Upon receipt of a contribution, provide the taxpayer that made the contribution with a certificate of contribution. A certificate of contribution must include the taxpayer's name and, if available, its federal employer identification number; the amount contributed; the date of contribution; and the name of the administrator.

(6) ELIGIBILITY; NOTIFICATION; SCHOOL DISTRICT OBLIGATIONS.—

(a) A student in prekindergarten through grade 5 must be provided books through the initiative if the student is not yet reading on grade level, has a substantial reading deficiency identified under s. 1008.25(5)(a) ~~or (b)~~, has a substantial deficiency in early literacy skills based upon the results of the coordinated screening and progress monitoring under s. 1008.25(9), or scored below a Level 3 on the most recent preceding year's statewide, standardized English Language Arts assessment under s. 1008.22.

(b) Each school district shall notify the parent of a student who meets the criteria under paragraph (a) that the student is eligible to receive books at no cost through the New Worlds Reading Initiative and 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.

(c) Once an eligible student is identified, the school district shall 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.~~

(d) Upon enrollment and at the beginning of each school year, students must be provided options for specific book topics or genres in order to maximize student interest in reading.

(e) A student's eligibility for the initiative continues until promotion to grade 6 or until the student's parent opts out of the initiative.

(f) Each school district shall 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, and identifying students and notifying parents pursuant to this subsection.

(g) Each school district shall coordinate with each charter school it sponsors for purposes of identifying eligible students, notifying parents, coordinating book delivery, providing the opportunity to annually select book topics and genres, and raising awareness of the initiative as provided by this section.

(h) School districts and partnering nonprofit organizations shall raise awareness of the initiative, including information on eligibility and video training modules under paragraph (4)(e), through, at least, the following:

1. The student handbook and the read-at-home plan under s. 1008.25(5)(d).

2. A parent or curriculum night or separate initiative awareness event at each elementary school.

3. Partnering with the county library to host awareness events, which should coincide with other initiatives such as library card drives, family library nights, summer access events, and other family engagement programming.

(i) Each school district shall establish a data sharing agreement with the initiative's administrator which allows for a streamlined student verification and enrollment process.

(7) ADMINISTRATION; RULES.—

(a) The Department of Revenue, the division, and the Department of Education may develop a cooperative agreement to assist in the administration of this section, as needed.

(b) The Department of Revenue may adopt rules necessary to administer this section and ss. 211.0252, 212.1833, 220.1876, 561.1212, and 624.51056, including rules establishing application forms, procedures governing the approval of tax credits and carryforward tax credits under subsection (5), and procedures to be followed by taxpayers when claiming approved tax credits on their returns.

(c) The division may adopt rules necessary to administer its responsibilities under this section and s. 561.1212.

(d) The Department of Education may adopt rules necessary to administer this section.

(e) Notwithstanding any provision of s. 213.053 to the contrary, sharing information with the division related to this tax credit is considered the conduct of the Department of Revenue's official duties as contemplated in s. 213.053(8)(c), and the Department of Revenue and the division are specifically authorized to share information as needed to administer this section.

Section 5. Subsection (2) of section 1003.499, Florida Statutes, is amended to read:

1003.499 Florida Approved Courses and Tests (FACT) Initiative.—

(2) FLORIDA APPROVED COURSES.—The Department of Education shall annually publish online a list of providers approved to offer Florida approved courses which shall be listed in the online catalog pursuant to s. 1002.321(6) ~~s. 1002.321(5)~~.

(a) As used in this section, the term “Florida approved courses” means online courses provided by individuals which include, but are not limited to, massive open online courses or remedial education associated with the courses that are measured pursuant to s. 1008.22. Massive open online courses may be authorized in the following subject areas: Algebra I, biology, geometry, and civics. Courses may be applied toward requirements for

promotion or graduation in whole, in subparts, or in a combination of whole and subparts. A student may not be required to repeat subparts that are satisfactorily completed.

(b) A Florida approved course must be annually identified, approved, published, and shared for consideration by interested students and school districts. The Commissioner of Education shall approve each Florida approved course for application in K-12 public schools in accordance with rules of the State Board of Education.

Section 6. Section 1004.646, Florida Statutes, is created to read:

1004.646 University of Florida Lastinger Center For Learning.—There is created at the University of Florida, the Lastinger Center for Learning. The center shall:

(1) Develop and administer programs to improve student achievement outcomes in early learning, literacy, and mathematics.

(2) Provide professional learning for educators to improve the quality of instruction in early learning, literacy, and mathematics. Professional learning shall include the development of micro-credentials that require educators to demonstrate competency. Micro-credentials must be provided at low or no cost and be personalized, and may be provided online or in person.

(3) Provide technical assistance and support to school districts and schools in improving student achievement.

(4) Conduct and publish research on teaching and learning in early learning, literacy, and mathematics as well as professional learning for educators.

(5) This section is repealed effective July 1, 2024.

