

CURRENT

VOLUME 54, ISSUE 2

2021 Legislative Summary



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VOLUME 54, ISSUE 2



Santa Fe AFC chapter stocking shelves at the college's student food pantry with food they collected.

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Demonstrating Value



As we near the midpoint of 2021, AFC has continued to provide quality professional development for our members. We held five successful Region Conferences, a Commissions Fair, Access AFC (Professional Development Series) is being offered at all 28 institutions, multiple virtual socials were held, and we have remained engaged through this seemingly never-ending pandemic. Stay tuned because we have more great things to come!

AFC has demonstrated value to its members, both individual and institutional. The way an individual member can illustrate the AFC's value is by sharing the story of the growth and change you've found since joining the AFC. In all of our meetings, I share my story - forever hopeful that it will inspire another to embrace the AFC as I have. You all have a success story in AFC, and I encourage each of you to do the same. Share Your Story. There may be one aspect within that inspires another to join our Association and grow as we have. I am forever thankful for my involvement in the AFC and I will continue to give back as it has given so much to me.

As your 2021 President, I thank you for your membership in the AFC.



Interim Executive Director/CEO's Message

BY MARSHA KINER

New Beginnings



We can see clearly that the last fifteen months have taught us valuable lessons. We know that higher education can be nimble when required. We thought our budgets would be bare and in the negative. So, we trimmed the fat and we survived. We ended the 2021 legislative session better off than when it began, and we know a lot more about agility and adaptability than ever before. Through it all, we learned – together – we can get through anything.

Leadership has been at the forefront of our success this year. Leaders shared their own

stories, told their truths, and allowed us to see beyond and behind the curtain that often stood between us. Our FCS leaders showed up during the pandemic and gave us insight into the decision-making process like never before. I believe we also learned that leadership is more than a title. It is what you do when your people are hurting and scared that matters. It is who you are when everything is stripped away, and there is nothing left to hide behind. And it is who shows up when normal is not normal anymore. So many of you demonstrated your leadership over the last year. You worked from home filling two and three jobs while collaborating with others. You returned to campus to serve students when most of the campus was vacant. You demonstrated courage, vision, dependability, integrity, and ingenuity. Yes, Leadership Matters.

Leadership is a Core Value of the AFC, and in 2012, the AFC began its Certified College Professional Program (CCP). The CCP was developed to provide

opportunities for college professionals to gain leadership skills, learn about the Florida College System's history and legislative process, and expand and improve the skills of college professionals. Most of the colleges had leadership programs at the time, but we heard from so many of you that you often were not given opportunities to participate in them. To date, we have had over 80 graduates of the CCP's Florida College Professional Certificate (FCPC).

New beginnings bring forth new growth opportunities. In June, we will launch the Next Level Leadership Program (NLLP). The NLLP picks up where the FCPC ends and deep dives into the skill sets needed for college professionals to be successful leaders for today's college students. Participants will gain knowledge about their emotional intelligence and learn why critical thinking and problem-solving, negotiation skills, diversity and inclusion, data analysis, influence, and storytelling are essential skills for today's college professionals. The NLLP will provide participants the tools to refine and align their leadership skills and leadership style with their leadership philosophy. Leadership matters more today than ever before. For more information about the NLLP click here (<https://afc.memberclicks.net/next-level-leadership-program>).

Lastly, we are listening to you. We heard your requests for more. More leadership training, more opportunities for professional development, more opportunities for networking and connection, and more opportunities for job resources.

Please continue to share your ideas and let us know how the AFC can serve you better. The AFC is growing and changing because of you.

As always, thank You for Your Membership in the AFC!

LEGISLATIVE COMMITTEE UPDATE



*By Jessica McClain,
Legislative Committee Chair*

Henry Ford once said, “Coming together is a beginning, staying together is progress, and working together is success.” It took a dedicated team who worked well together to bring success to our colleges this session! I want to personally thank our legislative team for their dedication and passion for our colleges: President Joe Pickens, St. Johns River State College; Dr. Angela Falconetti, Polk State College; Jack Hall, St. Johns River State College; Lacey Hofmeyer, Broward College; Seth McKeel, The Southern Group; Marsha Kiner, AFC; Logan Lewkow, Moore Communications; all of the internal and external college lobbyists.

Legislative session ended on time, Friday, April 30. The total budget (before vetoes) for 2021-22 is \$101.5 billion. State colleges received a 6.85% increase overall from last year. This year, 3,096 bills were filed with 275 bills that passed both House and Senate chambers. Currently, the Governor has not vetoed any bills. You can keep up with the bills by visiting flgov.com and clicking on “2021 Bill Actions” located on the bottom right side of the page. Many colleges had District Board of Trustees’ members confirmed this session. You can view the list on the April 29, 2021 Journal of the Senate beginning on page 4. Next session will begin early next year, with committee meetings beginning in September and the first day of session to be held on January 11, 2022.

