FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

LONG RANGE PROGRAM PLAN

Florida Department of Education

Tallahassee, Florida 32399-0400

September 30, 2014

Cynthia Kelly, Director
Office of Policy and Budget
Executive Office of the Governor
1701 Capitol
Tallahassee, Florida 32399-0001

JoAnne Leznoff, Staff Director
House Appropriations Committee
221 Capitol
Tallahassee, Florida 32399-1300

Cindy Kynoch, Staff Director
Senate Committee on Appropriations
201 Capitol
Tallahassee, Florida 32399-1300

Dear Directors:

Pursuant to Chapter 216, Florida Statutes, our Long Range Program Plan (LRPP) for the Department of
Education is submitted in the format prescribed in the budget instructions. The information provided
electronically and contained herein is a true and accurate presentation of our mission, goals, objectives
and measures for the Fiscal Year 2015-16 through Fiscal Year 2019-20. The internet website address that
provides the link to the LRPP located on the Florida Fiscal Portal is http://www.fldoe.org/budget/lrpp.asp.
This submission has been approved by Pam Stewart, Commissioner of Education.

Sincerely,

Linda Champion

Linda Champion
Deputy Commissioner, Finance and Operations

FLORIDA DEPARTMENT OF EDUCATION

Long Range Program Plan

Fiscal Years

2015-16 through **2019-20**

September 30, 2014

TABLE OF CONTENTS

AGENCY MISSION, VISION AND GOALS

Mission: Increase the Proficiency of All Students

Section 1008.31, Florida Statutes (F.S.), establishes the mission of Florida's education delivery system.

> The mission of Florida's K-20 education system is to increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities.

Vision

Florida believes that every child can learn. To achieve the statutory mission for the state's education delivery system, the State Board of Education envisions for Florida an efficient world-class education system that engages and prepares *all* students to be globally competitive for college and careers. This means 100 percent of students scoring at or above grade level in the core subject areas.

> Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.

Statutory Goals

Section 1008.31, F.S., establishes four goals for Florida's education delivery system. Each goal will be measured through the state accountability system and progress will be documented through performance indicators approved by the State Board of Education, as well as performance outcomes included in the Florida Department of Education Long Range Program Plan. The four goals are:

> 1. Highest Student Achievement
> 2. Seamless Articulation and Maximum Access
> 3. Skilled Workforce and Economic Development
> 4. Quality Efficient Services

The first three goals are supported by priorities approved by the State Board of Education to provide Florida an education system that creates a culture of high expectations for present and future generations. Activities and programs are aligned to serve prekindergarten students, K-12 students in the public school system, postsecondary students in the Florida College System, teachers and education leaders, and individuals who are disabled, blind or visually impaired. Outcomes and performance projections have been established to document progress and provide accountability.

OUTCOMES AND PERFORMANCE PROJECTIONS

Goal 1: Highest Student Achievement

OBJECTIVE 1A: To improve kindergarten readiness.

Outcome 1A.1: Percentage of Voluntary Prekindergarten (VPK) Education Program completers who score ready on state kindergarten readiness assessments.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
76.9%	87.0%	89.0%	91.0%	93.0%	95.0%

Outcome 1A.2: Number/percentage of Early Intervention/Blind Babies customers successfully transitioned from the Blind Babies Program to the Children's Program (from preschool to school).

Baseline FY 2012-13	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
160 / 88.4%	164 / 88.4%	166 / 88.4%	168 / 88.4%	170 / 88.4%	172 / 88.4%

OBJECTIVE 1B: To increase the percentage of students performing at grade level.

Outcome 1B.1: Percentage of students scoring at or above grade level on statewide English/Language Arts assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
57.0%	75.0%	79.0%	83.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1B.2: Percentage of students scoring at or above grade level on statewide mathematics assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
58.0%	74.0%	78.0%	82.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1B.3: Percentage of students scoring at or above grade level on statewide science assessments.

Baseline FY 2013-14	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
47.0%	TBD*	TBD*	TBD*	TBD*	TBD*

On January 21, 2014, the State Board of Education established passing scores for the statewide science assessment, as required by section 1008.22(3), F.S. Performance projections will be determined when additional performance data are available and presented to the State Board of Education for approval.

Outcome 1B.4: Percentage of students scoring at or above grade level on statewide English/Language Arts assessments by subgroup to reduce the achievement gap.

	Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
American Indian	55.0%	74.0%	78.0%	82.0%	TBD*	TBD*
Asian	76.0%	85.0%	88.0%	90.0%	TBD*	TBD*
Black/African American	38.0%	63.0%	69.0%	74.0%	TBD*	TBD*
Hispanic	53.0%	73.0%	77.0%	81.0%	TBD*	TBD*
White	69.0%	82.0%	85.0%	88.0%	TBD*	TBD*
Economically Disadvantaged	46.0%	68.0%	73.0%	72.0%	TBD*	TBD*
English Language Learners	33.0%	60.0%	66.0%	72.0%	TBD*	TBD*
Students with Disabilities	29.0%	59.0%	65.0%	78.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments are to be determined (TBD) and presented to the State Board of Education for approval as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1B.5: Percentage of students scoring at or above grade level on statewide mathematics assessments by subgroup to reduce the achievement gap.

	Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
American Indian	58.0%	73.0%	77.0%	81.0%	TBD*	TBD*
Asian	82.0%	88.0%	90.0%	92.0%	TBD*	TBD*
Black/African American	40.0%	63.0%	69.0%	74.0%	TBD*	TBD*
Hispanic	55.0%	72.0%	76.0%	80.0%	TBD*	TBD*
White	68.0%	80.0%	83.0%	86.0%	TBD*	TBD*
Economically Disadvantaged	48.0%	68.0%	73.0%	78.0%	TBD*	TBD*
English Language Learners	41.0%	64.0%	69.0%	74.0%	TBD*	TBD*
Students with Disabilities	32.0%	60.0%	66.0%	72.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments are to be determined (TBD) and presented to the State Board of Education for approval as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1B.6: Percentage of students scoring at or above grade level on statewide science assessments by subgroup to reduce the achievement gap.

	Baseline FY 2013-14	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
American Indian						
Asian						
Black/African American						
Hispanic	TBD*	TBD*	TBD*	TBD*	TBD*	TBD*
White						
Economically Disadvantaged						
English Language Learners						
Students with Disabilities						

On January 21, 2014, the State Board of Education established passing scores for the statewide science assessment, as required by s. 1008.22(3), F.S. Performance projections will be determined when additional performance data are available and presented to the State Board of Education for approval.

Outcome 1B.7: Percentage of students scoring Level 4 and above on statewide assessments in reading.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
31.0%	49.0%	52.0%	56.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments are to be determined (TBD) and presented to the State Board of Education for approval as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1B.8: Percentage of students scoring Level 4 and above on statewide assessments in mathematics.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
36.0%	54.0%	57.0%	61.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments are to be determined (TBD) and presented to the State Board of Education for approval as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

OBJECTIVE 1C: **To increase student participation and performance in accelerated course options.**

Outcome 1C.1: Percentage of ninth-grade students who passed a statewide high school credit bearing end-of-course assessment prior to ninth grade.

Baseline FY 2013-14	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
19.0%	TBD*	TBD*	TBD*	TBD*	TBD*

In accordance with state statutes, end-of-course (EOC) assessments for certain courses are administered at the middle and high school levels for the purpose of increasing student achievement and improving college and career readiness. Achievement levels are established after a baseline test administration has occurred. Outcome projections are to be determined (TBD) when more than two years of performance data are available and presented to the State Board of Education for approval.

Outcome 1C.2: Percentage of high school graduates who completed at least one accelerated mechanism (i.e., Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), Advanced International Certificate of Education (AICE) or Industry Certification).

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
45.0%	60.0%	63.0%	66.0%	69.0%	72.0%

Outcome 1C.3: Percentage of students who took at least one AP, IB, DE, AICE or industry certification examination and were eligible for the associated postsecondary credit.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
70.0%	85.0%	88.0%	91.0%	94.0%	97.0%

OBJECTIVE 1D: **To increase the percentage of effective and highly effective principals.**

Outcome 1D.1: Percentage of effective and highly effective principals at all elementary and secondary schools.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1D.2: Percentage of effective and highly effective principals at high-minority schools.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1D.3 Percentage of effective and highly effective principals at high-poverty schools.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1D.4: Change in the percentage of schools administered by effective and highly effective principals in "D" and "F" schools after three years.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

OBJECTIVE 1E: **To increase the percentage of effective and highly effective teachers.**

Outcome 1E.1: Percentage of effective and highly effective teachers at all elementary and secondary schools.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1E.2: Percentage of effective and highly effective teachers at high-minority schools.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1E.3: Percentage of effective and highly effective teachers at high-poverty schools.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1E.4: Change in the percentage of classes taught by effective and highly effective teachers at "D" and "F" schools after three years.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1E.5: Percentage of science, technology, engineering and mathematics (STEM) courses taught by effective and highly effective teachers.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

OBJECTIVE 1F: **To reduce the number of out-of-field teachers.**

Outcome 1F.1: Percentage of classes taught by in-field teachers at all elementary and secondary schools.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
94.0%	94.7%	94.8%	95.0%	95.2%	95.4%

Outcome 1F.2: Percentage of classes taught by in-field teachers at high-minority schools.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
94.0%	95.3%	95.6%	96.0%	96.3%	96.6%

Outcome 1F.3: Percentage of classes taught by in-field teachers at high-poverty schools.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
94.0%	95.0%	95.3%	95.7%	96.0%	96.3%

Outcome 1F.4: Change in the percentage of classes taught by in-field teachers at "D" and "F" schools after three years.

Baseline FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
TBD*	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined (TBD) when more than two years of data are available and presented to the State Board of Education for approval.

Outcome 1F.5: Percentage of STEM classes taught by in-field teachers.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
96.0%	96.7%	96.8%	97.0%	97.2%	97.4%

OBJECTIVE 1G: **To increase the percentage of charter school students performing at grade level.**

Outcome 1G.1: Percentage of students attending a charter school scoring at or above grade level on statewide English/Language Arts assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
62.0%	75.3%	78.7%	82.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval in 2014 as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1G.2: Percentage of students attending a charter school scoring at or above grade level on statewide mathematics assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
62.0%	76.0%	79.5%	83.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval in 2014 as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1G.3: Percentage of students attending a charter school scoring at or above grade level on statewide science.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
52.0%	TBD*	TBD*	TBD*	TBD*	TBD*

The State Board of Education adopted standards for the statewide science assessment in December 2012; performance projections to be determined (TBD) after two years of data are available and presented to the State Board of Education for approval.

Outcome 1G.4: Percentage of students attending a charter school scoring Level 4 or above on statewide English/Language Arts assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
34.0%	49.0%	52.0%	56.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval in 2014 as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 1G.5: Percentage of students attending a charter school scoring Level 4 or above on statewide mathematics assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
29.0%	48.2%	54.6%	61.0%	61.0%	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval in 2014 as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

OBJECTIVE 1H: To increase college readiness and success.

Outcome 1H.1: Percentage of Developmental Education completers (English only) who complete a college-level course in the same subject with a "C" grade or above within two years.

Baseline FY 2007-08 Cohort	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
62.4%	63.4%	63.7%	63.9%	64.2%	64.5%

Outcome 1H.2: Percentage of Developmental Education completers (mathematics only) who complete a college-level course in the same subject with a "C" grade or above within two years.

Baseline FY 2007-08 Cohort	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
31.8%	32.8%	33.1%	33.3%	33.6%	33.9%

Outcome 1H.3: Percentage of Developmental Education completers (English and mathematics) who complete a college-level course in the same subjects with a "C" grade or above within two years.

Baseline FY 2007-08 Cohort	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
23.7%	24.4%	24.6%	24.8%	25.0%	25.2%

Outcome 1H.4: Number of institutional and program rankings in the Florida College System.

	Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Institutional	128	147	152	157	162	167
Program	56	75	80	84	88	92

Outcome 1H.5: Number of Florida College System faculty receiving awards.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
743	789	801	812	824	836

Outcome 1H.6: Percentage of postsecondary students receiving federal, state, local, institutional or other sources of grant aid.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
52.7%	54.7%	55.2%	55.7%	56.2%	56.7%

Outcome 1H.7: Percentage of postsecondary students receiving federal student loans.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
19.4%	18.1%	17.8%	17.4%	17.1%	17.4%

Outcome 1H.8: Average amount of federal student loan aid received by an undergraduate postsecondary student.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
$5,418	$5,750	$5,836	$5,924	$6,013	$6,103

Outcome 1H.9: Cohort default rate for Florida College System students.

Baseline FY 2008-09	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
12.9%	11.4%	11.1%	10.7%	10.3%	9.9%

Outcome 1H.10: Retention rates of Florida College System students.

	Baseline Fall 2007 – Spring 2011	Fall 2010 – Spring 2014	Fall 2011 – Spring 2015	Fall 2012 – Spring 2016	Fall 2013 – Spring 2017	Fall 2014 – Spring 2018
AA Rate	66.7%	69.4%	70.1%	70.8%	71.4%	72.0%
AAS/AS Rate	58.8%	61.8%	62.5%	63.2%	64.0%	64.8%

Outcome 1H.11: Number of degrees and certificates awarded.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
93,285	113,854	119,225	124,596	129,966	135,336

Outcome 1H.12: Graduation rate for first-time-in-college students (in 150% time).

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
35.0% of Cohort	36.3% of Cohort	36.6% of Cohort	36.9% of Cohort	37.2% of Cohort	37.5% of Cohort

Outcome 1H.13: Average time to attain an associate degree.

	Baseline FY 2009-10	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Accelerated Students	2.8 years	2.7 years	2.7 years	2.6 years	2.6 years	2.6 years
Non-accelerated Students	4.4 years	4.4 years	4.3 years	4.2 years	4.2 years	4.2 years

Outcome 1H.14: Average number of credits to attain an associate degree.

	Baseline FY 2009-10	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Accelerated Students	73 credits	70 credits	69 credits	68 credits	65 credits	64 credits
Non-accelerated Students	78 credits	75 credits	74 credits	73 credits	70 credits	69 credits

Outcome 1H.15: Transfer rates of associate degree graduates who transfer within two years to the upper division at a Florida College System institution.

Baseline FY 2008-09 Completers	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
7.6%	12.8%	14.1%	15.4%	16.7%	18.0%

Outcome 1H.16: Transfer rates of associate degree graduates who transfer within two years to the upper division at a state university.

Baseline FY 2008-09 Completers	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
50.7%	52.7%	53.2%	53.7%	54.2%	54.7%

Outcome 1H.17: Percentage of students taking and passing licensure exams.*

	Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
NCLEX-RN Registered Nurse	89.7%	90.3%	90.5%	90.7%	90.8%	90.9%
NCLEX-PN Practical Nurse	88.6%	89.6%	89.9%	90.1%	90.4%	90.7%

Outcomes for additional licensure exams to be added when data are available.

GOAL 2: Seamless Articulation and Maximum Access

OBJECTIVE 2A: To increase high school graduation rates.

Outcome 2A.1: Percentage of students who graduate from high school, as calculated according to Florida's federal graduation rate for a standard diploma.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
70.6%	86.0%	89.0%	92.0%	95.0%	98.0%

Outcome 2A.2: Percentage of students who graduate from high school, as calculated according to Florida's federal graduation rate to include standard, special and five-year diplomas.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
73.4%	88.0%	91.0%	94.0%	97.0%	99.0%

OBJECTIVE 2B: **To improve college readiness of high school graduates.**

Outcome 2B.1: Percentage of high school graduates meeting approved postsecondary readiness standards at the time of graduation, as measured by standard assessments in reading, writing and mathematics.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
47.0%	77.0%	82.0%	87.0%	92.0%	97.0%

Outcome 2B.2: Percentage of Florida high school graduates (standard diploma) who qualify for the Florida Bright Futures Scholarship.

Baseline FY 2001-02	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
33.0%	11.8%*	11.8%*	11.8%*	11.8%*	11.8%*

Projections reflect estimates that fewer students will be eligible for Bright Futures Scholarship when increasingly more stringent eligibility requirements become effective, as required by legislative changes enacted in 2011.

