

2021

Annual
Legislative Session
Summary

Prepared by the
Association of Florida Colleges



Serving the Florida College System since 1949

2020-21
ASSOCIATION OF FLORIDA COLLEGES
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FLORIDA COLLEGE SYSTEM APPROPRIATIONS LEGISLATIVE HIGHLIGHTS

The 2021 Florida Legislature adjourned sine die on April 30, 2021. In the end, the Legislature approved the General Appropriations Act (SB 2500), appropriating an overall budget of \$101.5 billion which takes effect July 1, 2021. The GAA was signed into law with [vetoes](#) on June 3, 2021.

The 2021 regular legislative session included:

- 3,096 Bills and PCBs filed
- 275 Bills passed both chambers

Of those that passed, 188 were substantive policy bills.

The final GAA provides an overall increase for Florida colleges of \$87 million (+6.85%) over the 2020-21 operating budget.

- Program funds show an increase of \$64 million (or 5.19%) increase.
- Instructional materials of \$550,000 is removed from Florida College budget and transferred to Student Financial Aid budget (SB2500 line 73A).
- Student Success Incentives or Performance funds are \$25 million (\$15 million for 2+2 and \$10 million for workforce).
- Postsecondary Academic Library Network is \$9 million. The other amount of \$11 million is in the Universities' budget (SB2500 line 145A).
- Open Door Grant Program is \$20 million.
- Industry Certifications is \$14 million.

Of note:

- Of the \$10 million for the First Generation Matching Grant, the colleges' portion is \$2,654,332.
- Dual Enrollment Scholarship for \$15.5 million (SB2500, line 73A, page 16).
- Twenty FCO college projects for \$123 million:
 - Five projects at \$26 million (SB2500, line 20A, page 7).
 - Fifteen projects at \$97 million (SB2500, Section 152, page 452).
 - Deferred Building Maintenance of \$350 million (SB2500, page 449).
- Authorizes colleges to acquire or construct facilities which could require GR for operation and maintenance.

And lastly, the holdback funds are released for the colleges. The timing to send these funds is based on the Governor's signature of these bills. We anticipate that the State will release these funds as an additional GR release before the end of the year.

Budget information courtesy of Jon Manalo, Associate Vice Chancellor, Florida College System.

**2021-22 GENERAL APPROPRIATIONS ACT (GAA)
FCS Program Fund (SB 2500)**

	2020-2021	2021-2022
Program Fund – EETF	\$168,247,219	\$196,932,429
Program Fund – GR	\$ 1,064,162,315	\$1,099,440,778
Program Fund TOTAL	\$ 1,232,409,534	\$1,296,373,207
Tier Funding Model	\$22,944,025	Rolled into Program Fund above
Industry Certifications	\$14,000,000	\$14,000,000
Dual Enrollment Instructional Materials	\$550,000	Moved into OSFA’s budget
Commission on Community Service	\$983,182	\$983,182
Postsecondary Academic Library Network	\$0	\$9,076,322
Incentive Funding:		
2+2 Success	\$20,000,000	\$15,000,000
Workforce Success	\$10,000,000	\$10,000,000
Open Door Grant Program	\$0	\$20,000,000
TOTAL FCS	\$1,277,942,716	\$1,365,432,711

Budget Line items that benefit the college system:

- **Dual Enrollment Scholarship- \$15,500,000**

The funds shall be used to reimburse eligible public postsecondary institutions for tuition and related instructional material costs for dual enrolled students. For fall and spring terms, institutions shall be reimbursed for tuition and related instruction taken by private school or home education program secondary students. For summer term, institutions shall be reimbursed for tuition and related instruction taken by public school, private school or home education program secondary students.

- **Open Door Grant Program- \$20,000,000**

The nonrecurring funds provided in Specific Appropriation 129A, from the federal Governors Emergency Education Relief Fund, award number S425C210025 from the Federal Grants Trust Fund are provided to the Florida College System to implement the provisions relating to the Open Door Grant Program in HB 1507 and are contingent upon the bill or similar legislation becoming a law.

- **Workforce Development - \$10,000,000**

Funding provided for new Pathways to Career Opportunities Grants for high schools, career centers, technical centers and FSC institutions to provide sponsored apprenticeship and pre-apprenticeship programs to meet demonstrated regional workforce demands. Funds may be used for instructional equipment, supplies, personnel, student services, and other expenses associated with the creation or expansion of a program.

- **Job Growth Grant Fund- \$50,000,000**

The Florida Job Growth Grant Fund is an economic development program designed to promote public infrastructure and workforce training across the state. Proposals are reviewed by the Florida Department of Economic Opportunity (DEO) and Enterprise Florida, Inc. (EFI) and chosen by the Governor to meet the demand for workforce or infrastructure needs in the community they are awarded to.

2021-2022 FINANCIAL AID SUMMARY

Source Code: General Revenue (GR) Educational Enhancement Trust Fund (EETF)

1. FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM - \$623,261,360 (EETF)

Academic Scholars – Academic Scholars shall receive an award equal to the amount necessary to pay 100 percent of tuition and applicable fees for fall, spring, and summer terms.

Medallion Scholars – Medallion Scholars shall receive an award equal to the amount necessary to pay 75 percent of tuition and applicable fees for fall, spring, and summer terms. A Medallion Scholar who is enrolled in an associate degree program at a Florida College System institution shall receive an award equal to the amount necessary to pay 100 percent of the tuition and applicable fees.

Gold Seal Vocational Scholars – awarded per credit hour or equivalent as follows:

- Career Certificate Program - \$39
- Applied Technology Diploma Program - \$39
- Technical Degree Education Program - \$48

Gold Seal CAPE Scholars

- Bachelor of Science Program with Statewide Articulation Agreement - \$48
- Florida College System Bachelor of Applied Science Program - \$48

Top Scholars additional stipend - \$44

2. First Generation in College Matching Grant Program - \$10,617,326 (GR) includes \$2,654,332 for First Generation Matching Grant Programs at Florida Colleges.