AFC would like to thank Jessica McClain, 2020-2021 Legislative Committee Chair, & Lacey Hofmeyer, 2020-2021 Legislative Committee Vice-Chair, for their leadership and hard work during this unprecedented year of Advocacy.

2021 Legislative Summary

Prepared by the Association of Florida Colleges



2021 ANNUAL LEGISLATIVE SUMMARY

2020-21

ASSOCIATION OF FLORIDA COLLEGES LEGISLATIVE COMMITTEE

Jessica McClain, Chair, College of Central Florida
Lacey Hofmeyer, Vice-Chair, Broward College

Rachael Bonlarron, Palm Beach State College
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Paul Carland, Seminole State College
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Serving the Florida College System since 1949

2021 ANNUAL LEGISLATIVE SUMMARY

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:
 - o Five projects at \$26 million (SB2500, line 20A, page 7).
 - o Fifteen projects at \$97 million (SB2500, Section 152, page 452).

- o 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
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

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- 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,

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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

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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.

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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.

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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.

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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.

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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

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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](#).

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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](#).

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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

Summary: 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

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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

Kudos

AFC MEMBERS TAKE ON NEW LEADERSHIP APPOINTMENTS AT INDIAN RIVER STATE COLLEGE

Congratulations to several AFC Members on their new leadership roles with Indian River State College. Elizabeth “Beth” Gaskin was named Vice President for Student Success, and academic and workforce programs were unified under the direction of Heather Belmont, Provost/Vice President of Academic Affairs and Chief Academic Officer.

Gaskin has served IRSC for more than eight years as President of the College’s Chastain Campus in Martin County. In her new role, she will provide leadership and vision for all “front door” student services, recruitment and enrollment strategy, advising, financial aid, dual enrollment programs, transfer and career assistance, and much more. A national search is underway for her successor in Martin County. She will continue as Interim Chastain Campus President until her replacement is named.

Dr. Belmont joined IRSC in 2018 as Vice President of Academic Affairs after serving some 13 years at Miami Dade College (MDC) in numerous leadership capacities as both a faculty member and administrator. At IRSC, Belmont has been instrumental in securing and administering millions in external grant funding from the U.S. Department of Education, National Science Foundation and U.S. Department of Agriculture. She has worked tirelessly to establish programs to close the equity gap for underrepresented populations in STEM.



Gaskin



Dr. Belmont



NEXT LEVEL LEADERSHIP PROGRAM



Calling all Certified College
Professional Program Graduates!
Take your leadership journey to the
Next Level!

Sign up to be part of the inaugural
cohort!

<https://www.myafchome.org/next-level-leadership-program>



Chapters

FLORIDA STATE COLLEGE JACKSONVILLE

Greetings AFC!

Our FSCJ Chapter membership continues to grow and we have added twelve new members in the past four months. Our goal is to add 50 members to our nearly 200 by the end of the summer term and we're well on our way!

We sincerely hope you enjoyed the 2021 AFC Region II Spring Conference & Commission Fair on Friday, April 23rd. During this virtual event, we had professional development breakout sessions and representatives from several



of our fourteen Commissions present information and approaches to getting

involved. If you missed this event, please email Bryan Stewart, our Chapter President at bstewart@fscj.edu and he will send you the collective AFC Commission Fact Sheet.

With our College President's permission and support, we applied and have been approved to participate in the FDOT Adopt-a-Highway campaign. On a quarterly basis, we will have teams removing litter and debris on both sides of a two-mile stretch of Beach Blvd. running right in front of our South Campus. Our Chapter name "FSCJ AFC CHAPTER" will be placed on signs at either end indicating we are adopting that section of the highway. We are very delighted and excited to be a part of this program and even more proud that we can make a difference in this manner for our community.

Our next quarterly meeting is May 21st and will include a Legislative Update from Virginia Berg, our FSCJ Director of Government Relations.

PALM BEACH STATE COLLEGE

PBSC Chapter Awards \$2,000 In Scholarships

The Palm Beach State College Chapter of AFC has awarded four \$500 scholarships for the 2020-2021 academic year.

The recipients are PBSC students Kurt Finstad, Lydia Williams and Devon Thompson, as well as Stephanie McPherson, a PBSC security dispatcher and AFC chapter member. The annual scholarships are open to chapter members and their immediate family members. The chapter typically hosts several fundraisers each year to support its endowed scholarship fund. Since 2002, it has awarded 90 scholarships totaling \$46,630.

Awarding scholarships is among several initiatives the chapter completed this term. It also hosted community service projects, including a Toys for Tots collection drive.

For more information about the Palm Beach State Chapter, visit www.palmbeachstate.edu/afc. Applications are now being accepted through the

PBSC Foundation for the next round of scholarships. The deadline to apply is June 15, 2021. Apply through the PBSC Foundation at www.palmbeachstate.edu/foundation/student-scholarships/default.aspx.