OBJECTIVE 2C: **To expand digital education.**

Outcome 2C.1: Student-to-computer device ratio for students in grades three through eleven.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
2.87:1	1.5:1*	1.25:1*	1:1*	1:1*	1:1*

Outcome projections reflect district policy and technology planning; projections are not expected to be accomplished with only state funding.

Outcome 2C.2: Percentage of public schools meeting the minimum network bandwidth standards.

Baseline FY 2013-14	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Begin Data Collection	TBD*	TBD*	TBD*	TBD*	TBD*

Projected outcomes to be determined when more than two years of data are available and presented to the State Board of Education for approval.

OBJECTIVE 2D: **To expand school choice options or students.**

Outcome 2D.1: Number of charter schools in Florida.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
518	675	705	735	765	795

Outcome 2D.2: Close the gap between the percentage of students eligible for Free and Reduced Price Lunch who are served by charter schools and the percentage of students eligible for Free and Reduced Price Lunch who are served by traditional public schools.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
45.0%	51.0%	53.0%	55.0%	57.0%	58.0%

Outcome 2D.3: Number of students enrolled in charter schools.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
179,940	265,000	280,000	295,000	310,000	325,000

Outcome 2D.4: Number of students participating in the McKay Scholarships for Students with Disabilities Program.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
24,194	29,025	30,233	31,441	32,649	33,500

Outcome 2D.5: Number of students participating in the Florida Tax Credit Scholarship Program.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
40,248	80,496	90,558	100,620	110,682	120,000

Outcome 2D.6: Percentage of students attending a full-time virtual education program scoring at or above grade level on statewide English/Language Arts assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
71.0%	78.3%	80.2%	82.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval in 2014 as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 2D.7: Percentage of students attending a full-time virtual education program scoring at or above grade level on statewide mathematics assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
55.0%	74.0%	78.0%	83.0%	TBD*	TBD*

Fiscal year (FY) 2018-19 and 2019-20 performance projections for K-12 student achievement on statewide assessments to be determined (TBD) and presented to the State Board of Education for approval in 2014 as part of the strategic planning requirement in s. 1001.02(3)(a), F.S.

Outcome 2D.8: Percentage of students attending a full-time virtual program scoring at or above grade level on statewide science assessments.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
58.0%	TBD*	TBD*	TBD*	TBD*	TBD*

Performance projections to be determined (TBD) after more than two years of data are available and presented to the State Board of Education for approval.

Outcome 2D.9: Percentage of students enrolled in virtual education courses.

	Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Part-time Virtual Programs	3.8%	4.6%	4.8%	5.0%	5.2%	5.4%
Full-time Virtual Programs	0.2%	0.7%	0.8%	1.0%	1.1%	1.2%

OBJECTIVE 2E: To expand and maintain student access.

Outcome 2E.1: Number of high school students participating in dual enrollment courses.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
46,083	54,549	56,666	58,782	60,899	63,016

Outcome 2E.2: Number of students enrolled in college credit courses in the Florida College System.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
478,130	509,637	500,930	505,532	510,134	514,736

Outcome 2E.3: Number of students enrolled in college credit courses in the Florida College System disaggregated by age range.

	Baseline Fall 2011	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Under 18-21 Years	225,951	235,629	238,101	240,573	243,045	245,517
22-29 Years	135,187	135,995	136,197	136,399	136,601	136,803
30-39 Years	64,014	68,902	70,124	71,346	72,568	73,790
40-64 Years	51,777	54,597	55,302	56,007	56,712	57,417
Other	1,201	1,205	1,206	1,207	1,208	1,209

Outcome 2E.4: Percentage of high school students who enroll in the Florida College System in the year following high school graduation.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
35.5%	36.8%	37.2%	37.6%	37.9%	38.2%

Outcome 2E.5: Of students who enroll in the Florida College System in the year following high school graduation, the percentage of minority students.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
54.1%	57.7%	58.6%	59.5%	60.4%	61.3%

Outcome 2E.6: Of students who enroll in the Florida College System in the year following high school graduation, the percentage of students from low-income families.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
64.2%	65.3%	65.5%	65.8%	66.1%	66.4%

Outcome 2E.7: Percentage of degree-seeking students classified as non-Florida residents for tuition purposes.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
3.7%	4.5%	4.7%	4.9%	5.1%	5.3%

Outcome 2E.8: Average net price of attending a Florida College System institution.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
$6,511	$6,511	$6,511	$6,511	$6,511	$6,511

Outcome 2E.9. Number of students enrolled in community education programs (Continuing Workforce Education and Recreation and Leisure).

	Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Continuing Workforce Education	151,948	172,644	177,818	182,992	188,166	193,340
Recreation and Leisure	57,761	61,564	62,515	63,466	64,607	65,748

GOAL 3: Skilled Workforce and Economic Development

OBJECTIVE 3A: **To expand science, technology, engineering and mathematics (STEM) related educational opportunities in high-demand areas.**

Outcome 3A.1: Percentage of career and technical education (CTE) students enrolled in STEM programs.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
29.0%	32.0%	32.5%	33.0%	33.5%	34.0%

OBJECTIVE 3B: **To increase career and technical education opportunities for high school graduates.**

Outcome 3B.1: Percentage of high school students earning an industry certification.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
3.7%	9.0%	9.5%	10.0%	10.5%	11.0%

Outcome 3B.2: Percentage of workforce education students who become full program completers within 2 years of enrollment in school districts.

Baseline FY 2001-02	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
35.1%	49.0%	50.0%	51.0%	52.0%	53.0%

OBJECTIVE 3C: **To improve adult education programs.**

Outcome 3C.1: Percentage of adult general education students who demonstrate learning gains.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
25.1%	27.5%	28.0%	29.0%	30.0%	31.0%

Outcome 3C.2: Percentage of adult general education ESOL students who demonstrate learning gains.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
30.7%	33.7%	34.3%	35.0%	35.6%	36.3%

Outcome 3C.3: Percentage of adult general education students who earn a high school diploma or its equivalent (GED).

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
40.6%	43.0%	43.5%	44.0%	44.5%	45,0%

Outcome 3C.4: Percentage of adult high school diploma earners who enroll in a postsecondary program.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
40.2%	50.0%	52.0%	54.0%	56.0%	58.0%

Outcome 3C.5: Percentage of State of Florida high school equivalency diploma (GED) earners who enroll in a postsecondary program.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
29.1%	39.0%	41.0%	43.0%	45.0%	47.0%

OBJECTIVE 3D: To prepare students for careers.

Outcome 3D.1: Percentage of all Florida College System graduates earning a career certificate, a college credit certificate, an associate in applied science (AAS) degree, an applied science (AS) degree, an associate in arts (AA) degree or a bachelor's degree who were found employed in the State of Florida within one year of completion.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
65.0%	70.3%	71.6%	72.9%	74.2%	75.5%

Outcome 3D.2: Percentage of Florida College System graduates earning a career certificate who were found employed in the State of Florida within one year of college completion.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
76.7%	81.9%	83.2%	84.5%	85.8%	87.1%

Outcome 3D.3: Percentage of Florida College System graduates earning a college credit certificate who were found employed in the State of Florida within one year of college completion.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
72.7%	78.9%	80.5%	82.0%	83.6%	85.2%

Outcome 3D.4: Percentage of Florida College System graduates earning an AAS degree who were found employed in the State of Florida within one year of college completion.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
83.3%	85.9%	86.6%	87.2%	87.9%	88.6%

Outcome 3D.5: Percentage of Florida College System graduates earning an AS degree who were found employed in the State of Florida within one year of college completion.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
86.3%	89.6%	90.4%	91.2%	92.0%	92.8%

Outcome 3D.6: Percentage of Florida College System graduates earning an AA degree who were found employed in the State of Florida within one year of college completion.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
53.0%	56.5%	57.3%	58.2%	59.0%	59.8%

Outcome 3D.7: Percentage of Florida College System graduates earning a bachelor's degree who were found employed in the State of Florida within one year of college completion.

Baseline FY 2009-10	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
88.2%	90.5%	91.1%	91.7%	92.3%	92.9%

Outcome 3D.8: Average wages of Florida College System graduates earning a career certificate or degree who were found employed in the State of Florida within one year of college completion.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
$40,713	$42,386	$42,810	$43,238	$43,670	$44,106

Outcome 3D.9: Percentage of school district postsecondary certificate program completers found employed in Florida within one year of completion.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
59.7%	67.8%	69.3%	70.0%	70.0%	70.0%

Outcome 3D.10: Percentage of school district postsecondary certificate program enrollees who earn an industry certification.

Baseline FY 2010-11	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
11.0%	16.0%	17.0%	18.0%	19.0%	20%

GOAL 4: Quality Efficient Services

OBJECTIVE 4A: **To increase employment outcomes for vocational rehabilitation (VR) customers.**

Outcome 4A.1: Number of individuals exiting the VR program who achieved an employment outcome.

Baseline FY 2012-13	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
6,532	6,557	6,678	6,800	6,822	6,844

Outcome 4A.2: Of all the individuals who achieved an employment outcome for the VR program, the percentage who exited with earnings equivalent to at least the minimum wage.

Baseline FY 2012-13	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
98.3%	90.8%	90.9%	91.0%	91.1%	91.2%

Outcome 4A.3: Number/percent of all VR customers gainfully employed (rehabilitated) for at least 90 days.

Baseline FY 2012-13	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
6,523 / 43.4%	6,557 / 55.8%	6,678 / 55.8%	6,800 / 55.8%	6,822 / 55.8%	6,844 / 55.8%

OBJECTIVE 4B: To increase employment outcomes for blind services customers.

Outcome 4B.1: Number/percent of rehabilitation customers placed in competitive employment (at or above minimum wage).

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
708 / 97.25%	720 / 97.25%	727 / 97.25%	734 / 97.25%	741 / 97.25%	748 / 97.25%

Outcome 4B.2: Number of blind vending food service facilities supporting employed blind vendors.

Baseline FY 2011-12	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
147	152	153	155	158	161

OBJECTIVE 4C: To align resources with strategic goals.

OBJECTIVE 4D: To design and implement K-20 education accountability processes.

OBJECTIVE 4E: To implement an integrated education performance management system.

LINKAGE TO GOVERNOR'S PRIORITIES

Florida's education goals and objectives are directly linked to the Governor's priorities. The Governor's first priority, *improving education*, aligns with objectives to improve student readiness and performance, ensure high-quality teachers, increase graduation rates and expand options for students through digital education and school choice. The second priority, *economic development and job creation,* aligns with objectives to prepare students for careers, offer more technical education opportunities and prepare students for careers in high-demand areas. The third priority, *maintaining an affordable cost of living in Florida,* aligns with objectives to maintain accountability, affordability and resource management.

GOVERNOR'S PRIORITIES	STATUTORY EDUCATION GOALS	STATE BOARD OF EDUCATION – FLORIDA DEPARTMENT OF EDUCATION	
		OBJECTIVES	MAJOR DELIVERY PROGRAM
Priority 1: Improving Education • World Class Education	**Goal 1: Highest Student Achievement**	1A. Improve kindergarten readiness. 1B. Increase percentage of students performing at grade level. 1C. Increase student participation and performance in accelerated course options. 1D. Increase percentage of effective and highly effective teachers. 1E. Reduce the number of out-of-field teachers. 1F. Increase percentage of charter school students performing at grade level. 1G. Improve charter school performance. 1H. Improve college readiness and success in the Florida College System.	Prekindergarten Education K-12 Education Florida Colleges State Board of Education
	Goal 2: Seamless Articulation and Maximum Access	2A. Increase high school graduation rates. 2B. Improve college readiness of high school graduates. 2C. Expand digital education. 2D. Increase percentage of effective and highly effective teachers at high-minority, high-poverty, and low-performing schools. 2E. Reduce the number of out-of-field teachers at high-minority, high-poverty, and low-performing schools. 2F. Expand school choice for students. 2G. Maintain affordability and access. 2H. Facilitate provision of developmental services to blind and visually impaired children.	K-12 Education Florida Colleges Private Colleges and Universities State Universities Student Financial Assistance
Priority 2: Economic Development and Job Creation • Job Growth/Retention • Reduce Taxes • Regulatory Reform • Phase-out Corporate Income Tax	**Goal 3: Skilled Workforce and Economic Development**	3A. Expand STEM-related educational opportunities in high-demand areas. 3B. Increase career and technical education opportunities for high school graduates. 3C. Improve school district and Florida College System adult education program student performance. 3D. Increase the percentage of teachers who were mathematics and science majors. 3E. Prepare students for careers. 3F. Increase employment outcomes for VR customers. 3G. Increase employment outcomes for blind services customers.	Career and Adult Education Florida Colleges Private Colleges and Universities State Universities Vocational Rehabilitation Blind Services
Priority 3: Maintaining Affordable Cost of Living • Accountability Budgeting • Reduce Government Spending • Reduce Taxes • Phase-out Corporate Income Tax	**Goal 4: Quality Efficient Services**	4A. Design and implement K-20 education accountability processes. 4B. Implement an integrated education performance management system. 4C. Align resources with strategic goals.	State Board of Education

TRENDS AND CONDITIONS

Florida's K-20 education system is regarded as one of the most progressive systems in the nation. For more than a decade, Florida has been involved in comprehensive education reform initiatives that are yielding remarkable student achievement gains and increased accountability for outcomes. These initiatives have contributed to Florida being widely recognized as a national leader in:

- Improved Graduation Rates
- Closing the Achievement Gap
- Robust Advanced Placement Programs
- Best Teacher Quality Policies
- Increased Science, Technology, Engineering and Mathematics (STEM) Enrollment

Florida focuses on expanding educational opportunities for learners at every level. Serving nearly 2.7 million students, 4,200 public schools, 28 colleges, 192,000 teachers, 47,000 college professors and administrators, and 321,000 full-time staff throughout the state, the state's education system enhances the economic self-sufficiency of Floridians through programs and services geared toward college, workforce education, apprenticeships, job-specific skills and career development.

Florida is also a national leader in providing school choice options for students and their families, with the number of families taking advantage of these opportunities increasing each year. The state's education system includes more than 578 charter schools, 490 magnet schools and programs, and 1,729 registered career and professional academies for high school students. The state is a national leader in educating English learners and has a remarkable track record in closing the achievement gap for these students. The state's education system also includes programs that assist individuals who are blind, visually impaired, or disabled succeed either in school settings or careers, thus encouraging independence and self-sufficiency.

The Florida Department of Education is responsible for promoting and sustaining an integrated, high-quality, lifelong learning system for Florida's students under the direction of the State Board of Education, pursuant to s. 1001.20(1), F.S. The department plans, administers, and delivers programs and services through the Office of the Commissioner of Education and seven agency divisions. For purposes of long-range planning and legislative budget requests, the department's major programs are:

- Vocational Rehabilitation
- Blind Services
- Private Colleges and Universities
- Student Financial Assistance
- Prekindergarten Education
- K-12 Education
- Career and Adult Education
- Florida Colleges
- State Board of Education

Offering Florida students a world-class education is an investment in the future of Florida's economy. With Florida's students fully prepared for the future, the state will be well positioned to compete in the global economy.

Vocational Rehabilitation

The Division of Vocational Rehabilitation (VR) assists eligible individuals who have physical or mental disabilities to prepare for, enter, engage in or retain employment (Rehabilitation Act of 1973, as amended, and Chapter 413, F.S.). VR is committed to helping people with disabilities find meaningful careers.

Florida's vocational rehabilitation program is administered according to federal and state guidelines. A person's eligibility to participate in the program is determined using federal guidelines. Eligibility criteria include that the individual (1) has a physical or mental impairment to employment, (2) can benefit in terms of an employment outcome from receiving VR services and (3) requires VR services to prepare for, retain or regain employment.

The Workforce Innovation and Opportunity Act, signed into law in July 2014, has implications for new federal performance standards and metrics for VR. VR is monitoring the act's implementation and impact on the division, customers and stakeholders.

Demographic and Economic Overview

The 2008-2012 American Community Survey (ACS) five-year estimates indicated that there were 2,373,359 individuals with disabilities residing in Florida. This number represented 12.8 percent of the state's population. Of the state's population with disabilities, 48 percent is male and 52 percent is female. According to the survey's five-year estimates, 9.8 percent of working-age people (ages 18 to 64) in Florida reported having a disability. These working-age adults with a disability may qualify for vocational rehabilitation services; however, this number far exceeds VR's service capacity.