3. Financial Assistance Payments - \$199,482,620 (GR) and \$84,574,856 (EETF) = \$284,057,476 Maximum Award for any FSAG recipient - \$3,260

- FSAG Postsecondary - \$6,430,443
- FSAG Career Education - \$3,309,050
- Children of Deceased/Disabled Veterans - \$11,007,644
- Florida Work Experience - \$1,569,922
- Rosewood Family Scholarships - \$256,747
- Florida Farmworker Scholarship Program - \$272,151
- Honorably Discharged Graduate Assistance Program - \$1,000,000
- Randolph Bracy Ocoee Scholarship Program - \$305,000
- Florida College to Congress - \$250,000 [Vetoed]

4. Florida EASE (Effective Access to Student Education Grant (formerly the Florida Residence Assistance Grant - FRAG) - \$114,861,630 (GR) for 40,430 awards @ \$2,841

5. Florida Access to Better Learning and Education (ABLE)

- Florida ABLE, Inc. – \$1,770,000 (GR)
- ABLE Grants (Private for-profit college students) - \$0

6. Prepaid Tuition Scholarship - \$7,000,000 (GR)

7. Benacquisto Scholarship Program - \$34,258,620 (GR)

8. Minority Teacher Scholarship Program - \$917,798 (GR)

9. Mary McLeod Bethune Scholarship - \$160,500 (GR) and \$160,500 (SSFATF) = \$321,000

10. Jose Marti Scholarship Challenge Grant - \$50,00 (GR) and \$74,000 (SSFATF) = \$124,000

Bills That Passed

Author's Note: Much of the text below is verbatim from the staff analysis authored by the talented staff of the Florida House of Representatives or Florida Senate, edited to focus on the application of these bills to Florida College System institutions. Many thanks to those folks who put in the time to create the analyses. Additionally, thank you to the Florida College System attorneys who also provided help, insight, and writing assistance.

****** As of June 10, 2021, the Governor has only signed the following bills into law: SB72; HB 7011; HB 7017; SB 1028; SB 2006; HB 35 . ******

Senate Bill 72: Civil Liability for Damages Relating to COVID-19

Effective Date: March 29, 2021

Summary: The bill provides protections for any civil liability claim against a public or non-public educational institution for COVID-19 related claims. A COVID-19-related claim is defined as a civil liability claim for damages, injury, or death that arises from, or is related to, COVID-19. The bill requires certain preliminary steps from Plaintiffs in order to bring claims. Additionally, the trial judge must determine before trial whether the educational institution a good faith effort to substantially comply with authoritative or controlling government-issued health standards or guidance at the time that the cause of action accrued. Even if the court makes such a finding, Plaintiffs must prove that the educational institution is grossly negligent by clear and convincing evidence. Finally, Plaintiffs must bring their claims within one year of the accrual of their action.

The Senate Bill 72 is found [here](#). The available staff analysis, from which this summary comes, can be found [here](#).

House Bill 233: Intellectual Freedom

Effective Date: July 1, 2021

Summary:

Survey: The bill requires the State Board of Education (SBE) and Board of Governors of the State University System (BOG) to select or create a survey to be administered by all Florida College System (FCS) institutions and state universities annually. The surveys must be designed to capture the extent to which competing ideas and perspectives are presented on campus as well as the extent to which those surveyed feel free to express their beliefs and viewpoints on campus and in the classroom. The bill requires the surveys to be objective, nonpartisan, and “statistically valid.” All FCS institutions and state universities must conduct the survey annually. Beginning September 1, 2022, the results of this survey are to be compiled by the SBE and the BOG, respectively, and published each September.

No “Shielding”: The bill prohibits the SBE, the BOG, FCS institutions, and state universities from shielding students, faculty, or staff from protected free speech. The bill defines “shield” to mean the limiting of

students' access to or observation of ideas and opinions they may find uncomfortable, unwelcome, disagreeable, or offensive.

Classroom Audio/Video Recording: The bill authorizes the video and audio recording of class lectures and clarifies that the nonconsensual recording of video and audio of such lectures recorded in classrooms, subject to the privacy protections provided in the Family Educational Rights and Privacy Act (FERPA), is permissible. The bill makes it clear that this specified recording as authorized would not be a felony under Florida law, even if all the parties to the recording did not consent to be recorded. A recording made in a classroom may only be used for the following purposes: personal educational use in connection with a complaint to the public institution of higher education where the recording was made; or as evidence in, or in preparation for, a criminal or civil proceeding. The bill further requires that a recording made in a classroom may only be published with the lecturer's consent. The bill provides for causes of action that may be brought by a student against an institution that violates this law, and by individuals (such as faculty members against a student who publishes recordings in violation of this law).

Student Codes of Conduct: The bill proscribes certain requirements that now must be contained in the codes of student conduct maintained by FCS and State University System (SUS) institutions, including:

1. Written notice of disciplinary proceeding, at least 7 business days prior to the proceeding, that includes the allegations, a specific citation to the code of conduct provision alleged violated, a description of the process to be used for the disciplinary proceeding, student's or student organization's rights in the proceeding, the date, time, and location of the disciplinary proceeding;
2. A student or student organization must be provided a list of witnesses who provided information to the institution or will provide information at the proceeding as well as all known inculpatory and exculpatory information at least 5 business days prior to the proceeding;
3. A presumption of innocence of the accused student or student organization until the institution carries its burden of proof, as created by this bill, as at least a preponderance of the evidence;
4. The right to an impartial hearing officer;
5. The right to not self-incriminate and to remain silent and that such silence cannot be used against the accused student or student organization;
6. The right to present relevant evidence and question witnesses;
7. The right to an advocate or advisor provided by the institution to assist the student or student organization in understanding their rights;
8. The right, at their own expense, to hire an advisor, advocate, or legal representative to be present and who can fully participate in the disciplinary proceeding;
9. The right to appeal any initial determination to an appropriate senior administrator of the institution;
10. A requirement that an accurate and complete recording be made of the disciplinary proceeding and any appeal and that such recording be made available to the student or student organization upon request; and
11. A time limit for the charging of students under the code, including any exceptions to such time limit.

The House Bill 233 is found [here](#). The full staff analysis can be found [here](#).

Senate Bill 7017: Foreign Influence

Effective Date: July 1, 2021

Summary: The bill requires state agencies and political subdivisions to disclose all foreign donations and grants of \$50,000 or more to the Department of Financial Services (DFS).

The bill also requires applicants for grants or those proposing contracts with state agencies and political subdivisions to disclose all foreign financial connections with any of seven countries of concern (the People's Republic of China, the Russian Federation, the Islamic Republic of Iran, the Democratic People's Republic of Korea, the Republic of Cuba, the Venezuelan regime of Nicolás Maduro, or the Syrian Arab Republic, including any agency of or any other entity under significant control of such foreign country of concern). The Department of Management Services (DMS) is required to screen vendors participating in the online procurement system at least once every five years.