PASCO-HERNANDO STATE COLLEGE

Our Service Project was a huge success. Chapter Representatives collected food items for two local food banks: Thomas Promise Foundation and People Helping People. We also had a unique Door Decor Contest this year. Thanks to the Pandemic, everyone has their Hero. We asked our members to decorate their Office Spaces with "Who's Your Hero" images. Features of Black History, First Responders, and others were some of the submissions. The winner was our very own College Store Team, Shawn Partin, Supervisor and AFC Member. The door and hallway were decorated with the Tuskegee Airmen and their contributions to Aviation. A unique option to this Door Decor Contest was the ability to decorate your at home office space. For the Summer, PHSC AFC Chapter is working on recruiting new members with Professional Development Opportunities that will be offered to both members and non-members.



ST. JOHN RIVER STATE COLLEGE

The SJR State Chapter continues to volunteer time and effort to many organizations. In the spring, collectively, we walked over 600 miles for March of Dimes to help save Babies. We are currently in the planning stages of a fund raiser and Walk for ALS. In the past two years, the SJR State family has lost two members from this terrible disease. We are dedicated to helping find a cure.

The Chapter also sold Bunny Grams for Easter to help raise money for our new AFC Chapter Scholarship for our members and their eligible dependents.

SJR State AFC members had a little fun and shared picture of themselves with their pets for National Pet Day on April 11, 2021.



SJR State Chapter of AFC

April 11 · 🌟

Our members love their pets! Do you have an adorable pet to honor for National Pet Day?
[#SJRstateAFC](#) [#PetLovers](#) [#PetAdoption](#) [#nationalpetday](#) [#BeTheChange2021](#)

SANTA FE COLLEGE

Santa Fe College AFC Chapter Holds Drive-Through Food Drive

Santa Fe College has kept a well-stocked food bank for its students for many years now. Many Santa Fe students were negatively impacted by the COVID19 Pandemic, increasing hunger, and food insecurity throughout the Santa Fe community.

On April 29, 2021, from 10 am to 2 pm, Santa Fe Chapter members volunteered their time outside the Santa Fe Police Department as cars pulled through with donations. By the end of the event, the food stores of Santa Fe's Food Bank had received a much-needed refilling.

Members assisting: Steve Grosteffon, Benjamin Fox, Carol Pugh, Tracey Moorman, Gina Scinto, Liz Jusino, Betsy Nunu, and Tom Mason.

Special thanks to Liz Carter, who coordinates SFPD's internal food/clothing efforts as an extension supporting Santa Fe's Food Bank and her work study student assistants: Summer Snyder and Garrett Stephens.



SFPD @SFCollgePD · Apr 29

Huge THANK YOU to everyone who donated non-perishable food items today at the @myafchome food drive! Together you have made possible that, no matter how rough times get, @SantaFeCollege students can always access food if in need! #GivingSaints



SEMINOLE STATE COLLEGE

Community Service

AFC@SSC Cares to Support Westside Community Center – Over the past month, we held a Balls, Belts and Books collection drive campaign to support the recreational programs at a local community center which has been a pillar in the Sanford Community for many years and neighbor to Seminole State College. Its rich history, services, and programming have been instrumental in uplifting and empowering marginalized youth, senior citizens and its local residents. Approximately 70 kids were so grateful to take home pizza for dinner thanks to our Sponsor ALPFA, and they were excited to play with the new hula hoops, basketballs, soccer, and volley balls. They were also excited to explore some of the new books thanks to the generous donations of our members. We were surprised and privileged to meet Dr. Velma Williams, the center's honoree and former commissioner of district 2 in Sanford, who blessed us with her spirit of wisdom, strength, and passion in a candid conversation of the current issues that are affecting the black community. Dr. Williams is the only African American elected official in Seminole County who has served several terms and has received various prestigious recognitions for her unrelenting work in the community. In addition, we had a quick chat with CJ Walker, a recent candidate for the NBA draft who credits his success to the boys and girls club and the mentorship programming provided by the center under the phenomenal leadership of Director Britt Henderson. Mr. Henderson shared many stories of youth that grew up at the center and their inspirational achievements. We are looking forward to future collaborations and partnerships with the center for the teen mentorship program.

Continued on page 31



Professional Development/Mindfulness and Mental Health Series

Unplug and Recharge with Yoga and Meditation

4/1 Our members learned and practiced simple meditation, chair yoga techniques and mindfulness mental health resources during this virtual lunch time chair yoga session.



Staying Sane while Navigating Change 3/30

We enjoyed an insightful and interactive lunch chat moderated by Margo Weaver, a Mental Health Counselor and Emotional Health Coach, who shared strategies in maintaining emotional wellness during trying times.



On April 23, we held our Annual General Chapter Meeting and celebrated some yearly highlights and achievements. We enjoyed a comedic and educational session by Professor Jordan Camenker who demonstrated how to harness the power of humor in the workplace and classroom to increase engagement, retention and experience.