In the ACS estimates referenced above, there were 419,205 unemployed Floridians with disabilities age 16 and older. This equates to approximately 18.7 percent of the 2,241,524 individuals with a disability reporting an employment status. In the ACS, almost 533,000 individuals with disabilities, age 16 and older, reported earnings in the past 12 months. The median earnings for this group were $19,699. Florida VR measures the projected average annual salary at placement. At the end of fiscal year 2013, the average salary was $17,242 (Performance Based Program Budgeting Report, June 2013).

Florida's overall economic climate continues to influence vocational rehabilitation's program performance. As of March 2014, Florida's unemployment rate was 6.2%, which equates to approximately 588,000 individuals not working. Florida's unemployment rate for March 2014 was lower than the national average of 6.7%.

Current Statewide Needs Assessment Results

Federal regulations require that public VR programs and state rehabilitation councils work collaboratively to identify the employment-related needs of individuals with disabilities residing in their states. During State Fiscal Year (SFY) 2011 (to include 2010-2011), VR completed the required needs assessment. The results were used to strategically plan and develop goals for SFY 2013 and beyond. Research methods used to gather information about the needs for individuals with disabilities in Florida included focus groups, stakeholder interviews, surveys of customers and staff and secondary data analysis. Following are summary results from these methods:

- **Focus Groups Results**

  A minimum of seven focus groups were conducted, with a total of 44 participants, categorized as "most significantly disabled." Because of the small sample size, the results cannot be generalized statistically to the entire population of Floridians with disabilities. Nevertheless, the results do provide insight about the needs of individuals with disabilities. The focus group participants offered a range of needs and supports that would assist them in getting and keeping a job, the most important of which were schooling and job skills/knowledge.

- **Stakeholder Interview Results**

  VR conducted 17 key stakeholder interviews. Interview results revealed that customers and counselors need better information about the opportunities and resources available in local job markets. Employers need to be informed about the benefits of hiring individuals with disabilities.

  VR programs seek to identify groups that may be underserved or unserved in their systems. Results from the stakeholder interviews suggest that individuals with mental health or cognitive impairments, particularly the former, are underserved. Unserved groups were identified as individuals on the Order of Selection waitlist.

- **Customer and VR Field Staff Survey Results**

  In April 2011, mail surveys were sent to 4,000 active and closed VR customers from the most recent 12-month period. A total of 680 usable surveys were returned and analyzed, yielding a 17 percent response rate. An online survey was sent to 630 VR field staff, to which 401 individuals responded (280 individuals completed the entire survey). This resulted in a 69.8 percent completion rate. The field staff survey was made available to area directors, all VR counseling staff, VR technicians and staff interpreters/translators.

Table 1 shows how customers and field staff rated the importance of services to individuals with disabilities in finding a job. In the rankings, one is most important and six is least important. There was relatively little difference in the rankings of customers and field staff.

Table 1: Customer and VR Field Staff Survey Results

Services Important to Finding A Job	Customer Rank	Field Staff Rank
Help finding a job	1	1
Training for a new job	2	2
Support from a job coach	4	3
Help paying for books, supplies and training materials	3	4
A computer, software or related material	5	5
Tutoring	6	6

Vocational Rehabilitation's Vision, Mission and Goals

Vision

To be the first place people with disabilities turn when seeking employment and a top resource for employers in need of qualified employees.

Mission
To help people with disabilities find and maintain employment and enhance their independence.

Strategic Goals
Strategic Goal 1: Improve Customer Success and Satisfaction
Strategic Goal 2: Improve Employee Development and Workplace Environment
Strategic Goal 3: Improve VR Support Processes

General Program Performance

During SFY 2013 (2012-13), VR had an average of 55,457 individuals in active status. Under both federal and state regulations, the vocational rehabilitation program must give priority to clients with significant and most significant disabilities. Of the 6,523 individuals placed into gainful employment, 98.88 percent (6,450) were categorized as significantly or most significantly disabled. The projected average annual earnings of VR customers who had been placed in jobs for the SFY 2012 were $17,242, compared to the legislative standard of $17,500. This represents a slight decrease from the SFY 2011-12 earnings of $17,286.

Florida Rehabilitation Council

The Florida Rehabilitation Council (FRC) works in strategic partnership with VR to develop policies consistent with federal and state law, to ensure best practices and to promote economic independence for persons with disabilities. The FRC submits an annual progress report to the Governor of Florida, the Commissioner of the United States Department of Education, the Rehabilitation Services Administration, the Florida Senate President, the Florida Speaker of the House of Representatives and the Florida Commissioner of Education.

As part of its responsibilities, the FRC monitors the effectiveness of the VR program. This is done by contracting with the Florida State University to conduct two independent surveys. The first survey evaluates satisfaction levels of customers whose cases are active. The second survey evaluates customers whose cases have been closed (i.e., successfully and unsuccessfully rehabilitated). During Federal Fiscal Year 2013, the overall satisfaction rate reported for active and closed cases was approximately 75 percent. The FRC facilitates coordination of activities with other agencies and partners of VR to ensure the effective use of resources in a collaborative manner to maximize access to employment opportunities for persons with disabilities.

Adults with Disabilities Grant Program

VR also administers the Department of Education's Adults with Disabilities Grant Program. The program's mission is to support and enhance educational and recreational opportunities for Floridians with disabilities who may not have employment as a goal and/or senior citizens with disabilities by providing programs that enhance the individual's quality of life, health and well-being or lifelong learning. To achieve this mission, grants are awarded to 40 school districts and 10 Florida state colleges.

Benchmarks for each individual are established based on the individual's needs and goals. During the program year, each student is expected to enhance his or her quality

of life, health, well-being, and/or lifelong learning skills by achieving at least two identified benchmarks. These grants also include reading components to help improve the individual's literacy. In 2013-14, more than 13,000 Floridians with disabilities were successfully served in these education-related activities.

Blind Services

Vision, Mission and Goals

The goals and objectives for the Division of Blind Services (DBS) are logical outcomes of both state and federal mandates (Rehabilitation Act of 1973, as amended, and Chapter 413, F.S.). The division's program and functional objectives are to obtain employment outcomes and maximize independence and integration into the community for blind or visually impaired individuals of all ages. Therefore, the scope of the division's programs and its major activities must be to meet the needs of families with infants who are blind, students making the transition from school to work, working-age individuals who are blind and older adults who face age-related blindness.

Vision

In partnership with others, create a barrier-free environment in the lives of Floridians with visual disabilities.

Mission

To ensure blind and visually impaired Floridians have the tools, support and opportunity to achieve success.

Primary Strategic Goals

Strategic Goal 1:   Create an environment that provides job opportunities for visually impaired and blind Floridians.

Strategic Goal 2:   Create a service delivery system that provides comprehensive services to visually impaired and blind Floridians.

Strategic Goal 3:   Create an environment that fosters an exemplary division workforce.

Strategic Goal 4:   Create a well-managed and accountable organization that ensures high quality.

Table 2 on the following page describes the mandates under which the division operates and authority for its policies and programs.

Table 2: Division of Blind Services Mandates and Authority

MANDATES / POLICIES	AUTHORITY
Ensure the greatest possible efficiency and effectiveness of services to individuals who are blind: a. Aid individuals who are blind in gaining employment, including the provision of job training, per s. 413.011(2), F.S., and s. 413.011(3)(p), F.S.; b. Provide independent living training so individuals who are blind can benefit from their community in the same manner as their sighted peers, per s. 413.011(3)(e), F.S.; c. Provide library service to the blind and other physically disabled persons as defined in federal law and regulations in carrying out any or all of the provisions of this law, per s. 413.011(3)(h), F.S., and s. 413.011(3)(t), F.S.; and d. Promote the employment of eligible blind persons, including the training and licensing of such persons as operators of vending facilities on public property, per s. 413.041, F.S., and s. 413.051, F.S.	Chapter 413, F.S.
Expand the specialized early intervention services for visually impaired children, birth through age 5, and their families on a statewide basis, per s. 413.092, F.S.	Chapter 413, F.S.
Aid individuals who are blind toward gaining employment, including the provision of job training.	Title I, Rehabilitation Act, as Amended (CFR 34 Part 361)
Serve children who are blind from age 5 through transition to the Vocational Rehabilitation Program, per s. 413.011(5), F.S.	Chapter 413, F.S.
Provide independent living training so individuals who are blind can benefit from their community in the same manner as their sighted peers.	Title VII, Rehabilitation Act, as Amended (CFR 34 Part 361-367)
Promote the employment of eligible blind persons, including the training and licensing of such persons as operators of vending facilities on public property.	The Randolph-Sheppard Vending Stand Act (PL 74-732) and 34 CFR Part 395
Provide braille and talking-book reading materials in compliance with the standards set forth by the National Library Service for the Blind and Physically Handicapped.	Pratt-Smoot Act (PL 89-522)

Programs

DBS programs provide valuable training to assist individuals who are blind, as well as those with usable but diminished vision. Blindness and diminished vision (often called low vision) can lead to developmental delays for babies, poor performance in school, reduced earnings in the workforce and difficulty for seniors seeking maximum independence.

In partnership with community rehabilitation providers, the DBS provides services through a combination of state, federal and community funding. In addition, DBS works collaboratively with the Division of Vocational Rehabilitation, the Bureau of Exceptional Education and Student Services and other community agencies. All services for individuals are developed based on their particular needs.

Four major program functions were developed to meet the diverse needs of individuals who are blind or visually impaired:

1. Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training and independent living services; and provide

job placement assistance to DBS customers. Provide consultation, training and rehabilitation engineering services to employers of DBS customers.

2. Provide food service vending training, work experience and licensing.
3. Facilitate the provision of developmental services to blind and visually impaired children.
4. Provide braille and recorded publications services.

Blind or severely visually impaired individuals of any age are served by the following programs:

- **Vocational Rehabilitation Program:** Assists individuals who are blind or visually impaired to gain, maintain or retain employment. A plan is developed for each individual to provide the education, training, equipment and skills needed for success. Services are provided by DBS vocational rehabilitation counselors, local community rehabilitation providers, the DBS Rehabilitation Center and through sponsorship of training at vocational schools and colleges.

- **Independent Living Adult Program:** Enables individuals who are blind or visually impaired to live independently in their homes and communities with the maximum degree of self-direction. Services are available to adults, regardless of their circumstances, if they have poor vision affecting both eyes.

- **Children's Program:** Facilitates children who are blind or visually impaired in participating fully within family, community and educational settings and works to ensure development to full potential. The program assists school-age children who have visual impairments to meet current and future challenges. A DBS children's specialist works with the child, parents, school district and other professionals to provide guidance, information, advocacy and special opportunities throughout the child's elementary and middle school years to promote readiness for high school.

- **Blind Babies Program:** Provides community-based, early-intervention education to children from birth to age 5 who are blind or visually impaired and to their parents and families through community-based provider organizations. The goals of the program are to minimize delays in development and prepare the child for independence and successful education.

- **Bureau of Business Enterprise:** Provides employment opportunities in food vending service for disabled and nondisabled populations. Individuals desiring to independently operate a food service or vending location must meet stringent requirements for acceptance into the program. For the State Fiscal Year ending June 30, 2014, the program comprised 118 facility managers (vendors) employing a total of 191 people. Taxable gross sales generated a total of $19.57 million.

- **Braille and Talking Book Library:** Provides books, magazines, newsletters, movies, newspapers and necessary equipment in accessible formats (audio, braille and large print) for customers who are certified as eligible as defined by the standards of the National Library Service of the Library of Congress.

- **Rehabilitation Center for the Blind and Visually Impaired**: The residential facility in Daytona Beach offers a variety of services to clients on a statewide basis, including assessment and counseling, training in independent living skills and vocational training. Participants attend an intensive five-day-a-week program to learn independent living, employability and computer skills. Clients of DBS's VR Program have the option to attend the center when appropriate.

Trends

The division continues to examine key outcomes for each identified program. A few general trends cross all areas:

- There is a need for more awareness, including public awareness, employer awareness and prospective clients' awareness.
- There is a need to strengthen existing partnerships and develop additional partnerships.
- There is a need to recruit, maintain and train qualified staff, and to standardize paraprofessional and support positions across the state.
- As the median age of Floridians increases, so does the number of people who develop diminished vision and eye diseases. According to the American Federation of the Blind's *2013 Report on Aging and Vision Loss*, this trend is "expected to continue to grow significantly as the baby boom generation continues to age." This may result in an increase in people over the age of 50 requesting assistive devices and training from DBS to maintain their independence.
- Due to present economic difficulties at the state and national levels, the VR and BBE Programs are challenged to increase client job placements.
- DBS, in conjunction with the department's Office of Digital Learning and BEES, works with digital education providers to share best practices and guidance. The end result will support successful development and continuous improvement of digital course content for students who are blind or visually impaired.

Currently, the DBS has contracted with Mississippi State University to conduct a needs-based assessment related to blind and visually impaired Floridians who are seeking employment. The assessment will focus on the following six areas:

1. Rehabilitation needs of individuals who are blind or visually impaired, particularly the vocational rehabilitation services needs of these individuals with the most significant disabilities, including their need for supported employment services?
2. Vocational rehabilitation services needs of blind or visually impaired individuals who are minorities?
3. Vocational rehabilitation services needs of individuals who are blind or visually impaired who have been unserved or underserved by the VR program?
4. Vocational rehabilitation services needs of individuals who are blind or visually impaired served through other components of the statewide workforce investment system?
5. Determining the need to establish, develop or improve community rehabilitation programs within the state?
6. Barriers to achieving employment for those consumers closed unsuccessfully?

The DBS is hopeful that findings from this assessment will provide useful information for serving Florida's blind and visually impaired population.

Florida Rehabilitation Council for the Blind

The Florida Rehabilitation Council for the Blind works in partnership with the DBS to develop goals and priorities of the VR program, to evaluate the effectiveness of programs and to analyze customer satisfaction. The council consists of 20 individuals who are appointed by the governor, with the majority of members being blind or visually impaired.

Private Colleges and Universities

Florida is committed to improving student opportunities for higher learning by coordinating the efforts of all education sectors to facilitate progress toward a degree. Private colleges and universities play an important role in achieving this goal by increasing postsecondary access to Florida residents and providing training in select disciplines and high-demand programs that are important to the state. Further, programs at Florida's three historically black private colleges and universities (HBCU) promote increased student access to higher education, retention and graduation.

Independent colleges and universities with academic contracts and student grant programs funded in the General Appropriations Act are under the administrative purview of the Office of Student Financial Assistance, pursuant to s. 1005.06(1)(c), F.S. The 32 colleges and universities are identified by having their students eligible for the William L. Boyd, IV, Florida Resident Access Grant (FRAG), a tuition equalization program for eligible Florida residents who attend a college that meets criteria in s. 1009.89(3), F.S. These colleges and universities, which are members of the Independent Colleges and Universities of Florida (ICUF), serve more than 135,000 students at over 108 sites throughout the state.

Private colleges and universities with academic contracts and student grant programs offer programs at their main campuses, at satellite sites in communities, online and sometimes at Florida College System institutions. In addition to FRAG, some of the private colleges and institutions also receive state funds for various academic program contracts that include tuition assistance for students enrolled in specified programs, research and community outreach in specified areas. Specific appropriations are also made to three HBCU to boost their access, retention, graduation efforts and library resources. Table 3 lists the 2013-14 program grants that were awarded to private colleges and universities in Florida.

Table 3: Private Colleges and Universities Grants

INSTITUTION	PROGRAM
Barry University	• Nursing, Bachelor of Science • Social Work, Master of Social Work
Embry Riddle Aeronautical University	• Aerospace Academy
Florida Institute of Technology	• Enhanced Programs
Historically Black Colleges and Universities	• Bethune-Cookman University • Edward Waters College • Florida Memorial University • Library Resources
Lake Erie College of Osteopathic Medicine (LECOM)/Bradenton Health Programs	• Osteopathic Medicine • Pharmacy
Nova Southeastern University	• Speech Pathology, Master of Science • Osteopathic Medicine, Optometry, Pharmacy, Nursing
University of Miami	• Institute for Cuban and Cuban American Studies

Student Financial Assistance

The Office of Student Financial Assistance (OSFA) in the Division of Finance and Operations administers state and federally funded programs that increase access to postsecondary education for Florida's students. State scholarship and grant programs provide funds to students who may not otherwise be able to afford a college education, thus providing students with the opportunity to pursue careers in technical and academic fields of their choice. OSFA is committed to aligning resources with strategic goals as outlined in two of the state's statutory education goals: (1) Seamless Articulation and Maximum Access and (2) Quality Efficient Services.