Disclosure is not required for an application or proposal from an entity that is a state agency, political subdivision, or institution of higher education that is required to disclose a grant or gift from a foreign source. DFS may administratively enforce the disclosures of state agencies, political subdivisions, and entities applying for grants or proposing contracts.

The bill authorizes both DMS and DFS to adopt rules needed to carry out the new law. Rules must be published by December 31, 2021, unless the department head certifies that a delay is necessary and sets a date by which such rules will be published.

The bill prohibits participation in an agreement with a foreign country of concern by any state agency political subdivision, public school, state college, or state university that is authorized to expend state-appropriated funds or levy ad valorem taxes that:

1. Constrains the freedom of contract of such public entity;
2. Allows the curriculum or values of a program in the state to be directed or controlled by the foreign country of concern; or
3. Promotes an agenda detrimental to the safety or security of the United States or its residents.
4. Prior to execution of any cultural exchange agreement with a foreign country of concern the substance of the agreement must be shared with federal agencies concerned with protecting national security or enforcing trade sanctions, embargoes, or other restrictions under federal law. If such federal agency provides information suggesting such agreement promotes an agenda detrimental to the safety or security of the United States or its residents, the public entity may not enter into the agreement.

The bill also prohibits any grant or donation conditioned upon participation in such program or endeavor. Each Florida institution or other public body will remain free to pursue the study of any language and culture apart from any such agreement or conditions.

The bill requires institutions of higher education to semiannually report, each January 31 and July 31, all foreign gifts, grants, and contracts valued at \$50,000 or more. The bill defines "institution of higher learning" to mean a state university, an entity listed in subpart B of part II of chapter 1004 that has its own governing board, a Florida College System institution, an independent nonprofit college or university that is located in and chartered by the state and grants baccalaureate or higher degrees, any other institution that has a physical presence in the state and is required to report foreign gifts or contracts pursuant to 20

U.S.C. s. 1011f, or an affiliate organization of an institution of higher education. The bill defines “gift” to mean any transfer of money or property from one entity to another without compensation. The bill defines “grant” to mean a transfer of money for a specified purpose, including a conditional gift. The bill defines “contract” to mean any agreement for the direct benefit or use of any party to such agreement, including an agreement for the sale of commodities or services.

Universities and colleges, including their direct-support organizations and other affiliates, must disclose applicable donations or grants to either the Board of Governors of the State University System or the Florida Department of Education. The disclosure must include:

1. The amount of the gift and the date it was received.
2. The contract start and end date if the gift is a contract.
3. The name of the foreign source and, if not a foreign government, the country of citizenship, if known, and the country of principal residence or domicile of the foreign source.
4. A copy of a gift agreement between the foreign source and the institution of higher education, signed by the foreign source and the chief administrative officer of the institution of higher education, or their respective designees. If an agreement includes certain information protected from disclosure, then an abstract and redacted copy providing all required information may be submitted in lieu of a copy of the agreement.

The Senate Bill 7017 is found [here](#). The full staff analysis, from which this summary comes, can be found [here](#).

Senate Bill 52: Postsecondary Education

Effective Date: July 1, 2021

Summary:

Waivers for Children in Department of Children and Families (DCF) Custody: The bill amends s. 1009.25, F.S., to clarify that tuition and fee exemptions apply to a student who is currently in the custody of the DCF or in the custody of a relative or nonrelative defined in law, or was so at the time he or she reached 18 years of age. Therefore, the bill may reduce confusion in the identification of students under DCF custody who are eligible for a tuition and fee exemption, specifically those students who enroll at a postsecondary institution prior to the age of 18.

Dual Enrollment Scholarship: The bill establishes in policy of a dedicated funding source to help defray the costs of dual enrollment for postsecondary institutions and private secondary schools may enhance student access to dual enrollment courses. The Program may also reduce the cost of dual enrollment for private school and home education students through providing additional funds for instructional materials. The goal of the Program is to support postsecondary institutions in providing dual enrollment. The bill establishes the following requirements for reimbursements to postsecondary institutions for students participating in dual enrollment.

Beginning in the 2021 fall term, the Program reimburses eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms. Beginning in the 2022 summer term, the Program reimburses institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students

during the summer term. The bill specifies the following reimbursement rates, which provide: Florida College System institutions the in-state resident tuition rate established in s. 1009.23(3)(a), F.S. State University System institutions and independent postsecondary institutions the standard tuition rate established in s. 1009.24(4)(a), F.S. All eligible postsecondary institutions instructional materials costs based on a rate specified in the General Appropriations Act (GAA).

The Program requires a student participating in a dual enrollment program to meet minimum eligibility requirements specified in law for the institution to receive reimbursement.

The bill establishes reporting requirements for participating postsecondary institutions, such that annually by March 15, each participating institution must report to the Department of Education (DOE) any eligible secondary students from private schools or home education programs enrolled during the previous fall or spring terms. Annually by July 15, each participating institution must report to the DOE any eligible public school, private school, or home education program students enrolled during the summer term.

For each dual enrollment course in which the student is enrolled, the report must include a unique student identifier, the postsecondary institution name, the postsecondary course number, and the postsecondary course name.

The bill specifies that reimbursement is contingent upon an appropriation in the GAA each year. If the statewide reimbursement amount is greater than the appropriation, the institutional reimbursement amounts must be prorated among the institutions that have reported eligible students to the DOE by the deadlines specified. The bill specifies that dual enrollment courses taken during the following terms shall be reimbursed according to the following deadlines: for courses taken during the fall and spring terms, by April 15 of the same year; for courses taken during the summer term, by August 15 of the same year, before the beginning of the next academic year.

The bill requires the State Board of Education (SBE) to adopt rules to implement this section.

Collegiate High School Program (now, the Early College Program): The bill modifies s. 1007.273, F.S., and changes the name of the Collegiate High School Program to the Early College Program. In addition, the bill changes the purpose of the program to remove specified grade levels and credit thresholds to specify that an early college program means a structured high school acceleration program in which a cohort of students is enrolled full-time in postsecondary courses toward an associate degree. It also requires that early college programs prioritize courses applicable as general education core courses for an associate degree or a baccalaureate degree, and specifies that the early college program contract between a district school board and the local Florida College System (FCS) institution. The contract must include a delineation of dual enrollment courses available, including general education core courses. It specifies that a charter school may execute a contract directly with the local FCS institution or another postsecondary institution to establish an early college program at a mutually agreed upon location.