Section 7. Section 1004.561, Florida Statutes, is created to read:

1004.561 University of Florida Lastinger Center For Learning.—There is created at the University of Florida, the Lastinger Center for Learning. The center shall:

(1) Develop and administer programs to improve student achievement outcomes in early learning, literacy, and mathematics.

(2) Provide professional learning for educators to improve the quality of instruction in early learning, literacy, and mathematics. Professional learning shall include the development of micro-credentials that require educators to demonstrate competency. Micro-credentials must be provided at low or no cost and be personalized, and may be provided online or in person.

(3) Provide technical assistance and support to school districts and schools in improving student achievement.

(4) Conduct and publish research on teaching and learning in early learning, literacy, and mathematics as well as professional learning for educators.

(5) Administer the New Worlds Tutoring Program that supports school districts and schools in improving student achievement in reading and mathematics pursuant to s. 1008.366.

(6)(a) Collaborate with school districts on the implementation of s. 1002.321(3) and award grant funds to eligible recipients.

(b) The sum of \$2 million in recurring funds from the General Revenue Fund are appropriated to the University of Florida Lastinger Center for Learning for the grants awarded pursuant to this subsection.

Section 8. Paragraph (d) of subsection (5), paragraph (c) of subsection (6), and paragraph (c) of subsection (9) of section 1008.25, Florida Statutes, are amended to read:

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

(5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

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

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student’s difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources identified in paragraph (e) (f).

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

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

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

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

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

(6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

(c) The parent of a student who exhibits a substantial deficiency in mathematics, as described in paragraph (a), must be notified in writing of the following:

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

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

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

4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child

succeed in mathematics. The home-based plan must provide access to the resources identified in paragraph (d) (e).

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

(9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student's teacher or prekindergarten instructor within 1 week and to the student's parent within 2 weeks after of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7)(h).

1. A student's results from the coordinated screening and progress monitoring system must be recorded in a written, easy-to-comprehend individual student report. Each school district shall provide a parent secure access to his or her child's individual student reports through a web-based portal as part of its student information system. Each early learning coalition shall provide parents the individual student report in a format determined by state board rule.

2. In addition to the information under subparagraph (a)5., the report must also include parent resources that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement. Parent resources may include personalized video formats.

3. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully reporting to parents results from the coordinated screening and progress monitoring system. The department shall develop ways to increase the utilization, by instructional staff and parents, of student assessment data and resources.

4. An individual student report must be provided in a printed format upon a parent's request.

Section 9. Section 1008.366, Florida Statutes, is created to read:

1008.366 The New Worlds Tutoring Program.—

(1) The New Worlds Tutoring Program is created to support school districts and schools in improving student achievement in reading and mathematics by:

(a) Providing best practice science of reading guidelines for districts in consultation with the Just Read, Florida! Office.

(b) Providing best practice guidelines for mathematics tutoring in alignment with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for mathematics.

(c) Establishing minimum standards that each school district must meet to participate in the program. The minimum standards must address:

1. Appropriate group sizes for tutoring sessions.
2. The frequency and duration of tutoring sessions.
3. Minimum staffing qualifications for tutors.
4. The use of ongoing, informal and formal assessments to target instructional interventions.
5. Prioritization strategies for tutoring students.

(d) Providing access during the school day to additional literacy or mathematics support through evidence-based automated literacy tutoring software that provides each student with real-time interventions that are based in science of reading principles or mathematics instructional best practices and individually tailored to the needs and ability of each student. Access shall be provided to students in kindergarten through grade 5 enrolled in a public school who have a substantial deficiency in reading or mathematics in accordance with s. 1008.25. The term "evidence-based" has the same meaning as in s. 1003.4201(6).

(e) Awarding grants to school districts that may be used for stipends for in-person tutoring during the school day, before and after school, or during a summer program. In-person tutoring may be provided to, at a minimum, kindergarten through grade 5 students enrolled in a public school who have a substantial deficiency in reading or mathematics in accordance with s. 1008.25. To identify eligible students, the department shall provide the administrator with mathematics and reading progress monitoring data for eligible kindergarten through grade 12 students within 30 days after the close of each progress monitoring period.

(f) Providing technical assistance and professional learning to school districts, including:

1. Advising district staff on tutoring program design and intervention selection upon request.

2. Assisting districts in reviewing tutoring programs, professional learning programs, curriculum, and resources to ensure that they adhere to the science of reading or best practices in mathematics.

3. Providing professional learning to district staff to build their knowledge and skills around the science of reading or best practices in mathematics.

(2) Annually, by July 1, the administrator of the New Worlds Tutoring Program shall provide to the President of the Senate, the Speaker of the House of Representatives, and the Commissioner of Education a report summarizing school district use of program funds and student academic outcomes as a result of the additional literacy or mathematics support provided under this section.

Section 10. This act shall take effect July 1, 2024.

Approved by the Governor May 9, 2024.

Filed in Office Secretary of State May 9, 2024.