In addition to administering the scholarship, grant, and loan programs authorized and funded in law each year, OSFA provides numerous outreach activities to promote program awareness and assist administrators at secondary and postsecondary institutions. The mission of OSFA is to facilitate higher education access and services by providing exemplary customer attention, comprehensive financial aid information, and convenient and efficient products to Florida's students, parents, and educators.

Florida's merit-based student scholarship programs include:

- **Bright Futures Scholarship Program:** Provides scholarships on the basis of high school academic achievement and is Florida's largest merit-based award program. The program offers three types of scholarship awards – the Florida Academic Scholars award, the Florida Medallion Scholars award, and the Florida Gold Seal Vocational Scholars award.

- **Florida National Merit Scholars Incentive Program:** Provides scholarships to Florida high school graduates who achieve the National Merit or National Achievement Scholar Designation and attend an eligible postsecondary institution.

Florida's need-based student scholarship and grant programs include the following:

- **First Generation Matching Grant Program:** Provides grant funding to Florida resident undergraduate students enrolled at state universities and Florida state colleges who demonstrate financial need, and whose parents have not earned baccalaureate degrees.

- **Florida Public Postsecondary Career Education Student Assistance Grant Program:** Provides assistance to eligible Florida residents who demonstrate financial need and enroll in certificate programs of 450 or more clock hours or 15 semester hours at participating Florida state colleges or career centers operated by district school boards.

- **Florida Student Assistance Grant Program:** Florida's largest need-based grant program provides assistance to degree-seeking, resident, undergraduate students who demonstrate financial need and are enrolled in eligible public or private postsecondary institutions.

- **Florida Work Experience Program:** Provides eligible Florida resident undergraduate students the opportunity to secure work experiences that complement and reinforce their educational programs and career goals.

- **José Martí Scholarship Challenge Grant Fund:** Provides scholarship assistance to Hispanic-American students who meet scholastic requirements and demonstrate financial need.

- **Mary McLeod Bethune Scholarship Program:** Provides scholarship assistance to undergraduate students who meet academic requirements, demonstrate financial need, and attend Bethune-Cookman University, Edward Waters College, Florida Agricultural and Mechanical University, or Florida Memorial University.

- **Rosewood Family Scholarship Fund:** Provides scholarship assistance to direct descendants of Rosewood families affected by the incidents of January 1923 to attend full-time at eligible state universities, Florida state colleges, or public postsecondary vocational technical schools.

Florida's special interest scholarship and grant programs include:

- **Minority Teacher Education Scholarship Program/Florida Fund for Minority Teachers:** Provides scholarship funding for African-American, Hispanic-American, Asian-American and Native-American students who demonstrate the potential to become good teachers.

- **Nursing Student Loan Forgiveness Program:** Provides loan reimbursement to eligible nurses to increase employment and retention in specified facilities.

- **Scholarships for Children and Spouses of Deceased or Disabled Veterans:** Provides scholarships for dependent children or unremarried spouses of Florida veterans or servicemembers: (1) who died as a result of service-connected injuries, diseases or disabilities sustained while on active duty, or (2) who have been certified by the Florida Department of Veterans Affairs as having service-connected 100 percent permanent and total disabilities.

Florida's private tuition assistance programs include:

- **Access to Better Learning and Education Grant Program:** Provides tuition assistance to full-time Florida undergraduate students enrolled in degree programs at eligible private Florida colleges or universities.

- **William L. Boyd, IV, Florida Resident Access Grant:** Provides tuition assistance to full-time Florida undergraduate students enrolled in degree programs at eligible private, non-profit Florida colleges or universities.

Prekindergarten Education

Through an amendment to the state constitution in 2002, Florida voters endorsed that "every four-year old child in Florida shall be provided by the State a high-quality prekindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high-quality, free and delivered according to professionally accepted standards." The Florida Legislature subsequently enacted legislation to implement the Voluntary Prekindergarten (VPK) Education Program.

Statutory responsibilities for the day-to-day management of the VPK program, creation of standards, curriculum approval and accountability are assigned to the Office of Early

Learning (OEL), within the Department of Education's Office of Independent Education and Parental Choice. Licensing and credentialing are assigned to the Department of Children and Families (DCF). Both agencies work closely together to provide leadership and support to the local early learning coalitions, school districts, and public and private providers to ensure the successful implementation of effective prekindergarten education programs for Florida's 4-year-olds. The collaborative efforts resulted in opportunities such as the following for VPK educators and parents during 2012-2013.

- 9,203 VPK teachers/directors participated in standards training;

- 7,295 VPK teachers/directors participated in VPK emergent literacy standards training;

- 2,299 VPK directors participated in an online VPK director course;

- 6,052 VPK teachers/directors participated in Language and Vocabulary in the VPK Classroom training; and

- 2,650 VPK teachers/directors participated in English Language Learners in the VPK Classroom training.

This initiative is paying off. VPK graduates have outperformed their kindergarten peers who did not participate in VPK in general readiness skill areas, recognizing letters of the alphabet, and phonemic awareness – all critical building blocks for future success in reading. Kindergarten readiness is measured by the Florida Kindergarten Readiness Screener (FLKRS), which is composed of a subset of the Early Childhood Observational System (ECHOS™) and the Florida Assessments for Instruction in Reading (FAIR) kindergarten measures, including letter naming and phonemic awareness.

More than 175,000, or about 80 percent, of all 4-year-olds in Florida attended the VPK program in the 2011-12 program year. Kindergarteners were better prepared for school in 2012-13 as a result of their participation in a VPK program. Children who completed VPK in the 2011-12 program year performed better on the Florida Kindergarten Readiness Screener when compared to children who did not participate. Additionally, children who only attended a portion of a VPK program outperformed students who had no exposure to the program. On the basis of kindergarten screening results, 79.4 percent of 2011-12 VPK completers were "ready for kindergarten" on both state measures compared to 55.0 percent of non-VPK participants. Of children who only attended a portion of the VPK program, 64.0 percent screened ready on both measures.

The 2013 Florida Legislature passed important early learning legislation. Designed to improve quality and bring more accountability and transparency to the state's early learning programs, Chapter 2013-252, Laws of Florida (House Bill 7165), moved Florida's Office of Early Learning into the Department of Education's Office of Independent Education and Parental Choice. The law consolidated duties and responsibilities that had been handled by the department's Bureau of Voluntary Prekindergarten into OEL, which now administers the state's VPK Program, School Readiness Program and Child Care Resource and Referral Services Program. OEL's Executive Director reports directly to the Commissioner of Education.

K-12 Education

The Division of Public Schools has statutory responsibility for coordinating Florida's kindergarten through grade 12 public education programs. The division provides leadership to ensure a high-quality educational experience for Florida's diverse public school population and provides teachers and principals the training and tools they need to increase student achievement.

## Florida's Public School Membership – The State's Future Workforce

The fall 2013 student membership for Florida's public schools was 2,720,074. When compared to the fall 2009 membership, the fall 2013 membership increased by 85,692 students or 3.25 percent. During the 2012-13 to 2013-14 school year, more than two-thirds (49) of Florida's 67 regular school districts increased in membership. Among Florida's 67 school districts, Miami-Dade County had the largest membership (356,241 students) while Jefferson County had the smallest membership (966 students).

Figure 1: PK-12 Fall Membership, 2009-10 through 2013-14
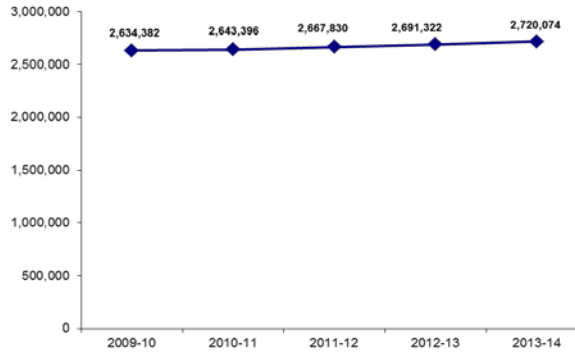
During the last 30 years, the minority student population has grown substantially in Florida's public schools. Beginning with the 2003-04 school year, enrollment for minority students exceeded the white student enrollment. This continued growth has been accompanied by shifts in the demographic composition of the most densely populated counties in south Florida, along with continuing growth in minority student populations in other urban areas of the state. Figure 2 shows state-level student membership distribution by race and ethnicity for the 2013-14 school year.

Figure 2: PK-12 Public School Membership by Race and Ethnicity, Fall 2013
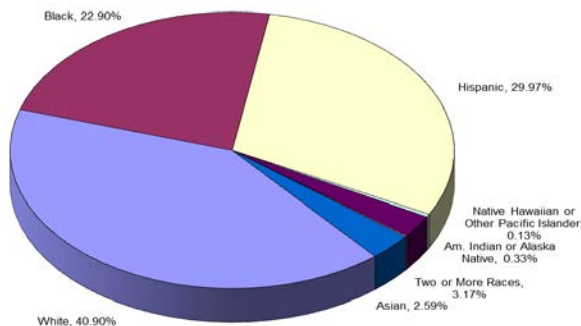
Eighteen of Florida's 67 school districts had minority enrollments of more than 50 percent in the 2013-14 school year (see Table 4).

Table 4: School Districts with Greater than 50 Percent Minority Enrollment, Fall 2013

SCHOOL DISTRICT	PERCENT MINORITY	SCHOOL DISTRICT	PERCENT MINORITY
Gadsden	94.53%	Palm Beach	59.44%
Miami-Dade	90.48%	Collier	59.00%
Hendry	76.96%	St. Lucie	56.57%
Jefferson	76.92%	Hillsborough	55.32%
Broward	69.40%	DeSoto	55.21%
Osceola	68.25%	Hamilton	54.33%
Hardee	65.11%	Duval	53.47%
Orange	62.95%	Polk	50.47%
Madison	59.87%	Lee	50.46%

Florida's K-12 education program embraces the diversity of the state's public school membership by putting students at the center and focusing on their individual learning from kindergarten through college. Programs and services are designed to support schools, districts and families in their efforts to maximize student learning gains and reach highest student achievement through rigorous and relevant learning opportunities, with a focus on student success and preparation for college and careers.

Race to the Top Grant

In 2010, Florida was named a winner in the federal Race to the Top (RTTT) competition, securing $700 million over four years to improve academic performance, provide assistance to struggling schools, enrich and expand technology and data systems and ensure all students have access to highly effective teachers and leaders. Florida conducted a gap analysis to identify areas for improvement to address with the grant. The gap analysis included reviewing each of four core education reform areas specified in the federal legislation, examining previous reforms, identifying existing gaps, and then creating an initiative or strategy to address the gap. As shown in Table 5, Florida's RTTT grant included projects across four major reform assurance areas.

Table 5: Race to the Top Reform Areas and Major Projects

REFORM AREA	MAJOR PROJECTS
Great Teachers / Leaders	• Developed a Value-Added Growth Model for statewide assessments used to implement provisions of state statutes related to student performance and teacher effectiveness. • Districts revised and implemented educator evaluation systems based on a student growth model beginning in the 2011-12 school year. • Enhanced educator preparation programs to include job-embedded and Science, Technology, Engineering, and Mathematics (STEM) initiatives. • Redesigned approval requirements for educator preparation programs to focus on outputs. • Revised Florida teacher certification exam revisions to align to Florida Standards.
Standards / Assessments	• Adopted Florida Standards and supported local implementation through teacher and student tools and professional development. • Developed interim assessment item bank in core subject areas and Spanish for districts to create examinations.
Data Systems to Support Instruction	• Provided single sign-on access by school districts to six department resources. • Developed and published minimum standards for Local Instructional Improvement Systems (LIIS). • Districts acquired an LIIS by June 30, 2014.
Turning Around Lowest-Achieving Schools	• Provided STEM, reading, career/technical and data experts in regional offices to work directly with low-achieving schools. • Expanded career and technical education programs. • Facilitated recruitment of highly effective teachers. • Recruited and trained new turnaround principals and assistant principals. • Partnered with a charter school funding organization to establish new charter schools in feeder patterns of low-performing high schools. • Established community compacts to increase attendance, family literacy and parent involvement in communities with low-achieving schools.

Successful implementation of the RTTT grant required the cooperation of school boards and teacher unions in each participating school district (65 in Florida). Districts implemented a specific Scope of Work. The department conducted a significant procurement and contract process for approximately 60 projects to support local work and develop statewide resources. Eight implementation committees representing stakeholders provided input and guided decisions.

Florida's RTTT grant reflected a natural extension, alignment and deepening of the State Board of Education's strategic plan. Although Florida's education reform efforts did not start with RTTT, the funding helped to accelerate the academic progress of students, provide assistance to low-performing schools and develop a system that properly evaluates and rewards the state's teachers.

Florida Standards – Ensuring Success in College and Careers

Florida continues to implement higher performance standards to ensure student success in college and careers. Florida's student performance standards are crafted to define the knowledge and skills students should acquire within their K-12 education careers so they graduate high school able to succeed in entry-level, credit-bearing academic college courses and workforce training programs. The college and career ready standards provide clear education standards, while allowing districts and schools the flexibility needed to deliver high-quality instruction to students in the classroom.

Florida Standards, which are not to be confused with curriculum or instruction, are designed to ensure that all students, regardless of demography, graduate high school prepared to enter college or the workforce. The standards are designed to:

- Align with college and work expectations;
- Be clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Be informed by other top-performing countries; and
- Be grounded in research and evidence.

The State Board of Education adopted strengthened standards for English/Language Arts and Mathematics in February 2014, laying the groundwork for the comparison of Florida's academic progress with the nation and the world. The Florida Department of Education strongly supports full implementation of the state college and career ready standards in the 2014-15 school year and is focused on providing local districts the support needed for a successful transition.

A Continued Emphasis on Reading

The Just Read, Florida! Office in the Division of Public Schools reported that the following progress was made in teacher preparation during the 2013-14 school year:

- As of August 2013, 26,771 teachers have earned their Reading Endorsement, certifying them as highly qualified reading teachers.
- Just Read, Florida! staff trained university peer review groups to conduct reviews of college and university teacher preparation reading programs to ensure that teacher

candidates graduate with a deep knowledge of scientifically based reading instruction. Approximately 500 programs are being reviewed and revised from 2013-2015.

- Just Read, Florida! staff assists districts with refining their Comprehensive K-12 Reading Plans to ensure teachers are implementing best practices in reading.

- As of August 2014, the Just Read, Florida! staff has conducted professional development in 57 of 67 school districts and 8 special districts. This professional development has addressed implementation of Florida's standards, the Florida Assessments for Instruction in Reading, and Next Generation Content Area Reading Professional Development (NG-CARPD).

- As of August 2014, approximately 862 master trainers for NG-CARPD are providing professional development for content area teachers in their districts. The training emphasizes comprehension and vocabulary and is aligned with the principles of the standards adopted by the State Board of Education. Teachers who complete the training may provide reading intervention in the midst of their content courses to students who scored at Level 1 and Level 2 on FCAT 2.0 Reading.

- Development of the Florida Assessment for Instruction in Reading – Florida Standards (FAIR-FS) began after new standards were adopted in 2010 and will provide teachers with additional data on which to base reading instruction during the 2014-15 school year and forward. The Work Sampling System (WSS) will also be implemented during 2014-15 school year as a tool for kindergarten teachers to conduct observations and to help determine readiness of students.

- During the summer of 2014, 829 reading coaches and district staff were trained around the state on the FAIR-FS. The train-the-trainer model was implemented in an effort to build capacity at the district and school level.

- During August 2014, public and non-public school staff will be trained on collecting data for the WSS portion of FLKRS.

- Just Read, Florida! staff serves as liaisons on the boards of professional organizations, including the Florida Reading Association, the Secondary Reading Council, and the Florida Council for Teachers of English. These organizations provide support and resources for pre-service and in-service teachers.

- Just Read, Florida! staff created materials for districts to deliver as part of their 2014 teacher summer professional development. This training was designed to empower grades 4-8 teachers to plan research-based comprehension instruction that increases students' capacity in higher-level comprehension and impacts their organizational skills in writing composition.