The bill includes conforming provisions to change the name of the collegiate high school program to the Early College Program related to K-12 student and parent rights and educational choice, and requirements for a standards high school diploma for students with a disability.

The modifications to the Early College Program may increase access to such programs by students in charter schools, and may assist students in choosing dual enrollment courses that satisfy associate and baccalaureate degree requirements at public postsecondary institutions.

The Senate Bill 52 is found [here](#). The available staff analysis, from which this summary comes, can be found [here](#).

House Bill 1507: Workforce Related Programs and Services

Effective Date: July 1, 2021

Summary:

The REACH Office: To facilitate alignment and coordination of entities responsible for Florida’s Workforce Delivery System, the bill creates the Office of Reimagining Education and Career Help (REACH Office) in the Executive Office of the Governor. The Director of the REACH Office is required to be appointed by the Governor and serve at his or her pleasure. The Director is tasked with many responsibilities:

1. Coordinate state and federal workforce related programs, plans, resources, and activities provided by CareerSource, the Department of Economic Opportunity (DEO), and the Department of Education (DOE);
2. Oversee the workforce development information system designed by the DOE to verify the validity of data collected and monitor compliance of workforce related programs and education and training programs with applicable federal and state requirements as authorized by federal and state law;
3. Serve on the Credentials Review Committee to identify non-degree and degree credentials of value and facilitate the collection of data necessary to conduct committee work;
4. Coordinate and facilitate a memorandum of understanding (MOU) for data sharing agreements of the state's workforce performance data among state agencies and align, to the greatest extent possible, adopted performance measures;
5. Streamline the clinical placement process and increase clinical placement opportunities for students, hospitals, and other clinical sites by administering, directly or through a contract, a web-based centralized clinical placement system for use by all nursing education programs subject to the requirements of nursing education program approval;
6. Direct the objectives of the Talent Development Council;
7. Develop criteria to grade the local workforce development boards, which is primarily based on the long-term self-sufficiency of participants through outcome measures;
8. Develop a “No Wrong Door Strategy” in Florida which reduces the number of visits to resource offices in order to obtain workforce related services;
9. Develop a workforce opportunity portal to integrate state information systems and report on the integration on December 1, 2022 and annually thereafter; and
10. Review each workforce related programs offered by public postsecondary educational institutions and public and private training providers 1 year after each program’s graduating class and every 5 years after the first review.

Career Source Florida and Local Workforce Development Boards (LWDBs): The bill requires the CareerSource state board to work with state and local partners in the workforce development system to develop the strategic planning elements required by Workforce Innovation and Opportunity Act (WIOA) for Florida’s state plan. Moreover, the bill increases the responsibility of Career Source State Board to:

1. Create a state employment, education, and training policy that ensures workforce related programs are responsive to present and future business and industry needs and complement the initiatives of Enterprise Florida, Inc.;

2. Establish policy direction for a uniform funding system that prioritizes evidence-based, results driven solutions.
3. Include in their policy related to the education and training of target populations the effective use of federal, state, local, and private resources in reducing the need for public assistance by combining two or more sources of funding to support workforce related programs or activities for vulnerable populations.
4. Identify barriers to coordination and alignment among workforce related programs and activities and develop solutions to remove such barriers.
5. Maintain a Master Credentials List that:
 - a. Serves as a public and transparent inventory of state-approved credentials of value.
 - b. Directs the use of federal and state funds for workforce education and training programs that lead to approved credentials of value. Guides workforce education and training programs by informing the public of the credentials that have value in the current or future job market.
6. Establish incentives for LWDBs which reward effective alignment and coordination of federal and state programs and programs identified by the REACH Office and outline rewards for achieving long-term self-sufficiency of participants.

The bill eliminates local standards for eligible training provider lists, and instead directs the use of WIOA workforce program funds to high-quality training providers as determined by rules to be set by the Department of Economic Opportunity (DEO). The bill requires a training provider who offers training for credentials identified on the Master Credentials List, as determined by the CareerSource Credentials Review Committee, to no longer be eligible for inclusion on a state or local Eligible Training Provider List (ETPL) if the provider fails to submit required information or fails to meet initial or subsequent eligibility criteria.

The bill requires subsequent eligibility criteria to use performance and outcome measures which at a minimum, must require each program offered by a training provider to meet the following phased in criteria: For the 2021-2022 program year, the DEO and the Department of Education (DOE) must set the minimum criteria a training provider program must achieve for completion, earnings, and employment rates of eligible participants. The bill requires that the minimum program criteria set must not exceed the threshold at which more than 20 percent of all eligible training provider programs in the state would fall below. Beginning with the 2022-2023 program year, each program offered by a training provider must, at a minimum, meet all of the following: Income earnings for all individuals who complete the program that are equivalent to or above the state's minimum wage in a calendar quarter. An employment rate of at least 75 percent for all individuals, with programs linked to an occupation, the employment rate must be calculated based on obtaining employment in the field in which the participant was trained. A completion rate of at least 75 percent for all individuals, beginning with the 2023-2024 program year.

Strategic Efforts to Achieve Self-Sufficiency (SEAS): The bill names three strategies under the title of SEAS, which are the workforce opportunity portal, the Open Door Grant Program, and the Money-Back Guarantee Program.

The Open Door Grant Program awards 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 programs for eligible students upon successful completion and award of a credential of value. The grant program will provide short-term training for high demand programs in Florida, offering job seekers an opportunity to obtain expedited and affordable training.

In order to be eligible, a student must complete the Federal Application for Federal Student Aid (FASFA). For a student who does not receive state or federal aid, then at the time of enrollment the student is responsible for paying one-third of the cost of the program and signing an agreement to either complete the program or pay an additional one-third of the program cost in the event of noncompletion. For a student who does receive state or federal aid, grant funds may be awarded to cover the unmet need after all eligible aid is accounted for. Grant funds can be used to cover tuition, fees, examinations, books, and materials. The maximum reimbursement is \$3,000 per training program by a student. The Department of Education (DOE) must provide an annual report on the program.