To support the valuable mission of the chapter, we got creative with fundraising baskets which helped to generate over \$200 in funds and received rave reviews!

The Lucky winners from Eastern Florida and Seminole State College will be receiving their rewards soon.

1. "Lets Get Active!" - Christine Tripp (Eastern Florida)

2. Furry Co-Work Appreciation - Janelis Rodriguez (Eastern Florida)

1. Let's Get Active

Get up, get moving, stay healthy and sane ☺!

Igloo cooler bag with 30 can capacity, Hopper play and fitness ball, boxing gloves, weighted jump rope, hand massage roller, runner's water bottle, phone water resistant pouch, Energy natural scented candle, energy aromatic refreshing spray and lip balm, fit bit, 30 minute swan paddle boat ride at Lake Eola max 5 people, \$100+ value



2. Furry Co-Worker Appreciation

For you and your pet pal colleague!

Ceramic Mug and Desk Plaque set, Peanuts/Snoopy neck pillow and matching sleep mask, pet bandana, doggy printed sock, love is a four legged word matching kitchen cloths and pot holders, dog toy bone and led lighted Frisbee, knit pet storage bin, pet bowls, natural oatmeal shampoo, doggie poopie bags, dog treats, dog tricks an training guide, \$20 Pet Smart gift card, \$100+ value

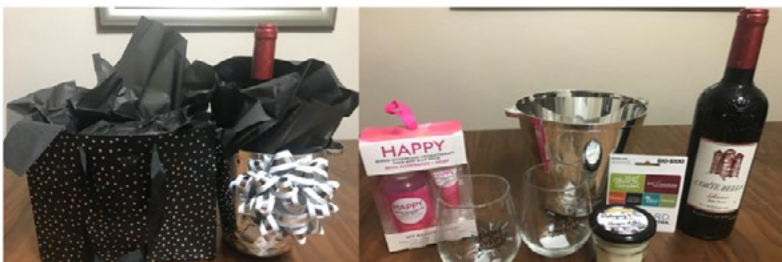


Continued on page 32

3. "I Deserve a Date Night"- Janelis Rodriguez- (Eastern Florida)

3. I Deserve a Date Night

Enjoy a self care date night, with a friend or your special someone ;)!
2 wine glasses "Enjoy Every Moment", Mahogany & Tea scented candle, Wine: Corte Bella with complimenting wine ice bucket, Happy Aromatic therapy refreshing face mist and lip balm, \$50 gift card to your choice Darden Restaurants: Seasons 52, Olive Garden, Texas Longhorn, Yard House, Cheddars, Bahama Breeze, \$100 value



4. Family Game Night - Molly Dykes (Seminole State)

4. Family Game Night

Take a break from Netflix and electronics and enjoy some classic family game/ quality time! Wheel of Fortune, Desktop corn hole, Backyard/Outdoors Disc Golf, Family Feud, Sorry and who doesn't love a rubrics cube challenge?....



5. Lucky you: Employee of the Month - Iliana Saldana (Seminole State)

5. Lucky You: Congratulations Employee of the Month!

Working from home Employee of the month desk plaque with star notes/picture holder, lotto scratch cards \$35-\$5\$1,000,000+ value



Many of our members participated in the DEI Certificate program delivered by USF over the past several weeks, and they are excited to be receiving their certificates soon. They are excited to share this critical knowledge and become resources to help transform and impact our organizations and communities.



Upcoming:

On 5/21 - We are going to POP Put on Purple for Lupus Awareness Month and share pictures, resources, and facts over social media to join the national awareness campaign.

#PutOnPurple and #POP | #LupusAwareness#Month



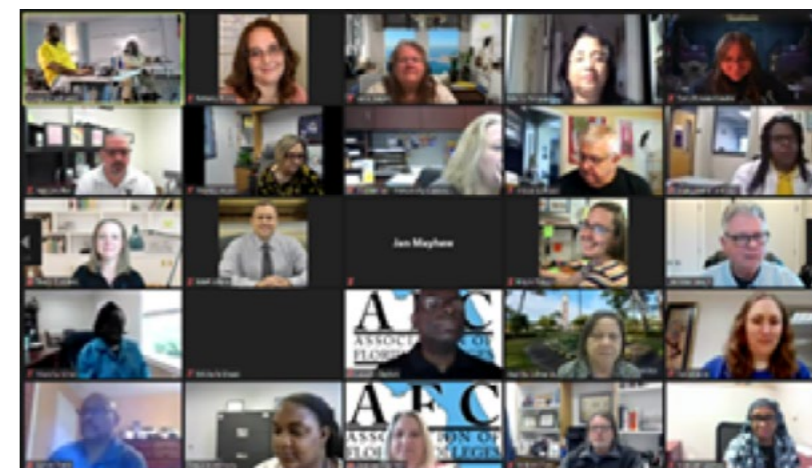
On 5/25 - We will be sharing, appreciating and celebrating Asian American and Pacific Islander Heritage. In this Virtual Happy Social Hour, we will share historical events, significant contributions, demographic data and share from Asian American Staff and students on various aspects of their culture, identity, and experience.