- Just Read, Florida! staff reviewed and developed K-8 formative assessment tasks to increase teacher knowledge and skill in how to align classroom instruction to the Language Arts Florida Standards (LAFS). Designed for both practicing and pre-in-service teachers in Florida, the K-8 formative assessment tasks will provide teachers with the opportunity to ask critical questions related to student learning. These formative assessments will help educators gauge students' ongoing performance and progress in the classroom and provide a proactive means for teachers to determine current student literacy development, which informs the teacher of how to plan for subsequent literacy instruction.

- Just Read, Florida! staff planned and delivered webinars to increase teacher knowledge of the characteristics and role of formative assessment and to clarify the learning progressions within the LAFS. Just Read, Florida! staff visited 29 school

districts during the summer of 2014 in an effort to provide support with the implementation of Third Grade Summer Reading Camp. Feedback was provided to districts needing additional guidance concerning one or all of the following: teacher quality, school environment, use of student data, quality and quantity of instruction and use of instructional materials and resources.

- Just Read, Florida! hosts several annual reading-focused events such as Celebrate Literacy Week, Florida! and the Summer Literacy Adventure with the purpose of motivating students to read more. With the support of parents, community members, other state agencies, educational partnerships, and district and school staff, students are engaged in motivational activities such as the Public Service Announcement contest, race car or space-themed school visits, the Million Minute Marathon, and school-based reading challenges. With the help of the Department of State and First Lady Ann Scott, students are also challenged to pledge to read additional books over the summer in an effort to reduce the "summer slide" and increase their reading skills.

- Just Read, Florida! staff reviewed, revised and edited the access points and essential understandings to ensure their alignment with the LAFS. Teachers use the access points and essential understandings as guidance in planning instruction on behalf of students with significant cognitive disabilities in order to provide opportunity for these students to access the general curriculum.

- As part of the grades 6-12 English Language Arts instructional materials adoption, the Just Read, Florida! Office is coordinating with other department offices (e.g., Instructional Materials, Exceptional Education, etc.) to ensure that Universal Design for Learning (UDL) information specific to each adopted program is provided to districts, administrators and teachers. This UDL information will increase teacher knowledge and skill in providing differentiated instruction for all students in the classroom.

- During monthly conference calls, Just Read, Florida! shares research-based information, professional development opportunities, and resource references that target specific LAFS. This information is provided in a follow-up email to district contacts for distribution to principals and teachers for school and classroom application.

Increased Graduation Requirements

New graduation requirements were introduced in 2013 to ensure students are graduating or leaving high school better prepared for college or career. High school students are required to pass an end-of-course exam in Algebra 1 to earn a standard diploma. In addition, students must take and pass Geometry, Biology, and U.S. History courses. This includes taking the end-of-course exams in each of these courses, and the results of the exams are included in the students' course grade average. Activities associated with this policy change are realigning the instructional materials adoption process to Florida's college and career ready standards and providing access to a digital curriculum for students in grades 6 through 12.

Beginning in 2013-14, students may also earn a scholar designation on their high school diploma if they pass the Algebra 1, Biology, U.S. History and Algebra 2 end-of-course exams; pass the English language arts grade 11 statewide assessment; and earn
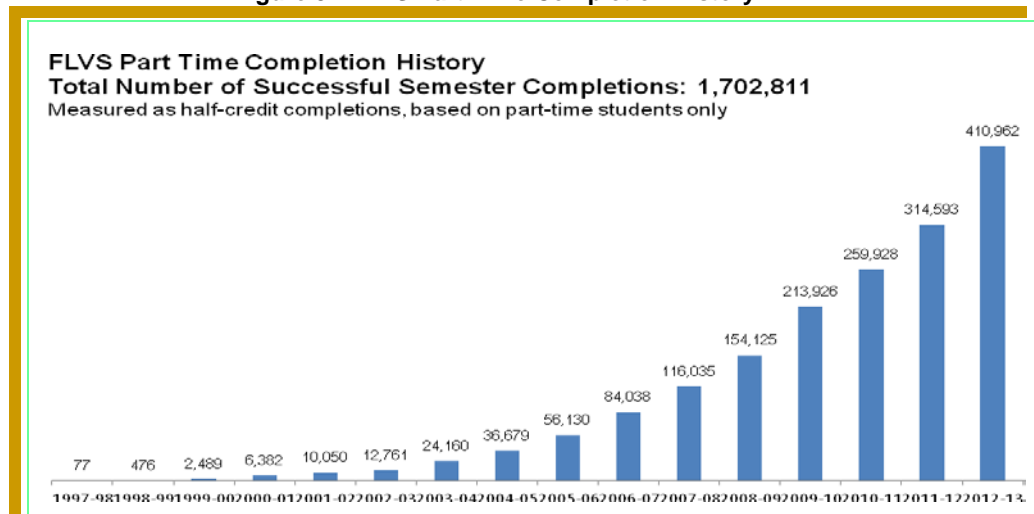
course credits in higher-level math and science courses, a college credit-bearing course and foreign language courses.

Virtual Education

Florida has led the way with groundbreaking legislation that makes online education possible and fundable. For over a decade, online learning has been a major component of important choice reforms in Florida's state education system and an important strategy for achieving the state's ambitious educational goals.

The Florida Legislature initially funded the Florida Virtual School (FLVS) as a grant-based pilot project in 1997, pioneering Florida's first Internet-based public high school. The school's popularity has increased phenomenally, allowing students to learn at any time, any place and any pace. As shown in Figure 3, FLVS grew from 77 half-credit or semester completions in 1997-98 to over 410,962 semester completions in 2012-13. In 2013-14, FLVS experienced its first decline in enrollment, which resulted in 377,508 semester completions. The school's funding is performance based and only students who complete courses are eligible for funding.

Figure 3: FLVS Part-Time Completion History

FLVS Part Time Completion History
Total Number of Successful Semester Completions: 1,702,811
Measured as half-credit completions, based on part-time students only

The fully accredited school, which has grown into the largest state virtual school in the nation, offers more than 140 middle and high school courses taught by more than 1,200 full-time and 300 part-time Florida-certified teachers. In 2013-14, the FLVS celebrated the graduation of approximately 400 seniors. In addition, school districts contract with FLVS to set up virtual learning labs in traditional schools, allowing more than 3,600 students to take FLVS courses on campus as part of their school-day schedule.

To operate a franchise of FLVS, districts enter into an agreement with FLVS and provide district administrators and teachers for the school. FLVS provides the curriculum, student support, and teacher training and mentoring. The number of districts operating franchises of FLVS has also grown dramatically over the last several years – from 8 in 2008-09 to 56 districts and 2 laboratory schools in 2013-14. In 2012-13, students successfully completed 78,106 half-credit or semester courses through district franchises, up from 42,623 the previous year.

In 2008, the Florida Legislature created the School District Virtual Instruction Program, which dramatically altered the online learning landscape by requiring school districts to offer full-time virtual instruction programs for students in kindergarten through eighth grade. The Florida Legislature amended the program in 2009 to require district full-time online programs to expand coverage through the twelfth grade. In addition to operating their own virtual instruction programs, districts may contract with FLVS, establish a franchise of FLVS, contract with online learning providers approved by the Department, or enter into an agreement with another school district, a Florida college or a virtual charter school for services. School district virtual instruction programs must participate in the statewide assessment program and in the state's education performance accountability system.

The 2011 Legislature passed the Digital Learning Now Act, which incorporates the 10 elements of high-quality digital learning into state policy. Legislation passed in 2011 and 2012 expanded current virtual education options, created new ones, and to prepare Florida students for 21st century postsecondary education and careers, added an online course requirement for graduation. The legislation expanded state-level virtual options by allowing FLVS to offer full-time virtual education for students in grades K-12 and part-time options for elementary school students. District-level part-time virtual options were also expanded in a number of ways. The part-time program for district virtual instruction programs was expanded to offer more courses at more grade levels and school districts were authorized to offer individual online courses at all grade levels in addition to other virtual education options. Students from other districts could take these courses if they were not offered in their districts of residence. The 2011 Legislature also authorized full-time virtual charter schools for students in grades K-12. Two virtual charter schools began operation in the Osceola County School District in 2012-13 and five new virtual charter schools opened in 2013-14 in other districts.

The 2013 Legislature continued the expansion of virtual education options by allowing students to take virtual courses from other districts, whether or not the courses are offered in their school districts. In addition, virtual instruction part-time programs can now offer courses in all subjects at all grade levels.

Differentiated Accountability

In 2008, Florida implemented a new state system of support for underperforming schools, Differentiated Accountability (DA), as a means of reconciling the federal and state accountability systems. Through the program, schools were placed into five improvement categories based on Adequate Yearly Progress (AYP) and school grade metrics, each associated with specific district requirements, school requirements and state-level support.

While DA helped to classify schools meeting compliance requirements and state-provided support, the results of the DA rubric began to move away from Florida's school grading system. In many cases, the schools targeted for intervention and support were not the schools receiving the lowest grades. Further complicating matters, ever-increasing AYP performance requirements resulted in little opportunity for schools to successfully emerge from the DA process.

Consequently, the method by which schools were identified for state support was revisited with the authoring of Florida's Elementary and Secondary Education Act

(ESEA) Flexibility Request in 2012. The original five DA categories were replaced with a system based solely on Florida's school grading system, with schools having trailing grades of "D" or "F" identified as "focus" and "priority" schools, respectively.

The research is deep and convergent on the topic of what is required for underperforming schools to succeed: ambitious instruction, effective leadership, collaborative teaching, safe and supportive learning environments and meaningful community engagement (Bryk, A.S… [et al] (2010). *Organizing Schools for Improvement*). The order, number and method by which these domains are best addressed are unique to the resources and challenges presented in each setting.

Consequently, the DA way of work has evolved from a direct-to-school, checklist-driven, instructional coaching model to one that facilitates district and school leadership teams in problem solving, data-driven decision making, development and implementation of district and school improvement plans, and delivery of high quality professional development designed to make teaching better. When required or requested by the district, DA specialists also continue to provide instructional coaching support around implementation of Florida Standards and multi-tiered systems of supports.

DA specialists now work with district and school leadership to apply a "growth mindset" (Dweck, Carol (2007). *Mindset: The New Psychology of Success*) to those systems used to support student achievement in Florida's underperforming schools and districts, believing that the rate of improvement in sustainable student outcomes will ultimately be proportional to the rate at which the systems (i.e., human capital management, adult learning opportunities, decision making processes governing strategic goal setting and financial resource allocation, and data collection and reporting mechanisms) supporting ambitious instruction, effective leadership, collaborative teaching, safe and supportive learning environments, and meaningful community engagement are improved over time.

Rather than positioning themselves as experts intent on pointing out flaws in current practice, DA specialists now work to earn the trust of teachers and leaders in underperforming schools and districts by engaging them as integral parts of the solution to improved student achievement. Throughout the 2014-15 school year, the DA field staff will model the habits of mind and practice associated with continuous improvement in pursuit of the following priorities:

- Helping districts and schools to set appropriate, catalytic strategic goals by understanding root causes of underperformance prior to adopting strategies (i.e., "Step Zero");
- Helping districts and schools to implement adult learning systems that result in continuously improving instructional practices (i.e., "PD-to-Practice"); and
- Creating explicit alignment between district strategic support plans (e.g., Title I, Part A) and the priorities established in the District Improvement and Assistance Plans (DIAPs) and School Improvement Plans (SIPs).

Improving Educator Quality

Assuring that teachers and administrators in Florida are professionally qualified through evidence-based certification and capable of helping students to expand their knowledge and skills through high-quality instructional opportunities in the public schools is a priority

of the department. The State Board of Education designates certification subject areas, establishes competencies and skills, sets certification requirements and adopts educator/leadership standards to be met by all school-based personnel. Florida requires teacher candidates to pass a series of rigorous examinations prior to the issuance of certificates. They must not only demonstrate their general knowledge in reading, English/language arts (including a written essay), and mathematics; they also must pass an exam of pedagogy (professional education exam) and an exam in the area of their expertise and desired certification. In addition, the teacher certification exams are aligned to the state's standards for students, the Florida Standards adopted by the State Board of Education in 2014.

Barriers to Certification Removed

The Florida certification system continues to require, as a minimum, a bachelor's degree, a full state certificate, and subject area competency as established in the federal No Child Left Behind Act of 2001. Further, the department also specifies the appropriate certification for the instruction of all programs and courses authorized for funding in the public schools.

The Florida system offers more options to qualify for a full-time certificate than most other states, but does not compromise quality. Waivers to certification requirements and "emergency" credentials are against the law. Reciprocity options are offered, however, only for applicants with a valid, standard out-of-state teaching certificate equivalent to the Florida Professional Educator's Certificate, National Board for Professional Teaching Standards (NBPTS) certificate or American Board for Certification of Teacher Excellence (ABCTE) certificate.

In addition to traditional teacher preparation programs, the department approves Educator Preparation Institutes, Professional Training Options and professional development route certification programs offered in all Florida school districts. Approval for all these programs is contingent upon alignment to the certification standards adopted by the State Board of Education.

Teacher Recruitment and Professional Development

The department is committed to supporting and improving educator quality by providing assistance to educators, potential educators and school district staff in the areas of educator preparation, recruitment, professional development, recognition and performance evaluation. Teacher recruitment and professional development activities include support for the online web portal (www.teachinflorida.com), the statewide job fair (The Great Florida Teach-In), and a statewide conference for the Florida Future Educators of America chapters. The department also participates in a wide range of collaborations and conferences, as well as research projects related to teacher professional development.

All 67 districts and public university laboratory schools have implemented a system of high-quality professional development approved by the department. District site reviews are conducted for all districts using a set of 65 standards adopted as Florida's Professional Development System Evaluation Protocol in State Board of Education Rule 6A-5.071, F.A.C. Districts have submitted and implemented action plans of improvement

for any standard rated less than acceptable to ensure continuous improvement in their system of high-quality professional development.

All 67 districts have implemented a Principal Preparation and Certification Program approved by the department, which is based upon the Florida Principal Leadership Standards established through the William Cecil Golden Professional Development Program for School Leaders (s. 1012.986, F.S.).

All 67 school districts and public university laboratory schools have implemented a performance evaluation system for instructional personnel, the purpose of which is to increase student learning growth by improving the quality of instructional, administrative and supervisory services in Florida public schools. In addition, each school district implemented a performance evaluation system for school administrators in 2012-13. Each district evaluation system is based on sound educational principles and research in effective educational practices and supports continuous improvement of effective instruction and student learning growth. Evaluation procedures for instructional personnel and school administrators are based on the performance of students assigned to their classrooms or schools, as specified in s. 1012.34, F.S.

Career and Adult Education

The vision for the Division of Career and Adult Education is a system in which students who receive career-focused education in Florida lead the nation in academic and economic success.

Improving Florida's Workforce through Collaboration and Partnerships

Career and adult education represents collaboration and partnerships across private and public sectors throughout Florida to improve the employability of the state's workforce. Florida's career and adult education programs and activities have focused on new initiatives and priorities as a result of recent state and federal legislation. Among the critical initiatives pursued by the Division of Career and Adult Education are the following: increasing rigor and relevance in secondary career education; improving federal and state accountability; and partnering with representatives from business and industry to update the career education curriculum to the latest industry standards.

Division staff members are focusing on improved access to career education programs, improvements to curriculum, and new program development. The following are specific initiatives in progress or in the planning stages.

Next Generation Occupational Standards

The division has responsibility for the development of curriculum frameworks for career and technical education programs from middle school through A.S. degrees. These programs are organized into 17 career clusters. The division's curriculum development is guided by the following three principles:
- Business and industry drive the curriculum development process;
- All stakeholders are included in the development process; and
- The curriculum development process will be comprehensive, consistent, transparent and ongoing.

The overall goal of the new standards is to ensure that the occupations included in the specific career cluster are aligned with the needs of Florida's business and industry.

Improvements to Articulation

The division places a major focus on articulation and the development of statewide articulation agreements and local agreements that will facilitate the ease of transfer among secondary and postsecondary institutions. Currently, the division has developed 117 Gold Standard Career Pathways articulation agreements through which students who earn industry certifications will have articulated credit into related associate in science degrees.