The Money Back Guarantee Program requires each school district and FCS institution, beginning in the 2022-2023 academic year, to refund the cost of tuition to students who are not able to find a job within 6 months of successful completion of select workforce related programs. The bill requires each institution to offer a money-back guarantee on at least three programs that prepare individuals to enter in-demand, middle-level to high-level wage occupations, or at least 50 percent of workforce education programs if the institution offers six or fewer programs. The bill requires the money-back guarantee program to be offered for all workforce education program which are established to meet a critical local economic need and are not aligned to statewide needs identified by the Labor Market Estimating Conference. The bill requires each institution to establish student eligibility criteria for the program, including student attendance, career service attendance, participation in internships or work-study, job search documentation, and development of a student career plan. Institutions are required to notify the State Board of Education (SBE) of the money-back guarantee programs it offers by July 1, 2022 and information on the offered programs are required to be made available on each school district's and FCS institution's website, on the DOE's website, and on the Employ Florida website. The bill requires the DOE to provide a report on performance results by school district, FCS institution, and program by November 1 of each year.

Healthcare Services Study: The bill requires the Board of Governors (BOG) and the State Board of Education (SBE) to conduct a statistically valid biennial data-driven gap analysis of the healthcare workforce. The analysis must provide 10-year trend information on nursing education programs. Information from about nursing education programs must come from the Department of Health, the BOG, the SBE, the Commission for Independent Education (CIE), the Independent Colleges and Universities of Florida (ICUF), and postsecondary institutions participating in the Access to Better Learning and Education (ABLE) or Effective Access to Student Education (EASE) state grant programs and provide data on: (1) the number and type of programs and student slots available; (2) the number of student applications submitted, the number of qualified student applicants, and the number of students accepted; (3) the number of program graduates; (4) program retention rates of students tracked from program entry to graduation; (5) graduate passage rates on and the number of times each graduate took the National Council of State Boards of Nursing Licensing Examination; (6) the number of graduates who become employed as practical or professional nurses in the state; and (7) the educational advancement of nurses through career pathways by comparing their initial degree to their highest degree obtained for the preceding 10 years. Additionally, the BOG and the SBE must develop a survey for use by the Department of Health, the CIE, the ICUF, and postsecondary institutions participating in ABLE or EASE, to collect information on trends in nursing education programs. The survey must include, at a minimum, a student's age, gender, race, ethnicity, veteran status, wage, employer information, loan debt, and retirement expectations.

Credential Review Committee and Master Credentials List: The bill centralizes identification and designation of credentials of value by requiring the CareerSource state board to appoint a Credentials

Review Committee to identify non-degree credentials and degree credentials of value for approval by the CareerSource state board and inclusion in a Master Credentials List. Credentials must include registered apprenticeship programs, industry certifications, licenses, advanced technical certificates, college credit certificates, career certificates, applied technology diplomas, associate degrees, baccalaureate degrees, and graduate degrees. The bill requires the committee to establish a definition for credentials of value for Florida and create a framework of quality. The framework must align with federally funded workforce accountability requirements and undergo biennial review. The bill requires the committee to establish criteria to determine value for degree programs. Criteria for degree programs must include evidence that the program meets the labor market demand as identified by the Labor Market Estimating Conference or meets local demand as determined by the committee.

Beginning with the 2022-2023 school year, the bill requires the CareerSource state board to produce and submit a Master Credentials List to the State Board of Education (SBE). The list must, at a minimum, identify non-degree credentials and degree programs determined to be of value for CAPE Industry Certification funding; identify whether the credential or degree program meets statewide, regional, or local level demand; identify the type of certificate, credential, or degree; and identify the primary standard occupation classification code. The Master Credentials List will be used by the SBE to establish the CAPE Industry Certification Funding List beginning with the 2022-2023 school year. For the 2021-2022 school year the SBE will continue to use the certifications identified in the CAPE Industry Certification Funding List and the Career and Professional Education (CAPE) Postsecondary Industry Certification Funding List adopted by the SBE before October 1, 2021.

Returned Value Funding Formula of Industry Certification Performance Funds: Beginning with FY 2022-2023, the bill revises the formula for allocating postsecondary performance incentive funding to school district technical centers and Florida College System (FCS) institutions. Rather than each certification earning an institution \$1,000, the bill requires the committee to develop a returned value funding formula that rewards student job placements and wages for students earning industry certifications, with a focus on increasing the economic mobility of underserved populations.

One-third of the performance funds must be allocated based on student job placement. The remaining two-thirds must be allocated using a tiered weighted system based on aggregate student wages that exceed minimum wage with the highest weight applied to the highest wage tier, with additional weight for underserved populations. Student wages above minimum wage are considered to be the value added by the institution's training. At a minimum, the bill requires the Credentials Review Committee to take into account variables such as differences in population and wages across school districts and the state when developing the returned-value funding formula. In addition, when developing the formula, the committee must not penalize school districts or institutions for students who postpone employment to continue their education. The bill removes an obsolete methodology for distribution of performance funds.

The bill requires the CAPE strategic 3-year plan developed jointly by the local school district, Local Workforce Development Boards (LWDBs), economic development agencies, and state-approved postsecondary institutions to be developed based on local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Estimating Conference and strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Estimating Conference.

Workforce Education Programs: The bill requires the State Board of Education (SBE) to develop criteria for the review and approval of new workforce education programs which are not included in the statewide

curriculum framework and are proposed to be offered by a Florida College System (FCS) institution or a school district technical center. The bill requires the criteria to be based on the framework of quality established by the Credentials Review Committee. Current law defines a workforce education program as the delivery of any of the following: adult general education programs; career certificate programs; applied technology diploma programs; continuing workforce education courses; degree career education programs; or apprenticeship and pre-apprenticeship programs.

The bill requires the SBE to develop criteria for the review and approval of new workforce education programs which are not included in the statewide curriculum framework and are proposed to be offered by a FCS institution or a school district technical center. The bill requires the criteria to be based on the framework of quality established by the Credentials Review Committee. The bill authorizes a FCS institution or school district to offer new workforce education programs that are already included in the statewide curriculum framework; however, these programs may not receive performance funding and add on Full-Time Equivalent (FTE) funding until they are reviewed and approved by the SBE, based on a minimum of factors included in the statute, including unmet labor need, duplication created by adding the program looking a public and private providers of the same program, alignment with the Master Credentials List; articulation agreements that already exist between technical centers and FCS institutions for related programs; and entrance or exit requirements of the programs; performance indicators that will be used in determining program success.

Career Technical Education (CTE) Audit: The bill requires the Department of Education's (DOE) annual CTE audit to examine, at a minimum: (1) alignment of offerings with the framework of quality established by the Credentials Review Committee; (2) alignment of offerings at the K-12 and postsecondary levels with credentials or degree programs identified on the Master Credentials List; (3) program utilization and unwarranted duplication across institutions serving the same students in a geographical or service area; and institutional performance measured by student outcomes.