TALLAHASSEE COMMUNITY COLLEGE

The TCC Chapter of AFC recently hosted the Region I Conference on April 16, 2021. Under the direction of Region Director Sharon Walker, TCC was happy to welcome close to 100 registrants virtually for a day filled with great information, networking, fun gifts, and activities! It was so exciting to see close to 80 people online at any given time.

As we move into Summer, a community service project has been scheduled for May 22nd which includes a Road Cleanup directly in front of the college. One of Chapter President Gorman's goals this year was to ensure that a community based project took place in each County represented by the college. To date, we completed a project in Wakulla, and have Leon scheduled while working to finalize Gadsden's plans. Our Socials Chair, Tonya Hardaway, has kept us engaged throughout the COVID pandemic with fun activities. She has some great things coming up including a cornhole tournament and a Field Day! Let's get our party on!! Lastly, we are excited to announce that two of our members, Bethany Ross and Dani Rowan Hawke have completed their CCP course work, and we are looking at an additional three more within the next few months.



Commissions

COMMUNICATIONS AND MARKETING COMMISSION

Nominations are now open for the 2021 LeRoy Collins Distinguished Alumni Awards!

Nominations are available in four categories:

Lifetime Achievement, Rising Star, Against the Odds, and Hometown Hero. The nomination packet can be found on AFC's CMC website. <https://www.myafchome.org/communicationsandmarketingcommission#LeRoy>

Collins was Florida's 33rd governor and was known for his passion for education and worked to strengthen the state's public school system from the primary grades through the university system. He created the first community colleges in the state and promoted industry, agriculture, and tourism through state sponsorship. Collins is remembered today as one of the greatest and most far-sighted governors to have led the state of Florida.

Nominations are due Friday, July 30. The winner will be announced at the virtual AFC Annual Conference in November.

CMC Virtual Quarterly Roundtable

All Communications and Marketing Commission members are invited to join the next Virtual Quarterly Roundtable on Monday, June 21, at 2 p.m. where members will hear from Interact Communications and Media Prefs about student recruitment and retention. This is a great opportunity to network with your peers and learn what others are doing to increase enrollment and retention. To register visit AFC's CMC website at <https://www.myafchome.org/communicationsandmarketingcommission>. To learn more, contact Jennifer Young at jennifer.young@fsw.edu.

LEARNING RESOURCES COMMISSION

The Learning Resources Commission held its 6th Annual Virtual Conference on Friday, April 16, 2021. There were five nominees for best practice in Learning Support Services and in Library Services representing Indian River State College, Daytona State College, Tallahassee Community College, and Miami Dade College. The judges have announced the winners! I have to say that the competition for the Exemplary Practice in Learning Services had us all captivated in the variety and innovative techniques used to reach out to students during this difficult time. Everyone did a brilliant job in presenting their best practices. We only had one submission for the Library Services award, but the beauty and uniqueness of the Digital Humanities Edge program probably would have blown away any other competition. I

Miami Dade College | Learning Resources

Miami Dade College / LibGuides / Humanities Edge Undergraduate Research Symposium | Summer 2020 / Projects

Humanities Edge Undergraduate Research Symposium | Summer 2020

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The Humanities Edge

Projects

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- Marlene Montenegro Project
- Tiffany M. O'harriz Project
- Lances Ariel Perez Project
- Melanie Perez Project
- Megan Ashley Rodriguez Project

Undergraduate Researchers

Homestead Campus

[Rebelling Against 'Rebels'](#) [Roll Call/African American Male ABSENT](#)

Sarah Haybert
Faculty Mentor: Jairo Ledesma

Sarah is a Philosophy student who has graduated with an AA in the subject from MDC, and will be attending FIU in the fall. Sarah was born and raised in South Florida, and aspires to become a professor and research leader. In high school, Sarah led the Science National Honor Society as president, and as such, discovered a passion for teaching and leadership.

Lawanda Samuel
Faculty Mentor: Allison Davis

Lawanda Samuel age 51, is a Native Floridian born in Fort Lauderdale, Florida. She was born the first child of four children to the parents of Mr. Ellis Pope and Mrs. Lizzie Dawkins, currently residing in Miami Florida. Ms. Samuel received her education from Miami Dade County Public schools where she graduated from Homestead Senior High in June of 1987. She is a returning student to MDC and truly enjoying my new journey studying in the field of Psychology.

Ms. Samuel has lived in Miami Dade county for the past 42 years. She retired after 25 years with Miami Dade County Public School system and currently

Continued on page 34

have included a digital badge on the LibGuide where the presentations are hosted here: <https://irsc.libguides.com/LRCvirtualconference> as well as a nominee badge for those who did not win. The winners will receive a plaque and a cash award when they present at the Annual AFC Conference in November. I personally would like to thank all our submitters, Lynn O'Dell and Tom Lewis from IRSC. AJ Delgado, Dana Davison, and Elizabeth Barnes at DSC. Nicholas Vick at TCC. Caitlin Richardson, Angel Hernandez, and Christina Machado Dillon at MDC.