Career and Professional Academies

A focus will be on establishing, maintaining, and assessing effectiveness of secondary career and professional academy programs that offer student training for high-demand occupations throughout Florida. A key component of career and professional academies is state-approved industry certifications that are determined to be critical to Florida's employers. The Florida Agency for Workforce Innovation defines industry certification as:

"A voluntary process, through which individuals are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a time-limited credential that is nationally recognized and applicable to an occupation that is included in the workforce system's targeted occupation list or determined to be an occupation that is critical, emerging, or addresses a local need."

The number of secondary-level students earning industry certifications has skyrocketed. Figure 4 shows the number of students earning industry certifications that were included on the Industry Certification Funding List for 2007-08 through 2011-12.

Figure 4: Number of Industry Certifications Earned
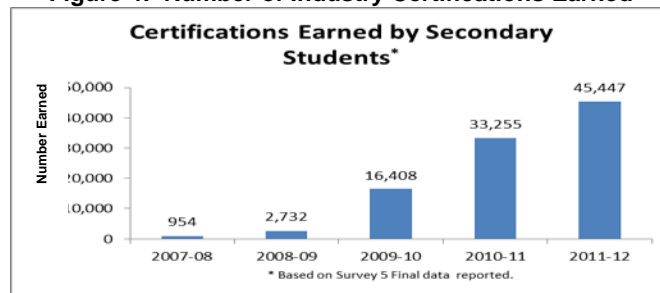
Educational Transition

Too often, adults who acquire literacy skills do not pursue workforce education options and, therefore, limit their earning potential. The division is developing programs and advisement strategies to facilitate the ability of English for Speakers of Other Languages and General Education Development (GED) students to enroll in and successfully complete career education programs. One of the expected outcomes of this initiative is to increase the number of students who obtain access to high-skill/high-wage training and employment. The division used a one-time federal grant allocation to develop career pathways initiatives through a competitive grant process. Approximately 50 projects were funded for the 2010 through 2012 fiscal years.

Career and Professional Education Act

In 2007, the Florida Legislature passed the Career and Professional Education Act (CAPE). The act was created to provide a statewide planning partnership between the business and education communities, to expand and retain high-value industry, and to sustain a vibrant state economy. The objectives of the act are to:

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities;
- Provide rigorous and relevant career-themed courses that articulate to postsecondary-level coursework and lead to industry certification;
- Support local and regional economic development;
- Respond to Florida's critical workforce needs; and
- Provide state residents with access to high-wage and high-demand careers.

The department, the Department of Economic Opportunity, and Workforce Florida, Inc., have partnered at the state level to implement the Career and Professional Education Act. At the local level, the act mandates the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions.

Florida College System

The Florida College System (FCS) is the primary access point to undergraduate education for Floridians, including recent high school graduates and returning adult students. The FCS responds quickly and efficiently to meet the demand of employers by aligning certificate and degree programs with regional workforce needs. With an array of programs and services, the 28 FCS institutions serve individuals, communities and the state with low-cost, high-quality education opportunities.

The FCS is dedicated to increasing the proportion of Floridians with college-level credentials by improving completion rates for all students through a shift from a traditional access-oriented focus to a more balanced approach aimed at student success. As part of its "student success" agenda for the next 10 years, the FCS has adopted the following goals as the core of its Strategic Plan. These goals are aligned with the Florida Department of Education's Strategic Plan for 2012-13 to 2017-18:

- Goal 1: Expand and Maintain Access
- Goal 2: Optimize Use of Learning Technologies
- Goal 3: Increase College Readiness and Success
- Goal 4: Prepare for Careers

The FCS continues to fulfill its historic mission of providing and expanding access to postsecondary education in the state through a comprehensive variety of cost-effective and efficient programs that address multiple needs. The most recent census data show that one in every 26 Floridians was enrolled in an FCS institution. Two-thirds (65 percent) of the Florida high school graduates continuing their education in Florida after high school enroll in an FCS institution. The FCS serves approximately 81 percent of all minority students enrolled in public higher education.

Several projects have been undertaken to further the FCS's commitment and to promote priority goals of the colleges and the department.

College Readiness

The FCS seeks to raise the state's postsecondary educational attainment level by actively contributing to improvements in college readiness and student success initiatives, thereby increasing the percentage of certificates and degrees awarded annually. Florida has taken a number of steps to accelerate student success, foster retention and promote college completion in an effort to achieve its goals.

- **Section 1008.30, F.S.**
  Legislation passed in 2013 requires the FCS to engage in major reform efforts relating to advising, common placement testing exemptions for specified populations (recent standard high school graduates and active duty military), course placement and developmental education curriculum and instruction. Developmental education reform is one of the most comprehensive and far-reaching policy shifts the FCS has ever faced. All FCS institutions are making major changes to intake, advising and placement protocols to meet the legislative intent. Full implementation of the legislation is starting fall semester 2014.

  Section 1008.30(3), F.S., also requires students within specified score ranges on high school assessments to take a common placement test and those who do not demonstrate readiness to complete postsecondary preparatory instruction prior to high school graduation. The intent is that the earlier assessment and college-readiness preparation prior to high school graduation will prepare students for success in postsecondary gateway courses.

- **Meta-Major Academic Advising**
  Meta-major academic advising is a component of developmental education reform enabling students to identify a general area of interest, such as business or health sciences, at the time of admission so that the institution has information to properly advise them of the most appropriate gateway courses for their program of study.

- **Rule 6A-10.0315, F.A.C.**
  Rule 6A-10.0315, F.A.C., outlines approved common placement tests and college-ready scores a student must meet to demonstrate readiness. Assessments include the ACT, SAT, Accuplacer and Postsecondary Education Readiness Test (PERT). Multiple assessments provide college degree-seeking students and high school students with several means to demonstrate readiness for entry-level coursework.

- **The Postsecondary Education Readiness Test (PERT)**
  The PERT is Florida's customized, computer-adaptive college placement exam. With standards and questions reviewed by Florida faculty, the PERT is intended to accurately place students based on skills and abilities identified as necessary for success in entry-level college credit coursework.

- **Core to College**
  Florida is one of 12 states participating in the Core to College initiative to promote collaboration between colleges and K-12 schools around the implementation of the state's college and career ready standards. Projects support alignment between the two sectors to increase levels of college readiness among students. In Florida, faculty and teacher teams are being created to learn about the college and career

ready standards and subsequent assessment. Teams will then engage other faculty and teachers to discuss transitions between high school and college.

- **Dual Enrollment**
Participation in dual enrollment increased to 53,285 students in 2014. Recent policy changes to dual enrollment have increased this program's visibility and fluctuations in participation may occur. As of the 2013-14 academic year, school districts are required to reimburse FCS institutions for dual enrollment costs for courses taught by college faculty.

- **Collegiate High School Programs (CHSP)**
Beginning in the 2015-2016 school year, FCS institutions must work with each district school board in its designated service area to establish one or more collegiate high school programs. Each CHSP must include, at a minimum, an option for public school students in grade 11 or 12 to participate in the program, for at least one full school year, to earn CAPE industry certifications; and allow for the successful completion of 30 credit hours through dual enrollment toward the first year of college for an associate degree or baccalaureate degree.

    Each district school board and its local FCS institution shall execute a contract by January 1 of each school year for implementation during the next school year, and the locations of one of more CHSPs should be mutually agreed upon. If the FCS institution does not establish a program with a district school board in its designated service area, another FCS institution may execute a contract with that school district board to establish the program.

- **Connections Conference**
The annual Connections Conference, Charting the Course to Success: Navigating Academic Pathways, was held May 8-9, 2014, in Sanford/Lake Mary, Florida. The conference highlighted changes in common placement testing and developmental education, dual enrollment, Florida Standards and aligned assessments.

On October 9, 2012, the State Board of Education approved the FCS five-year goals presented in *Stepping Up: A Strategic Plan for The Florida College System.* The strategic plan identifies college completion as a primary goal for Florida. Specifically, the FCS seeks to "raise the state's postsecondary educational attainment level by actively contributing to improvements in college readiness and student success initiatives, thereby increasing the percentage of certificates and degrees awarded annually." Florida has taken a number of steps to accelerate student success, foster retention and promote college completion in an effort to achieve its goals.

- **"2+2" Articulation System**
Florida's long-standing, comprehensive policies in statute related to acceleration and articulation facilitate student transitions from one education level to the next. Florida's Articulation Agreement, first authored in 1957 and enacted in 1971 by the State Board of Education, puts into practice the programs that allow the separate education sectors to function as an interdependent system by providing for the smooth transition of students who seek postsecondary education.

- **Equity and Civil Rights Compliance**
Section 1000.05(4), F.S., requires that "public schools and community colleges shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital

status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education." All 28 FCS institutions design methods and strategies to promote retention and completion of underrepresented student populations based on demographic student enrollment, retention and completion data analysis.

- **Florida College System Advising Network**
  The Division of Florida Colleges has organized a network for academic advisors to build relationships and share information about student success and college completion initiatives. The network's first component is a listserv, which serves as a forum for advisors to discuss emerging issues and ask peers for helpful suggestions or advice. The network's second component is a monthly newsletter that highlights a project from a college targeted at improving completion. Through the newsletter, FCS successes and ideas are shared among institutions for adoption statewide.

- **Project Win-Win**
  Project Win-Win is a coordinated effort to identify former FCS students who left college just short of earning their degree and bring them back to complete their degree. Indian River State College is developing a guidebook on the process used at the institution in an initiative named "Return to the River." When finalized, the guidebook will be made available to the other 27 FCS institutions.

- **Credit When it's Due**
  Credit When it's Due is similar to Project Win-Win with a slight difference in scope in that it requires the FCS and the State University System to work collaboratively to identify students who transferred from a college to a university prior to completion of an associate degree. The goal is to award the associate degree upon completion of the required coursework in a "reverse transfer" of credit process.

- **Statewide Common Course Numbering System**
  The Statewide Course Numbering System (SCNS) serves as a key component for Florida's seamless K-20 system. The SCNS includes all course offerings at public and participating nonpublic institutions in Florida and, for courses deemed by faculty to be equivalent in content, a guarantee of transfer. This guarantee of transfer at the course level is the mechanism by which mobile students seamlessly transfer without duplicating coursework.

Florida Academic Library Services Cooperative

In the 2014 legislative session, s. 1006.73, F.S. was amended to eliminate the Florida Virtual Campus and establish the Florida Academic Library Services Cooperative (FALSC) to be administered by the Complete Florida Plus Program created at the University of West Florida. The FALSC was established to provide a single library automation system and associated resources and services that all public postsecondary institutions shall use to support learning, teaching, and research needs. A library information portal and automated library management tools will be developed and managed for use by the FCS and state universities. Examples of these tools include:

- A shared Internet-based catalog and discovery tool for users to search and access aggregate library holdings of the state's public postsecondary education institutions.

- An Internet-based searchable collection of electronic resources which shall include full-text journals, articles, databases, and electronic books.
- An integrated library management system and its associated services that all public postsecondary education institution academic libraries shall use for purposes of acquiring, cataloging, circulating and tracking library material.
- A statewide searchable database that includes an inventory of digital archives and collections held by public postsecondary institutions.

Access to Baccalaureate Programs

Floridians are increasingly relying on the FCS as an appropriate alternative to providing baccalaureate programs. In 2001, legislation resulted in a process by which Florida colleges could seek State Board of Education approval to grant baccalaureate degrees in limited areas. Initially, Chipola College, Edison State College, and Miami Dade College engaged in the proposal process, for which about $4 million had been appropriated. Under the same bill, St. Petersburg College (then St. Petersburg Junior College) was provided separate authority to grant baccalaureate degrees in nursing, education and information technology, and $1 million was provided to the college for this effort.

Currently, 24 of the system's 28 colleges are approved to offer a total of 175 programs in a wide range of baccalaureate programs. Regardless of baccalaureate degree delivery, all FCS institutions remain true to their primary mission of responding to community needs for postsecondary academic and career education and providing open access to associate degrees. Of the 797,139 students enrolled in courses in FCS institutions in the 2013-14 academic year, 29,433, or 3.7 percent, were enrolled in upper-division baccalaureate courses. In the 2014 legislative session, a moratorium was placed on all new FCS baccalaureate degree proposals (including St. Petersburg College) from March 31, 2014, to May 31, 2015 (amends s. 1001.03, F.S., s. 1007.33, F.S.).

Finally, to continually monitor student access and student success, the Division of Florida Colleges conducts agency-directed research projects including: program reviews, accountability procedures (required by s. 1008.41-45, F.S.) and the development of research briefs detailing system-level as well as institutional-level information. These activities enable the division to continue its commitment to increase student access to postsecondary education and to strive toward student success.

State Board of Education

Advancing high-quality education for the next generation of students is the primary responsibility of the Florida State Board of Education. The State Board of Education is the chief implementing and coordinating body of public education in Florida, overseeing all systems of public education except for the State University System. The State Board focuses on high-level policy decisions and has the authority to adopt rules to implement the provisions of law. General duties include, but are not limited to, adopting education objectives and strategic long-range plans for public education in Florida, exercising general supervision over the department, submitting an annual coordinated legislative budget request, and adopting uniform standards of student performance.

Strategic Planning

Section 1001.02(3)(a), F.S., authorizes the State Board of Education to "adopt a strategic plan that specifies goals and objectives for the state's public schools and Florida College System institutions." The board's current strategic plan was adopted October 2012, and outlines a vision to support students in becoming globally competitive from prekindergarten through college and careers. The matrix in Table 7 shows that the plan focuses on improving the college and career readiness of all students and preparing them for success in the 21st century. As part of the annual planning effort to improve the state's education system and increase student achievement, the current 2012-2018 plan is being updated for State Board of Education approval.

Table 7: Florida State Board of Education 2012-2018 Priorities Matrix

|	Statutory Goals (Section 1008.31, F.S.)		
	Goal 1: Highest Student Achievement	Goal 2: Seamless Articulation / Maximum Access	Goal 3: Skilled Workforce / Economic Development
Prekindergarten Students	• Improve kindergarten readiness		
K-12 Students	• Increase the percentage of students performing at grade level • Increase student participation and performance in accelerated course options	• Increase high school graduation rates • Improve college readiness • Expand digital education	• Expand STEM-related educational opportunities in high-demand areas • Increase career and technical education opportunities • Improve adult education programs in school districts
Teachers and Leaders	• Increase the percentage of effective and highly effective principals • Increase the percentage of effective and highly effective teachers • Reduce the number of out-of-field teachers	• Increase the percentage of effective and highly effective teachers at high-minority, high-poverty, and low-performing schools • Reduce the number of out-of-field teachers at high-minority, high-poverty, and low-performing schools	
School Choice	• Increase the percentage of charter school students performing at grade level • Ensure Supplemental Educational Service providers are high performing	• Expand choice for students	
Postsecondary Students	• Improve college readiness and success	• Expand and maintain access	• Prepare students for careers
	Goal 4: Quality Efficient Services		

Accountability for Student Performance

Section 1008.33, F.S., authorizes the State Board of Education to hold all school districts and public schools accountable for student performance. Florida's focus on increased proficiency for every student yielded impressive results in the 2013-14 school year. By placing an emphasis on critical and analytical thinking, the State Board is continuing to raise the bar on education standards and drive continued academic improvement by Florida students as indicated by state and national assessment results, graduation rates and school performance grades.

Statewide Assessment Results

As shown in Figure 5, 58 percent of students in grades 3–10 were reading at or above grade level in 2014. Figure 6 shows that 56 percent of students in grades 3–8 were performing at or above grade level (Achievement Level 3) on the 2014 FCAT 2.0.