The bill requires the Commissioner of Education to use the findings from the CTE audit to phase out CTE offerings which are not aligned with the framework of quality established by the Credentials Review Committee, do not meet labor market demand or institutional performance, or are unwarranted program duplications. The bill requires the DOE to adopt rules to administer the annual review of K-12 and postsecondary CTE offerings.

Career Readiness: At the postsecondary level, the bill authorizes courses that provide instruction in student life skills, including career planning and exploration, or similar, to use state career planning resources within the course and provide students with the opportunity to create a digital resume. For postsecondary student career service centers, the bill requires centers to prepare students for employment upon completion of their academic work. Career service centers, to the extent possible, are required to use state career planning resources to assist students in: (1) exploring and identifying career opportunities; (2) identifying in demand jobs and associated earnings outcomes; (3) understanding the skills and credentials needed for specific jobs; identifying opportunities to gain on-the-job experiences; and (4) creating a digital resume.

Digital Badges: Beginning with students initially entering a public postsecondary institution in 2022-2023, the bill requires each student to be able to earn a nationally recognized digital credential from competencies within the general education core courses which demonstrate career readiness. The bill requires the digital credentials to be identified by a faculty committee appointed by the chair of the State Board of Education (SBE) and the chair of the Board of Governors (BOG). The faculty committee must

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.

Beginning in the 2022-2023 academic year, the bill requires, students entering AAS or AS degree programs to complete at least one identified core course in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences.

The bill requires all public postsecondary institutions to distinguish the general education core courses linked to earning a digital credential in their course catalog and requires institutions to grant and accept the identified digital credential. The bill requires the Department of Education to identify the state course numbering system and the digital credentials earned through the general education core courses.

The House Bill 1507 is found [here](#). The available staff analysis, from which this summary comes, can be found [here](#).

Senate Bill 366: Educational Opportunities Leading to Employment

Effective Date: July 1, 2021

Summary: The bill modifies s. 1007.263, F.S., to provide flexibility to Florida College System (FCS) institutions in their admissions requirements for entering students. Specifically, the bill authorizes FCS institutions to accept:

1. Alternate methods, to be approved by the State Board of Education, to measure achievement of college level communication and computation competencies by students entering college credit programs.
2. For admission to associate degree programs, a high school equivalency diploma issued by another state which is recognized as equivalent by State Board of Education (SBE) rule and is based on an assessment recognized by the United States Department of Education.

The bill requires that admissions counseling at FCS institutions measure achievement of basic skills for career education programs, which may direct a student to developmental education in order to improve communication and computation skills. The bill also modifies s. 1008.30, F.S., to remove language related to a requirement that FCS institutions develop and submit a developmental education plan to the Chancellor of the FCS. In addition, the bill removes the requirement that the FCS annually prepare an accountability report that includes student success data relating to each developmental education strategy and submit the report to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the SBE.

Student Eligibility for Dual Enrollment Programs: The bill modifies the mechanism in s. 1007.271, F.S., for assessing the readiness of a student for initial enrollment in college credit dual enrollment courses. In addition to achievement by a student of the minimum score on a common placement test, the bill authorizes a student to demonstrate a level of achievement of college-level communication and computation skills via an alternative method of assessment.

Common Placement Testing for Public Postsecondary Education: The bill modifies s. 1008.30, F.S., to require, by January 31, 2022, the State Board of Education (SBE) to adopt rules to develop and implement

alternative methods for assessing the basic computation and communication skills of students who intend to enter a degree program at a Florida College System (FCS) institution. The bill authorizes FCS institutions to use these alternative methods in lieu of common placement tests to assess student readiness for college-level work in computation and communication. The bill removes the requirement that program include the capacity to diagnose certain basic competencies in the areas of English, reading, and mathematics. The bill also specifies that students who are currently exempt from common placement testing requirements are also exempt from the college readiness assessment established in the bill.

The bill modifies s. 1007.23, F.S., to require the statewide articulation agreement to specify three mathematics pathways, which are aligned to programs, meta-majors, and careers, on which degree-seeking students must be placed. This change comes after the work that started in 2018 by the Florida Student Success Center and workgroups that recommended the creation of common mathematics pathways by aligning mathematics courses to programs, meta-majors, and careers in Florida. The bill specifies the purpose of the pathways is to facilitate seamless transfer, reduce excess credit hours, and ensure that students are taking the relevant courses needed for their future careers. To accomplish the identification of the mathematics pathways, the bill requires a representative committee of SUS, district career centers, and FCS faculty to collaborate to identify the three pathways. The bill removes the requirement that the SBE, in consultation with the BOG, approve a series of meta-majors and the academic pathways that identify the gateway courses associated with each meta-major.

Homeless Student Fee Waiver: The bill also modifies s. 1009.25, F.S., to authorize the State Board of Education (SBE) and the Board of Governors of the State University System of Florida (BOG) to adopt rules and regulations, regarding documentation and procedures to implement a fee waiver for a student who is homeless.

The Senate Bill 366 is found [here](#). The full staff analysis, from which this summary comes, can be found [here](#).

Senate Bill 1028: Educational Opportunities Leading to Employment

Effective Date: July 1, 2021

Summary: The bill modifies Florida Statute 1002.33 to provide that students enrolled in a charter school sponsored by a SUS institution or FCS institution be funded as if they are in a basic program or special program in the school district.

The bill establishes the basis for funding these students as the sum of the total operating funds for the school district in which the school is located as provided from the Florida Education Finance Program (FEFP) and the General Appropriations Act (GAA), including gross state and local funds, discretionary lottery funds, and funds from each school district's current operating discretionary millage levy; divided by total funded weighted Full-Time Equivalent (FTE) students in the school district; and multiplied by the FTE membership of the charter school.

The bill specifies that a board of trustees of a sponsoring SUS institution or FCS institution is the Local Education Agency (LEA) for the charter schools it sponsors. As the LEA, the sponsor may receive federal funds and accepts full responsibility for the schools it oversees, including LEA requirements.

The Department of Education (DOE) is required to develop a tool that each SUS institution or FCS institution sponsoring a charter school must use for purposes of calculating the funding amount for each eligible charter school student. The total obtained by the calculation must be appropriated to the charter school from state funds in the GAA. In addition, the bill requires capital outlay funding for SUS institution or FCS-sponsored charter schools to be determined in accordance with the requirements established in law for other charter schools.