This year the LRC is asking AFC members to collect items for a local organization or charity that is important to you and your college.

- Campus food pantry
- Campus clothing closet
- Local food bank
- Local homeless shelter

Take pictures of the donated items or if a monetary gift is made, take a picture of the check/receipt, etc. Send pictures and the contact information of the organization to Lena Phelps, lena.phelps@southflorida.edu to include in the Learning Resources Commission scrapbook.

2021 Learning Resources

Exemplary Practice Award Winners are:

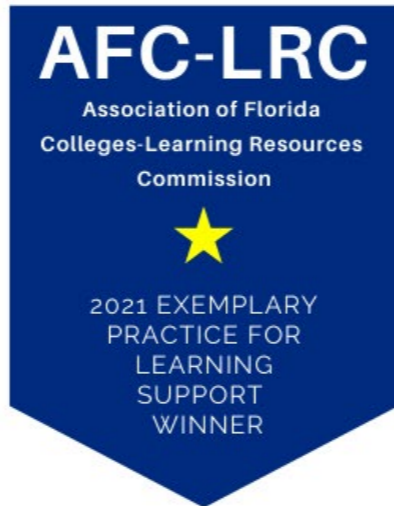
- Exemplary Practice Award Winner for Learning Services goes to Nicholas Vick at Tallahassee Community College for his work on "Boot Camps at the Learning Commons"

- Exemplary Practice Award Winner for Library Services goes to Angel Hernandez & Christina Machado Dillon at Miami Dade College for their work on "The Humanities Edge Undergraduate Research Program"

CONGRATULATIONS and I hope to see some of you volunteer for the Learning Resources Board in the future as well as receive more presentations from all of you.

2021 Presentations
2020 Presentations
2019 Presentations
2018 Presentations
2017 Presentations
2016 Presentations


Learning Support Exemplary Practice Winner 2021



Boot Camps at the Learning Commons

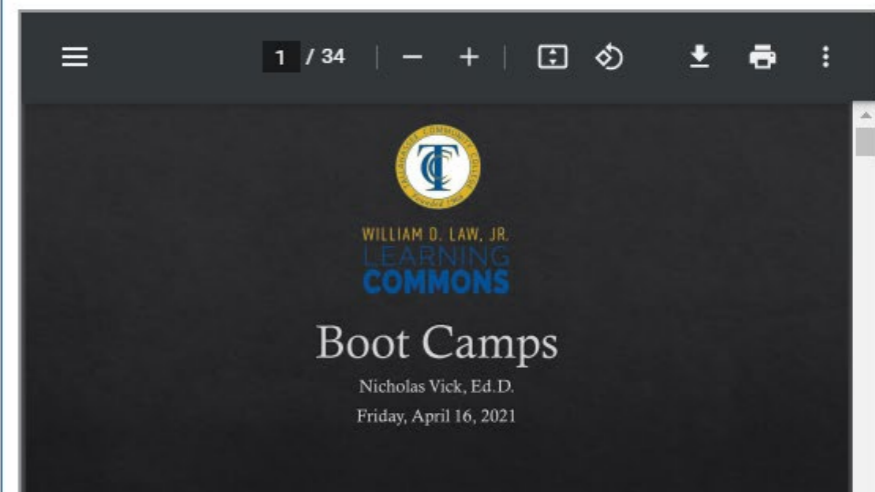
The Learning Commons at Tallahassee Community College (TCC) strives to provide intentional and targeted academic support for students. The Boot Camps at TCC were created to intentionally connect with students before the semester begins, provide specific tips for success in select courses, and finally, take the students on a tour of the Learning Commons building to acclimate them to the academic support environment. These sessions were

Presentation Recording



William D. Law, Jr. Learning Commons Boot Camps Presentation

- LRC Boot Camps 2021 Presentation



Regions

REGION I

Region I and the Tallahassee Community College Chapter hosted the Region I Virtual Joint Spring Conference on April 16, 2021. The Region was joined by the Administration, Career & Professional Employees, Healthcare Education, Technology Commissions, and the Retirees Committee. We had several professional development presentations by each of the Commissions and the Retirees Committee. Our keynote speaker, Mr. Ken Lawson, Board Member, and Interim Director of the North Carolina Outward Bound School gave an inspirational and uplifting speech.

Thank you Dr. Murdaugh, Desiree Gorman, Ray Coulter and Marsha Kiner for taking the time out of your busy schedules to be a part of our Spring

Conference. Your kind words of welcome were very much appreciated. A Huge Thank you to our Sponsors: TCC Foundation - Platinum Sponsor, our Silver Sponsors: Inscribe, ZOOM, VOYA, and the Vaughan Group. Your sponsorship and assistance were greatly appreciated.