**Figure 5: FCAT 2.0 Reading by Achievement Level – Grades 3-10**
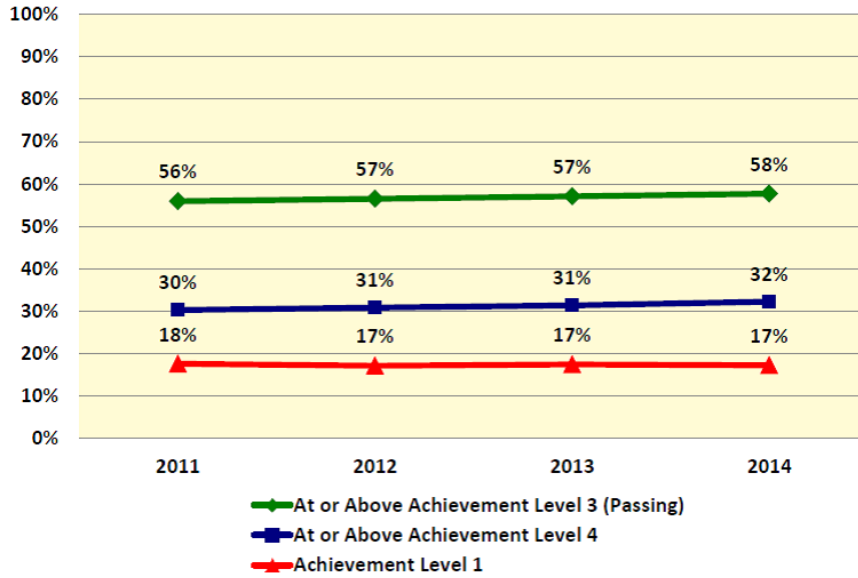
**Figure 6: FCAT 2.0 Mathematics by Achievement Level – Grades 3-8**
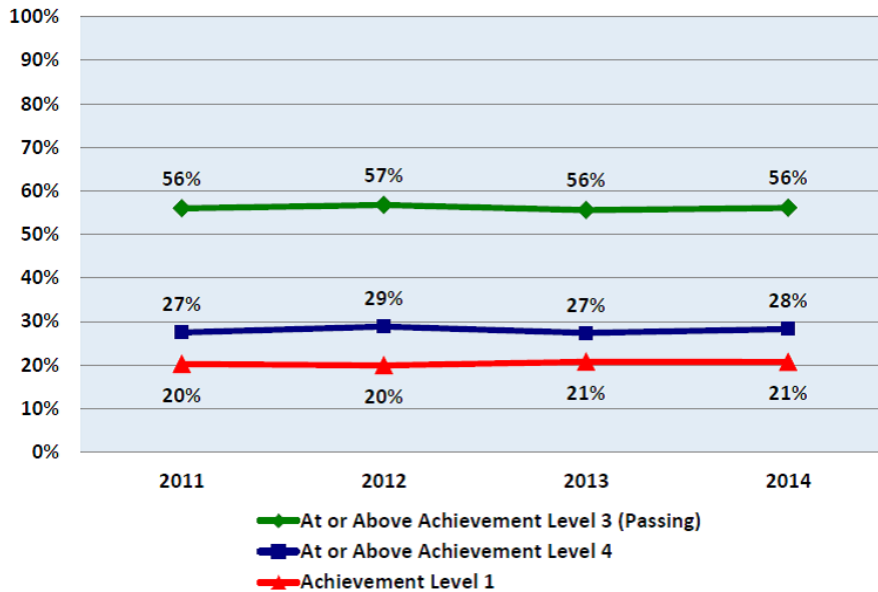
Figures 7 and 8 show that grade 5 student performance on FCAT science assessments improved from 2013 to 2014. In 2014, 54 percent of students in grade 5 were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science, an increase from 53 percent in 2013. Of students in grade 8, 49 percent were performing at or above Achievement Level 3 (on grade level and above) on FCAT Science in 2014.

Figure 7: FCAT Science 2.0 by Achievement Level – Grade 5
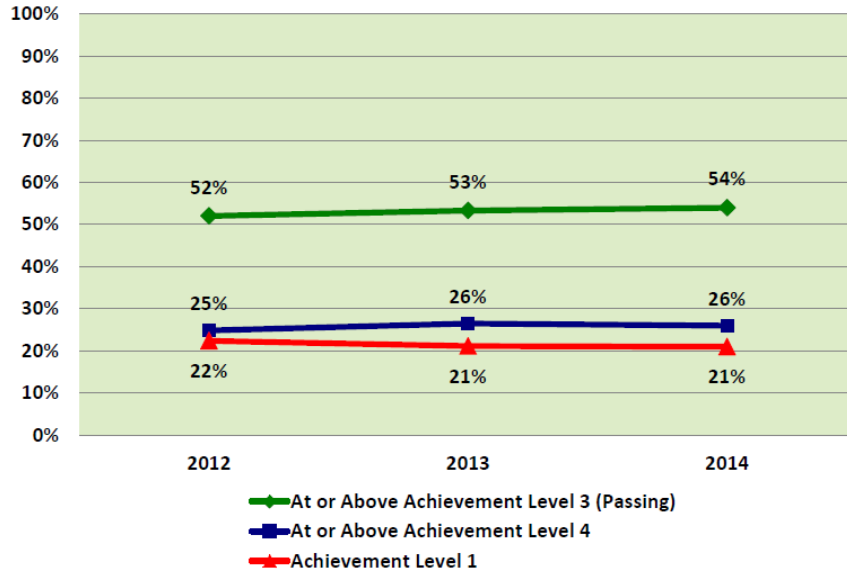
Figure 8: FCAT Science 2.0 by Achievement Level – Grade 8
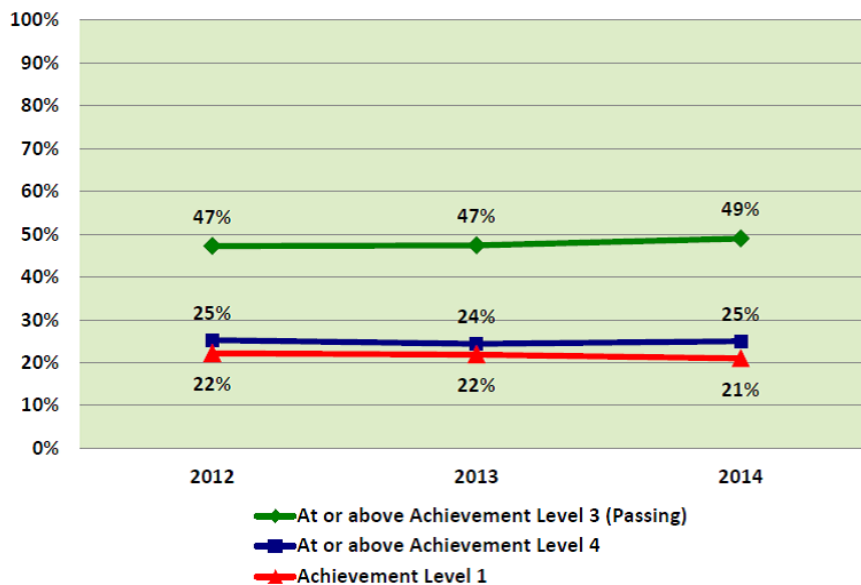
NAEP Performance – The Nation's Report Card

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, the NAEP has measured and reported on the

knowledge and abilities of America's students in grades 4, 8 and 12. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

Section 1008.22(2), F.S., authorizes the use of the NAEP as part of Florida's statewide assessment program to provide comparative state and national information about student achievement in mathematics, reading, science, vocabulary and writing. As shown in Figure 9, the 2013 NAEP results show that Florida's fourth grade students continue to outpace the national average in reading. Additional highlights of the 2013 NAEP reading and mathematics results included the following:

- Florida was the only state to have narrowed the achievement gap between White and African-American students at both grades 4 and 8 in reading and mathematics.

- The percentage of Florida's Hispanic and African-American fourth and eighth grade students scoring at or above Basic in reading was significantly higher than the nation's. This was also true for Florida's grade 4 mathematics Hispanic and African-American students.

- The percentage of grade 4 and 8 students with disabilities scoring at or above Basic was higher than that of their national peers in both reading and math. Also, Florida's grade 4 and 8 students with disabilities scoring at or above Proficient in reading scored higher than their national counterparts.

Figure 9: Florida's NAEP Progress
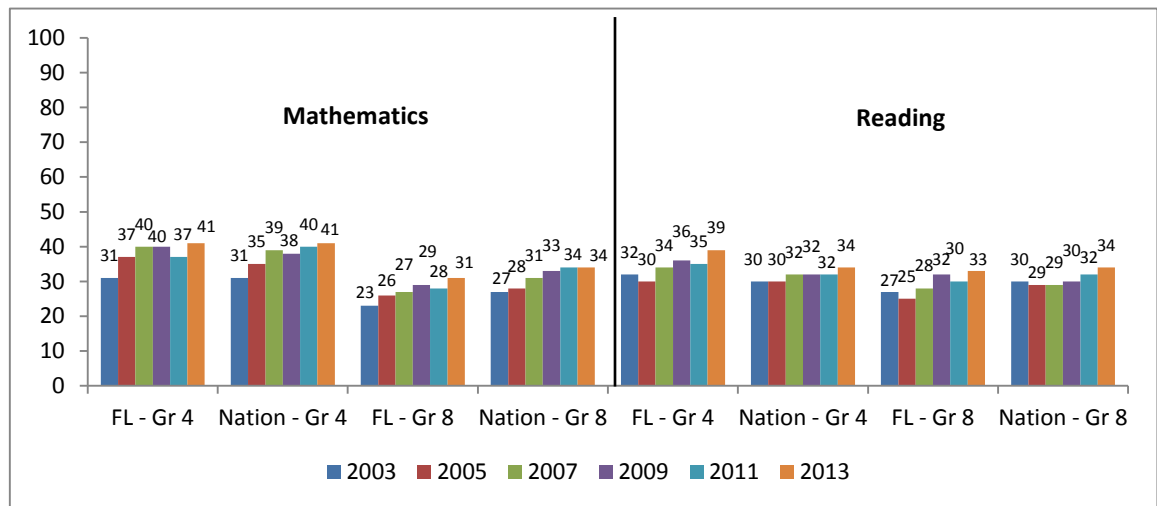
Reading Achievement Gap Narrows

FCAT results shown in Figure 10 indicate a narrowing of the reading achievement gap between minority and white students. In 2014, the percentage of Hispanic students in grades 3–10 performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading increased by 1 percentage point in comparison to 2013. In 2014, 69 percent of White students in grades 3–10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading. This is consistent with 69 percent in 2013 and an

increase from 68 percent in 2012 and 2011. In 2014, 38 percent of African-American students in grades 3–10 were performing at or above Achievement Level 3 (Passing) on FCAT 2.0 Reading.

Figure 10: FCAT 2.0 Reading Achievement Level 3 and Above – Grades 3-10
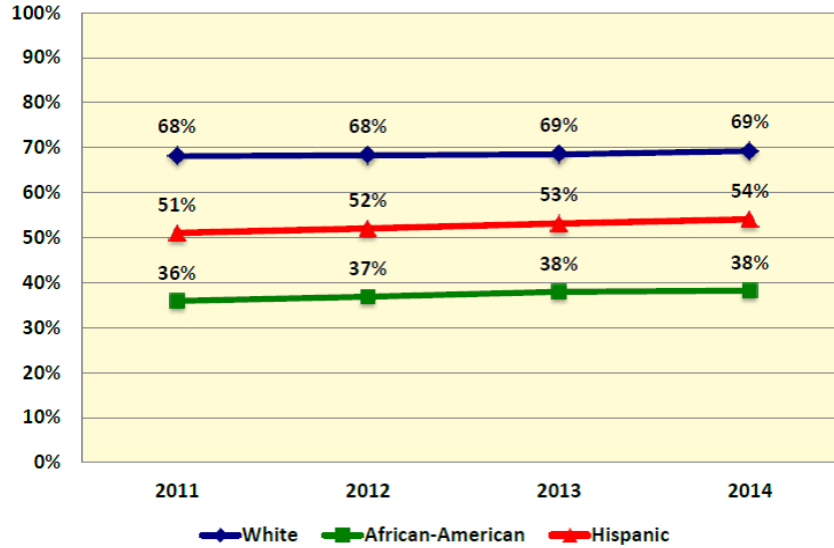
SAT, ACT, and Advanced Placement

Florida students are closing the gap between their mean SAT subsection scores and the scores of their counterparts nationwide. More than half (53 percent) of all students who took the SAT in the class of 2013 indicated that they are a minority. These minority and underrepresented students are making strides in overall performance.

Florida increased the number and percentage of graduates taking the ACT in 2013. A total of 124,131 of Florida's 2013 graduating seniors took the ACT at some point during their high school career, an increase of 5,711 students over the number tested in 2012. Approximately 52 percent of students taking the ACT in 2013 indicated that they were a minority student. Average ACT scores for Florida decreased from 2012 to 2013 by one-tenth of a point in reading, by two-tenths of a point in English, by three-tenths of a point in mathematics, and by two-tenths of a point both in science and the composite score.

Florida earned high marks for the percentage of graduates from the class of 2013 who took an Advanced Placement (AP) exam while in high school, earning them a second place national ranking according to a report issued in 2014 by the College Board. The 10th Annual AP Report to the Nation noted that 53.1 percent of Florida graduates participated in rigorous AP courses during their high school career. In addition, Florida placed fifth for the percentage of 2013 graduates who succeeded on AP exams, with 27.3 percent of 2013 graduates eligible for college credit based on their exam score of 3 or higher. Moreover, during the past decade, the number of low-income students taking AP has increased more than tenfold, and Florida remains the only state in the nation with a large population of Hispanic graduates that has closed the equity gap in AP participation and success.

High School Graduation Rate

Florida's federal graduation rate rose in 2013 to a new mark of 75.6 percent. This continues the upward trend of the percent of Florida students graduating from high school within four years. As shown in Figure 11, Florida's federal graduation rate has jumped more than five percentage points since 2010-11.

Figure 11: Federal and NGA Graduation Rates, 2002-03 through 2012-13
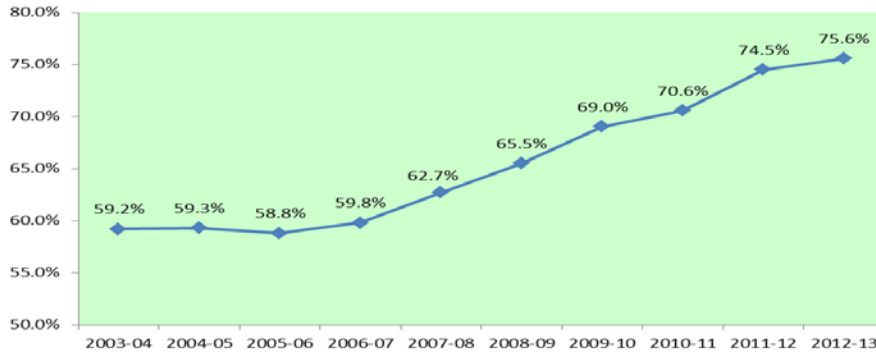
Florida's African American and Hispanic students have consistently increased their graduation rates since 2010-11. For African American students, the graduation rate rose 5.1 percentage points in 2011-12 and another .9 percentage points in 2012-13, for a jump of 6 percentage points since 2010-11. Hispanic students also improved their graduation rates for the same years, with a 3.5 percentage point increase last year and an additional 2 percentage points this year for an overall growth of 5.5 percentage points since 2010-11. Federal regulations require each state to calculate a four-year adjusted cohort graduation rate, which includes standard diplomas but excludes general education diplomas, both regular and adult, and special diplomas. The US Department of Education adopted this calculation method in an effort to develop uniform, accurate and comparable graduation rates across all states. States were required to begin calculating the new graduation rate in 2010-11. This graduation rate is currently used in Florida's school accountability system in the high school grades calculation.

School Grades

As Florida continues efforts to raise school performance, the number of elementary and middle schools earning a grade of "A" increased by 200 (7 percentage points) in the final year of Florida's current grading system. Overall, 967 elementary and middle schools statewide earned the top grade in 2014. The number of schools earning a grade of "F" in 2014 also increased. The department is focused on ensuring all low performing schools are provided the necessary assistance and support they need to help their students achieve.

Table 8: 2014 School Grade Distribution for Florida's Public Elementary, Middle and Non-High-School Combination Schools

- 967 earned an "A" (36 percent), an increase of 200 schools from 2013.
- 433 earned a "B" (16 percent), a decrease of 243 schools from 2013.
- 752 earned a "C" (28 percent), an increase of 25 schools from 2013.
- 351 earned a "D" (13 percent), a decrease of 6 schools from 2013.
- 178 earned an "F" (7 percent), an increase of 72 schools from 2013.

Commission for Independent Education

Chapter 1005, Florida Statutes, Part II, provides authority for the Commission for Independent Education (Commission). The statutes include specific guidelines, requirements, and responsibilities that provide the basis for Commission activities (i.e., school licensure, consumer protection, and institutional compliance) and performance reporting related to nonpublic, postsecondary educational institutions. This includes rules that have been developed and approved by the State Board of Education to implement statutory requirements.