Fairness in Women's Sports Act: The bill creates the Fairness in Women's Sports Act, which is Florida Statute 1006.205, which requires interscholastic, intercollegiate, intramural, or club athletic teams or sports that are sponsored by a public secondary school or public postsecondary institution to be expressly designated as either a men's team or women's team as determined by biological sex at birth; or co-ed team.

The Senate Bill 1028 is found [here](#). The available staff analysis can be found [here](#).

Senate Bill 1108: Education

Effective Date: July 1, 2021

Summary:

Civic Literacy Exemption: The bill amends Florida Statute 1003.4282 to require every student who takes the United States Government course in high school to take a civic literacy assessment, beginning with the 2021-2022 school year. Students who earn a passing score on the course assessment are exempt from the postsecondary civic literacy requirement. The bill amends Florida Statute 1007.25 to require students who initially enter a SUS or FCS institution during or after the 2021-2022 school year to demonstrate civic literacy by passing an assessment and taking a course on civic literacy. Students in high school may complete the civic literacy requirement through an accelerated mechanism, such as dual enrollment.

Public Records Exemptions for Assessments: The bill amends the test administration and security public records exemption under Florida Statute 1008.24 which currently protects tests under the student assessment program, to expressly identify the protected assessment tests. The assessment tests expressly incorporated into the exemption relate to, among others, English language assessments for limited English proficient students; postsecondary General Education courses; and educator certifications.

The Senate Bill 1108 is found [here](#). The available staff analysis, from which this summary comes, can be found [here](#).

Senate Bill 2006: Emergency Management

Effective Date: July 1, 2021

Summary: In an amendment filed the last week of Session, Senate Bill 2006 created a new statute, Florida Statute 381.00316, which states in subsection (3) that that: "[a]n educational institution as defined in s.

768.38 may not require students or residents to provide any documentation certifying COVID-19 vaccination or post-infection recovery for attendance or enrollment, or to gain access to, entry upon, or service from such educational institution in this state. This subsection does not otherwise restrict educational institutions from instituting screening protocols consistent with authoritative or controlling government-issued guidance to protect public health.” Florida Statute 768.38 was created by SB 72, the “Covid Liability Bill” which is already signed into law, and defines educational institution as “(c) ... a school, including a preschool, elementary school, middle school, junior high school, secondary school, career center, or postsecondary school, whether public or nonpublic.” Thus, no educational institution in Florida can require a COVID-19 vaccine in order to attend school.

Senate Bill 2006 can be found [here](#). The available staff analysis can be found [here](#).

House Bill 1261: Higher Education

Effective Date: July 1, 2021

Summary:

Tuition and Fee Litigation Liability Protections: The bill creates Florida Statute 768.39 which applies to public and non-public educational institutions operating during the COVID-19 pandemic. These institutions have immunity from any civil damages, equitable relief, or other remedies relating to having to shift in-person instruction to online or remote instruction for any period of time; closing or modifying the provision of facilities, other than housing or dining facilities, on the campus of the educational institution; or pausing or modifying ancillary student activities and services available through the educational institution. The statute declares that in-person or on-campus education and related services were impossible for educational institutions during any period of time in which such institutions took reasonably necessary actions described to protect students, staff, and educators in response to the COVID-19 public health emergency.

Actions for the reimbursement of tuition or fees, invoices, catalogs, and general publications of an educational institution are not evidence of an express or implied contract to provide in-person or on-campus education and related services or access to facilities during the COVID-19 public health emergency. The statute does not apply to losses or damages that resulted solely from a breach of an express contractual provision allocating liability.

Duties for Financial Aid Programs: The bill also creates Florida Statute 1009.46, which creates certain duties relating to state financial aid and tuition assistance programs. Each postsecondary institution that receives state student financial aid is required to complete and return the annual application for state aid funds in the format and by the date established by the Department of Education.

Additionally each institution must: (1) maintain complete, accurate, and auditable student records documenting the institution's administration of state financial aid and tuition assistance funds; (2) verify eligibility of enrolled students with the department each academic term; (3) report each student's program of study to the department using the most recent classification of instructional programs taxonomy for the certificate or degree level as developed by the United States Department of Education's National Center for Education Statistics; (4) disburse state financial aid and tuition assistance to eligible students; (5) notify

students annually regarding the renewal requirements for each state-funded award for which they are eligible; (6) complete and return to the department all reports for the administration of state funds in the format and by the date established by the department; (8) complete and return to the department all legislatively required reports in the format and by the date established by the department; (9) retain required records for the later of 5 years or until such records are audited and any audit exceptions are resolved; (10) refund to the department any undisbursed advances within 60 days after the end of the regular registration period each fall and spring term, within 30 days after the end of the summer term, or within 60 days after the date a student's ineligibility is determined.

Institutions that fail to perform its duties in administering state financial aid or tuition assistance programs must be placed on probation by the department. The department shall provide allocations on a reimbursement basis to a participating institution that fails to timely remit undisbursed funds for the previous academic year. The department may suspend or revoke an institution's eligibility to participate in state-funded programs if the institution fails to provide the required audits, fails to resolve audit findings, or fails to timely provide statutorily required reports by established deadlines.

House Bill 1261 can be found [here](#). The available staff analysis can be found [here](#).

House Bill 35

Effective Date: July 1, 2022

Summary: Certain statutory provisions require that public notices and advertisements be given for certain other local government and judicial actions. Such notices and advertisements ("legal notices") must be published in a newspaper that: (1) is published at least once a week; (2) has at least 25 percent of its words in English; (3) is considered a periodical by a post office in its county of publication; (4) is for sale to the general public; and (5) contains information of interest or value to the general public in the affected area. The bill expands acceptable newspapers.

The bill gives governmental agencies, which includes political subdivisions for purposes of this statute, the option to publish legal notices on a publicly accessible website if certain conditions are met. The governmental agency, after a public hearing noticed in a print edition of a newspaper, must make a determination by a majority of the members of the governing body of the governmental agency that (1) the Internet publication of such governmental agency notices is in the public interest and (2) that the residents within the jurisdiction of the governmental agency have sufficient access to the Internet by broadband service as defined in s. 364.02 or through other means such that Internet-only publication of governmental agency notices would not unreasonably restrict public access. The legal notice must be posted in the legal notices section of the newspaper's website and the statewide legal notice website. If a governmental agency exercises the option to publish Internet-only governmental agency notices, such agency must provide notice at least once per week in the print edition of a newspaper of general circulation within the region in which the governmental agency is located which states that legal notices pertaining to the agency do not all appear in the print edition of the local newspaper and that additional legal notices may be accessed on the newspaper's website and that a full listing of any legal notices may be accessed on the statewide legal notice website located at www.floridapublicnotices.com. Additionally, any such governmental agency must post a link on its website homepage to a webpage that lists all of the newspapers in which the governmental agency publishes legal notices.