Region I recently updated our By-laws and added two appointed positions, Secretary - Ashley Harvey, Chipola College and Treasurer - Dani Rowan Hawke, Tallahassee Community College. Region I is currently working on Tributes for Mother's Day & Father's Day, community service projects, assisting chapters with membership involvement and increasing their roles.

Commissions

STUDENT DEVELOPMENT COMMISSION

Broward College hosted the 54th Annual Student Development Commission Spring Conference, which successfully took place on May 19-20, in the virtual setting. Guided by the theme *"Together, Towards, Tomorrow,"* over 200 attendees from across the 28 colleges gathered to emphasize the importance of unity as a community to successfully grow despite uncertainties. The event kicked off a Virtual Escape Room Social and engaging presentation sessions on various topics in sharing best practices and promoting student programs.

Keynote speaker, Dr. Larry Johnson, Jr., President of Phoenix College, provided a stirring presentation entitled "Leadership in the Crucible of Fostering a Student-Centered Ecosystem". There, he addressed that a commitment to student success involves persisting, managing impulsivity, and listening with understanding and empathy.

Wayne Boulter, Associate Dean at Broward College, led an engaging lunch and learn session on Broward College's Institute of Public Safety programs and initiatives. Congratulations goes to Pensacola State College for winning the 2021 Exemplary Practice Award. They shared their Pirates CARE initiative, which focuses on providing services such as direct counseling, case management, access to campus food pantries, violence prevention, and general outreach and advocacy.

CCP for Me

By Bryan Stewart



I first learned of the Certified College Professional program during the 2019 Annual AFC Meeting and Conference. Being completely new to AFC, I was taking everything in and trying to learn as much as possible. I have always been a proponent of professional development and, as our FSCJ Chapter President, I strive to provide this value-added component at every Chapter meeting. Professional development is important not only for one's career but also for the personal sense of accomplishment it provides when complete.

While listening to the conference presentation, I envisioned myself completing each phase. I

became increasingly fascinated with what the CCP has to offer at its core – an education in the Florida College System, the legislative aspect of higher education, being part of a college community, and applications in leadership. I took great advantage of the enhanced opportunities to attend webinars and take classes in topics encompassing everything from communications to community service, technology to time management, diversity to inclusivity.

I met many AFC colleagues during the journey and made many friends in the process. This experience is just one part of my AFC story but one I tell time and again. I encourage any who seek to further their career to consider the Certified College Professional Program.

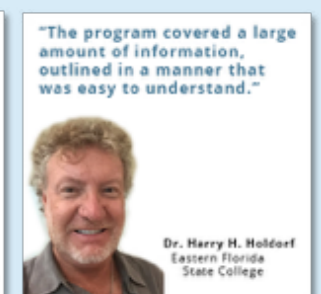
The Association of Florida Colleges Certified College Professional (CCP) Program

What Should I Know If I am Considering Earning the Florida College Professional Certificate? If you are considering earning the AFC Certified College Professional (CCP) Florida College Professional Certificate, please keep in mind the following initial criteria that you must meet before applying:

- You are employed full-time, part-time, or as adjunct faculty employee by an institution within the Florida College System or related organization for at least one year.
- If you are a member of AFC, you are a member in good standing.
- You are committed to upholding the AFC Certified College Professional "Standards of Conduct"
- Your college president will support your effort to earn the certificate, if your tuition payment will be paid by your institution.

Regardless of your academic background and professional experience, the CCP certificate can set you apart from the rest of your colleagues and go a long way to advancing your career in the Florida College System. If the above criterion applies to you, then earning the CCP certificate may be a good decision.

To learn more, **CLICK HERE.**





AN AFC PODCAST HOSTED BY CHRISTINE TRIPP AND DOUG RYAN

Join hosts Christine Tripp and Doug Ryan as they focus on our colleges, members, and special topics within the Florida College System.

The latest episode features an interview with Florida Success Center Director Abbey Ivey.

The Community can be found on the AFC website, Spotify, Apple Podcast, and iHeart podcasting platforms.

[Click here](#) to listen to the latest episode.

Episode 5: Pathways To Student Success

Launched just a few years ago, the Florida Student Success Center has been dedicated to working collaboratively with Florida College System (FCS) institutions to create a statewide strategy for student success efforts, share best practices with one another and maximize resources. From mathematics re-design to now the Florida Pathways Institute, they are certainly moving the needle.

In this episode, we chat with Abbey Ivey, Director of the Florida Student Success Center. Abbey talks about data, goals, and the popular topic of guided pathways. Florida Pathways Institute is our statewide guided pathways implementation effort. It's intended to help the FCS institutions advance their work in designing and implementing structured guided pathways. Tune in for everything you need to know about Florida Pathways and more!