Any legal notices section published in the print edition of a newspaper must include a disclaimer stating that additional legal notices may be accessed on the newspaper's website and the statewide legal notice website. The legal notices section of the newspaper's website must also include a disclaimer stating that legal notices are also published in the print edition of the newspaper and on the statewide legal notice website.

House Bill 35 can be found [here](#). The staff analysis of House Bill 35 is found [here](#).

House Bill 7011

Effective Date: July 1, 2021

Current law requires teacher preparation programs and teacher preparation institutes to use state-adopted content standards to guide their curricula. The programs must also provide scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension and multisensory intervention strategies. The State Board of Education (SBE) adopted the definition of the Uniform Core Curricula in rule, incorporating the above requirements.

Beginning with participants entering the programs in the 2022-2023 school year, participants in teacher preparation programs, educator preparation institutes, and competency-based professional development certification and education competency programs (PDCP) must complete all the competencies for a reading endorsement, including the practicum requirement, prior to graduation or program completion.

The bill requires the Just Read, Florida! Office (JRFO) to work with the Office of Early Learning (OEL) in the development of the emergent literacy training for prekindergarten instructors and such training must be consistent with evidence-based strategies for reading instruction. The emergent literacy course standards must be included in any review of existing subject coverage or endorsement requirements in the elementary, reading, and exceptional student educational areas performed by the Florida Department of Education (DOE). The bill revises emergent literacy training to require that instructors at private VPK providers complete three courses in emergent literacy, rather than only one, in order to serve as a lead VPK teacher. Additionally, the teacher must complete at least one qualifying emergent literacy course every 5 years thereafter. The required course must be part of the early learning career pathway identified by the DOE.

The required training for a teacher seeking to renew a certificate or endorsement involving reading instruction must now include evidence-based instruction and interventions specifically designed for students with characteristics of dyslexia. The bill limits teacher training on topics not linked to professional growth and student learning so that they count towards in-service requirements only once per 5-year professional educator certificate validity cycle. Beginning with the 2022-2023 school year, clinical supervision for interns who teach kindergarten through grade 3 or who are in a preparation program that involves reading instruction must be performed by a teacher certified or endorsed in reading.

The House Bill 7011 can be found [here](#). The staff analysis, from which this summary comes, can be found [here](#).

Selected Bills That Failed

House Bill 135 / Senate Bill 532: School District Career Center Workforce Education Programs

The bill authorizes a school district career center to prepare students for employment as a registered nurse (RN) by offering an Associate in Applied Science (AAS) or Associate in Science (AS) nursing degree program. The career center may only offer the AAS or AS nursing degree program to graduates of a Licensed Practical Nursing (LPN) program offered by the same center.

House Bill 835 / Senate Bill 1014: Employee Organizations

The right to work and the right for public employees to unionize is a right established in Article I, Section 6 of the Florida Constitution, which is implemented in Chapter 447 of the Florida Statutes. Public employees can either be represented or not at their own choosing by a certified bargaining agent. A certified bargaining agent is typically an employee organization (i.e. UFF, SEIU, FOPE) wherein employees have authorized that entity to represent public employees within the definition provided to Public Employees Relations Commission (“PERC”). If that certified bargaining agent is approved, the agent must annually renew its registration with PERC.

The bills create Florida Statutes 1012.8552 and 1012.916, which require annual renewal paperwork for Florida College System (FCS) and State University System’s (SUS’s) bargaining agents, respectively, to include new information: (1) the number of employees eligible for representation; (2) the number of employees represented by the employee organization and the number of those employees who do and do not pay dues; (3) documentation from the institution verifying such information; and (4) documentation from the institution verifying that it was provided with a copy of the employee organization’s registration renewal application.

If the application does not include all the required information, then PERC must notify the agent that the application is incomplete. PERC cannot consider the agent eligible for recertification unless the missing information and document is received within ten (10) days of agent’s receipt of PERC’s notice. If the agent misses the deadline, PERC must dismiss the application. Furthermore if the application reveals that the agent collects dues from less than half of its members, then the agent must essentially restart the petition process such that the agent can continue to be the exclusive representative of all employees in the unit. The agent must provide PERC with the recertification application one month after the date on which the employee organization applies for registration renewal. Failure to comply with the recertification requirements results in a revocation of the agent’s certification.

The bill authorizes an FCS or SUS institution to challenge an employee organization’s registration renewal application on the basis of inaccuracy. If the challenge is made, PERC must review for accuracy and compliance with the renewal requirements. If the application is inaccurate or does not comply, PERC must revoke registration and certification.

GLOSSARY OF ABBREVIATIONS AND DEFINITIONS

ACC	Articulation Coordinating Council
BOG	Board of Governors for the State University System
BOT	Board of Trustees
CAPE	Career and Professional Education
CIE	Council for Independent Education
CS	Committee Substitute
CPT	Common/College Placement Test
DBPR	Department of Business and Professional Regulation
DCF	Department of Children and Families
DMS	Department of Management Services
DOE	Department of Education
EOC	End of Course (exam)
FCS	Florida College System
FCSPF	Florida College System Program Fund
FCO	Fixed Capital Outlay
FAFSA	Free Application for Federal Student Assistance
FERPA	Family Educational Rights and Privacy Act
FS	Florida Senate
GAA	General Appropriations Act, also referred to as the state budget
HB	House Bill
HECC	Higher Education Coordinating Council
ICUF	Independent Colleges and Universities of Florida
LOF	Laws of Florida
Line Item	The number attached to an appropriations or proviso in the GAA
MOOC	Massive Open Online Course
PECO	Public Education Capital Outlay
PECO Sum of Digits	Funds provided to the colleges for maintenance that is based upon square feet of facility space at the institution
Proviso	Language that directs specific instructions regarding an appropriation in the GAA
PERT	Postsecondary Education Readiness Test
SACS	Southern Association of Colleges and Schools (accreditation body)
SB	Senate Bill
SBOE	State Board of Education
VTC	Vocational Technical Center