Abbey Ivey
Director, Florida Student
Success Center

To learn more about the Florida Student Success Center, visit <https://www.floridacollegesystemfoundation.org/florida-student-success-center-home>

New Members

Welcome to the following new members from April - May 2021

Florida SouthWestern State College

Camille Drake
Lauren Finn

Miami Dade College

Lina Perez
Rebeca Garcia-Cartaya
Deborah Papa
Gabrielle Labossiere
Tommie Norris
Laobat Moez Shayanian
Michael Medee
Victor Luna
William Soto
Armando Martinez

Palm Beach State College

Angel Camilo
Corina Velasquez

Pensacola State College

Jan Mayhew
Michelle Habel

Seminole State College

Luz Santiago

Tallahassee Community College

Heather Hamlin

ACCESS AFC

Resilience



Cynthia M. Moody, Ph.D.
Associate Professor
Business, Technology and
Workforce
College of Central Florida

Heartfelt thanks to AFC for partnering with Alpha Umi to sponsoring this series of professional development opportunities. This webinar taught us a new word: “prosilience”. In other words, I can be proactive, learning how to control how I respond to stressors, setbacks, and – yes – the pandemic and all that COVID-19 has meant for us across the

FL Great 28. The 5G cycle (5GPowerSkills.com) and the 3 Ps that get in the way of resilience (personalization, pervasiveness, and permanence) were reviewed, and we were challenged to set goals. “Be the best servant leaders we can be!” is what Victor Collazo, 2018 Citizen of the Year – Orlando, shared in the interview we watched. Intentional thinking and building our sense of self-efficacy, saying “no” to learned helplessness, and engaging in intentional thinking were some of the other tips shared. I look forward to the next ACCESS AFC webinar! 14 webinars in total being provided through Alpha UMi Inc.

Greetings, AFC Members!

I've made my AFC Foundation 30-for-30 donation, have you? As a recipient of hurricane funds after the 2018 Hurricane Michael disaster, I was honored to have the opportunity to give back to the Foundation.

As your AFC Past-President and now AFC Foundation Board Member, I urge you to consider donating to our AFC Foundation's 30th-anniversary fundraising campaign. Every donation helps. We have a \$30, \$300, and \$500 level, or you can choose to custom donate any amount. For a minimum \$30 donation, you will receive a commemorative 30th- Anniversary Coin!

The Association of Florida Colleges (AFC) Foundation, Inc. is a 501c(3) charitable corporation formed on June 4, 1991. The AFC Foundation provides charitable and educational financial support to the Association of Florida Colleges, its members, and institutions.

Over the past four years, the AFC Foundation has given out close to \$17,000 in hurricane relief funds to our AFC members who suffered damage from hurricanes. In addition, it has provided \$22,000 in professional development scholarships to our members over the past eight years. In 2017, the AFC Foundation purchased the building which houses the AFC State office in Tallahassee.

Donation Levels:

- **Silver Level - Donation of \$30**

Receives a coin

- **Gold Level - Donation of \$300**

Receives coin

Name on Gold Donor plaque in the AFC building

- **Platinum Level - Donation of \$500**

Receives coin

Name and Photo on Platinum Donor plaque in the AFC building

A spotlight in the AFC Newsletter ~ CURRENT

Use the button or QR code to donate. You will be asked to select your donation amount.

Matthew White

AFC Past-President and AFC Foundation Board Member

Chipola College



The Association of Florida Colleges (AFC) Foundation, Inc. is a 501c(3) charitable corporation formed on **June 4, 1991**. The AFC Foundation provides charitable and educational financial support to the Association of Florida Colleges, its members, and institutions.

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In recognition of the 30th anniversary of the Foundation, please support the Foundation efforts to continue to provide assistance to the AFC and its members.



[Donate](#)



Calendar

June 2021

AFC Book Club- The Vanishing Half by Britt Bennett

June 17 | 1:00 pm (EST)

How to Find More Clarity and Get More Peace of Mind

June 24 | 2:00 pm (EST)

Feed Your Body, Change Your Life!

June 29 | 2:00 pm (EST)

July 2021

AFC Executive Committee Meeting

July 28 | 10:00 am (EST)

Board of Directors Meeting

July 28 | 2:00 pm (EST)

CURRENT

MAGAZINE

Deadline and Publication Dates

CURRENT Deadline:

September 17, 2021

November 29, 2021

CURRENT Publication:

October 8, 2021

December 14, 2021

Email your submissions for the next issue of Current to publications@myafchome.org for consideration in the next publication.

CONTACT US

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Rita Miller
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Congrats Broward College and Tallahassee Community College for being Aspen Prize winners!



The Aspen Prize, awarded every two years since 2011, recognizes outstanding institutions selected from a pool of more than 1,000 community colleges nationwide. With a singular focus on student success, the Aspen Prize honors institutions with outstanding achievement in six areas: teaching and learning, certificate and degree completion, transfer and bachelor's attainment, workforce success, equitable outcomes for students of color and students from low-income backgrounds, and leadership and culture.

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