Some of the specific performances demonstrated by the Commission are listed below.

Timelines for Licensure

Within 30 calendar days of the receipt of the application (all documents are date-stamped upon arrival at the Commission), the Commission responds to each institutional application with a list of errors and omissions that need to be submitted in order to complete the application for licensure. The Commission must review the application for licensure and place it on the meeting agenda of the Commission for Independent Education (in order for the Commission for Independent Education to issue a license or issue a denial of licensure) within 90 calendar days of the application being deemed complete.

Consumer Protection

The Commission must respond to complaints concerning licensed schools or colleges within seven calendar days of the receipt of the document. The institutional response to the Commission and the complainant must occur within 20 calendar days of the receipt of the letter by the institution.

Institutional Compliance

The Commission conducts on-site visits to those institutions that hold a provisional license or an annual license on an ongoing basis. The purpose of these visits is to evaluate the institution's compliance with the 12 Standards for Licensure. These visits often result in reports that notify licensed schools or colleges of areas of noncompliance with s. 1005, F.S., and/or Chapter 6E, Florida Administrative Code.

Major Policies and Initiatives for Education Planning and Budgeting

Going forward, Florida stakeholders will continue to build on the education improvements and successes that have been experienced over the past decade. As the national and state economies continue to emerge from the Great Recession, education performance progress will remain a priority and major budget driver in Florida.[1] Florida's education planning and budgeting needs for 2015-16 through 2019-20 will be guided by the continuation of core programs and operations that are constitutional requirements, statutory requirements, initiatives in the State Board of Education Strategic Plan and gubernatorial decisions and priorities. As reflected in the annual strategic planning process, the State Board of Education will reprioritize and repurpose existing resources to ensure sustainability of priority reform policies.

The Agency Budget as a Statement of Priorities

The state budget is an important statement of state priorities. The State Board of Education's budget request, the Governor's recommended budget and the Legislature's appropriation bills reflect the priority commitments of limited financial resources to services for which the state is responsible. Ultimately, each line item appropriation carries with it a priority policy expectation for the delivery of a service or product. This plan provides the background and budget policy drivers for the State Board of Education legislative budget request.

Other major initiatives that are important in meeting Florida's future education needs are described below.

Accountability System Transition

In August 2013, Governor Rick Scott issued an executive order setting the stage for education stakeholders and leaders to discuss the sustainability and transparency of Florida's education accountability system. The governor believed that it was important to examine the system to ensure that all Florida students have a quality education that prepares them for success in college, career and in life.

To comply with the executive order, the commissioner of education convened in a three-day accountability summit for the state's top education leaders and stakeholders to discuss the sustainability and transparency of the state's accountability system. The summit focused on four strategic priorities:

- **State Standards.** Continuing to raise the bar on education standards, by including an emphasis on critical and analytical thinking, to drive continued improvement by Florida students;

- **State Standard Assessments.** Ensuring the assessment that replaces the FCAT will accurately measure the more challenging standards that will be taught to our students, provides meaningful performance information to our students, is cost effective, results are

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[1] State of Florida Long-Range Financial Outlook Fiscal Year 2015-16 through 2017-18. Fall 2014 report to the Legislative Budget Commission and jointly prepared by the Senate Committee on Budget, the House Appropriations Committee, and the Legislative Office of Economic and Demographic Research. Accessed at: http://edr.state.fl.us/Content/long-range-finacial-outlook/DRAFT_3-Year-Plan_Fall-2014_1516-1718.pdf .

timely provided and we do not unnecessarily become intertwined with the federal government.

- **School Grades.** Improving our education accountability system to further ensure transparency and fairness while providing meaningful and useful information to our parents and educators about how our students and schools are performing; and

- **Teacher Evaluations.** Understanding how our teachers are evaluated, ensuring transparency throughout the process and using a fair system to identify, recognize and reward our highly performing teachers.

Following the summit, the department provided options for public input regarding the state standards and components of the accountability system. Public meetings were held throughout the state at which attendees had the opportunity to communicate support for the standards as well as express concerns. A website was posted that presented information about the new standards, links to the proposed standards, transcripts of the public meetings and other resources. An email address was created for individuals to send their comments directly to the department.

In February 2014, the State Board of Education approved changes to the student performance standards that reflected the input. The new Florida Standards for mathematics and English language arts stress a broader approach for student learning, including an increased emphasis on analytical thinking.

In March 2014, the commissioner of education announced a new test had been selected to replace the FCAT 2.0 exams beginning with the 2014-15 school year. The Florida Standards Assessment will measure each student's academic achievement and progress on the Florida Standards. The standards and assessments do not prescribe how teachers must teach but establish a pathway of essential knowledge.

A new grading system in 2015-16 will support the more rigorous Florida Standards and the Florida Standards Assessment. The new school grading formula will be more simple and transparent. The new grading system, which will focus on student achievement and learning gains, will help ensure a fair accountability system that helps measure student knowledge of the new Florida Standards.

Chapter 2014-23, Laws of Florida (Senate Bill 1642), was enacted by the legislature to implement changes to the accountability system and provide for the transition to a simplified, more transparent school grading system. Activities associated with implementation of the legislation will be reflected in the agency's planning and budgeting.

Success for Students through Teacher Professional Development, Assessment and Performance Pay

Creating a valid, robust assessment system for teachers, instructional personnel, and school administrators continues to be a state education priority. Florida law established new ways to reward teachers and administrators who help students learn, and modernizes Florida's instructional workforce by ensuring that employment decisions are determined primarily on a teacher's demonstrated effectiveness in the classroom. School districts are authorized to recognize and reward teachers who help students

make learning gains by making student success a higher priority in the instructional evaluation process.

Digital Classrooms Planning and Learning

Each school district is required by s.1011.62(12), F.S., to develop a Digital Classrooms Plan (DCP) with input from the district's instructional, curriculum and information technology staff. The district plan must be adopted by each district school board and submitted to the Florida Department of Education for approval. The DCP is intended to be an actionable document that drives improvement by meeting the unique needs of students, schools and personnel in the district through technology. The plan is to assist school districts in their efforts to integrate technology into classroom teaching and learning to improve student performance.

Technology Enhancements

The department is working on different technology enhancements. As part of this effort, several different reporting capabilities will be developed for stakeholder use and to enhance the analysis and evaluation of education programs and policies. The technology projects will include:

- Standardization and consolidation of instructional technology services that support common department functions;
- Developing requirements and measures for the Digital Classrooms Plans and allocation process;
- Modernizing the Education Data Warehouse;
- Developing and implementing a centralized user-friendly portal for stakeholders to access information through dashboards and reports;
- Developing and implementing the Florida Virtual Curriculum Marketplace;
- Securing student data and information resources;
- Reducing duplication and complexity of computer applications; and
- Updating legacy applications to address security risks and costly maintenance.

Florida received two Statewide Longitudinal Data System grants that are being used to modernize the Education Data Warehouse. This initiative will support improvements in the access and usability of data through an enterprise-level data processing environment; a web-based approval process for external data requests; and expanded state reporting capabilities, including common definitions across the education sectors. System enhancements will allow stakeholders to more efficiently and accurately manage, analyze, and use student data.

The department continues to support and develop a centralized user-friendly portal for dashboards and reports. This data system enhancement supports education reforms. Different reporting capabilities will be supported for stakeholder use and to enhance the analysis and evaluation of educational programs and policies.

Performance Funding for High Priority Outcomes

The State Board of Education has recommended that major funding models for voluntary prekindergarten; science, technology, engineering, and mathematics (STEM) instruction; adult workforce education; and state colleges be amended to allow a larger percentage

of funding to be tied to performance outcomes. This is expected to be a complex undertaking that must consider varying missions, resources, and student demographics to ensure fairness and equity. Nevertheless, the creation and maintenance of exemplary data collection systems will yield information to explore performance-based funding alternatives that can be adjusted for various factors. Florida's prior experience in performance funding demonstrates the potential that performance–based funding has in motivating education providers to focus increased attention on student outcomes that are linked to funding.

Administrative Efficiency and Return on Investment

The 2007-2012 global recession has taught education managers that schools must find ways to improve student outcomes with constrained budgets. Data-driven management that improves the delivery of education is a requirement under changing conditions.

Federal Policies and Regulations

The Elementary and Secondary Education Act (ESEA) was scheduled to expire September 30, 2007; however, because Congress has been unable to agree on a reauthorization package, the law is automatically extended until a new law is passed. In October 2011, the United States (US) Secretary of Education invited states to request a flexibility waiver from ESEA requirements, enabling them to eliminate redundant regulation and move to a single accountability system. Florida was one of 11 states to apply for the waiver and, in February 2012, the US Department of Education granted the waiver. Approving the request for flexibility is the first step in a process; there are still several steps prior to implementation.

Florida has also requested an exemption for English Learners from federal accountability regulations that conflict with the state's long-standing policy. Although federal officials have denied the state's initial waiver request, state leaders are pursuing a request for a reversal of the denial.

State Legislation and Policies

Implementation of the following legislation and policies will have a major impact on the planning, budgeting and delivery of education programs and services during the 2015-16 through 2019-20 years.

- **Chapter 2014-1, Laws of Florida (House Bill 7015) – Military and Veteran Support**

  Numerous statutes relating to military personnel, veterans and their families were revised by this legislation. As related to education, the law creates the "Congressman C.W. Bill Young Veteran Tuition Wavier Program" to waive out-of-state fees for honorably discharged veterans that attend a state college, state university, career center, or charter technical career center. Military installation commanders are encouraged to collaboratively work with the Commissioner of Education to increase military family student achievement, which may include the establishment of charter schools on military instillations.

- **Chapter 2014-15, Laws of Florida (Senate Bill 864) – Education (Instructional Materials)**

  The law retains the state adoption process for core content instructional materials and amends s. 1006.29, F.S., to authorize the Florida Department of Education to assess fees from publishers to pay for reviewer stipends. The law makes explicit the role of the district school board as having final responsibility for all instructional materials adopted by the district and utilized in the classroom and requires the creation of district policies and procedures that allow for parental objection to adopted materials. The law also requires that parents must have access through the district's Local Instructional Improvement System (LIIS) to their children's instructional materials and must make sample copies of all instructional materials available upon request for public inspection. The law removes redundant language in s.1006.40, F.S., regarding the 2012-2013 mathematics adoption and makes explicit the ability of districts to use all of their annual instructional materials allocation for the purchase of digital or electronic materials that are aligned with state standards.

- **Chapter 2014-23, Laws of Florida (Senate Bill 1642) – Education (Accountability)**

  The school accountability law simplifies the school grade calculation and ensures that the accountability system is fair, transparent and promotes improvements in student outcomes. Revisions to the school grading system take effect for the 2014-15 school grades and the law provides a transition plan to the new system. The 2014-15 grades will be baseline grades for informational purposes.

  The law eliminates extraneous school grade point categories and changes grade calculations to focus on student success measures in the areas of achievement, learning gains, graduation rates and earning college credit and/or industry certifications. The State Board of Education is required to periodically review the school grading scale to determine if the scale needs to be adjusted. The law removes bonus factors or additional weights that may raise a school grade, and there are no additional requirements or automatic adjustments that lower a school's grade below the grade they would have received based on the points earned.

  The calculation of school improvement ratings for alternative schools is changed to focus on current-year learning gains. The law also provides flexibility regarding the local assessments used for courses that do not have an associated statewide assessment. Districts that demonstrate outstanding progress toward educator effectiveness are eligible for bonus rewards as provided in the 2014 budget. Exemptions from statewide assessments are provided for children with medical complexity if an IEP team determines that the child should not be assessed based on medical documentation and the parent consents.

- **Chapter 2014-31, Laws of Florida (House Bill 337) – Florida Teachers Classroom Supply Assistance Program**

  The law establishes an earlier, optional date by which Florida Teachers Classroom Supply Assistance Program funds may be disbursed to classroom teachers,

depending on when the teachers are determined to be eligible by the school district. If, as of July 1, a classroom teacher is projected to be employed on September 1, the district may provide the teacher his or her proportionate share of funds by August 1 of that year. For teachers who are determined eligible after July 1, or if the district elects not to disburse funds by August 1, the proportionate shares of program funds must be disbursed by September 30.

- **Chapter 2014-32, Laws of Florida (House Bill 433) – Education (Personnel)**

  The law provides requirements for certain instructional personnel who supervise or direct pre-service field experiences and authorizes a school district to assign to a school that has earned failing grades certain newly hired instructional personnel. The law revises certification requirements pertaining to acceptable means of demonstrating mastery of general knowledge, subject knowledge, professional preparation and education competence. The law also revises certain requirements for the renewal or reinstatement of a professional certificate and authorizes a consortium of certain charter schools to develop a professional development system.

- **Chapter 2014-39, Laws of Florida (House Bill 7031) – Education (Revisor)**

  The law repeals discontinued or unfunded programs, corrects and updates cross-references, eliminates duplicated reporting requirements and updates terminology. The law prohibits the double-testing of students in the middle grade enrolled in Algebra I, Geometry, and Biology I who must take the statewide, standardized EOC assessment, from taking the corresponding grade-level FCAT. Also, the law clarifies new graduation requirements for certain high school students who were in high school before SB 1076 passed in 2013.

- **Chapter 2014-41, Laws of Florida (Senate Bill 188) – Education Data Privacy Law**

  The law limits the collection of biometric information and requires that students and parents receive annual notice of their privacy rights regarding educational records. A new section of law outlines limitations on the collection of information and disclosure of confidential and exempt records. The law further requires the Department of Education to establish a process for assigning Florida student identification numbers and provides that student social security numbers may not be used as identification numbers once Florida student identification numbers have been developed.

- **Chapter 2014-62, Laws of Florida (House Bill 851) – Education (Financial Aid)**

  The law extends caps on tuition and fee contract payments from the Stanley G. Tate Florida Prepaid College Program through 2024. It prohibits the amount assessed for registration fees, the tuition differential fee, local fees, and dormitory fees paid to state universities from exceeding 100 percent of the amount charged by the state university. In addition to setting standard tuition rates for career certificates and applied technology diplomas, the law sets standard tuition rates for advanced and professional, postsecondary vocational, developmental education, and education preparation institute programs at Florida College System (FCS) institutions, and undergraduate tuition for lower-level and upper-level coursework.

It amends the tuition waiver for Purple Heart recipients, and waives out-of-state fees for students who meet certain criteria including undocumented students. The law defines "parent" and revises residency for tuition purposes requirements for certain students.

- **Chapter 2014-84, Laws of Florida (Senate Bill 674) – Background Screening**

  The law strengthens and facilitates the background screening provisions for persons required by law to undergo criminal background screening. In relation to the Department of Education, the law provides that the background screening requirements for Division of Vocational Rehabilitation (VR) providers of direct care services apply only to registrations entered into or renewed with the division after the Care Provider Background Screening Clearinghouse becomes operational and retains the background screening results in the clearinghouse. The law further requires vendors who submit fingerprints on behalf of employers to provide the first, middle, and last name, social security number, date of birth, mailing address, sex, and race of an applicant.

- **Chapter 2014-184, Laws of Florida (Senate Bill 850) – Education (Scholarship Programs)**

  Educational programs related to juvenile justice education, the Florida Tax Credit Scholarship Program and middle school accountability were substantially revised as a result of this legislation. The law also established the collegiate high school program and the Florida Personal Learning Account for students with disabilities. The law revised the accountability, delivery and review provisions for educational programs within the Department of Juvenile Justice. For the Florida Tax Credit Scholarship Program, the law revised student eligibility performance and funding requirements, and established more rigorous accountability and transparency standards for scholarship-funding organizations. The law increased middle school accountability by implementing an early warning system for schools to use in identifying middle grade students who are at-risk of not graduating. Also, for students with disabilities, the law repealed the Special Diploma and created alternative pathways for students with disabilities to earn a standard high school diploma. Finally, the law established the "Florida Personal Learning Account" for students with a disability in kindergarten through 12th grade, to provide funding for certain educational and specialized services.

- **Chapter 2014-219, Laws of Florida (House Bill 7029) – Code of Student Conduct**

  The law revises the requirements for the Code of Student Conduct to clarify that simulating a firearm while playing, wearing clothing or accessories depicting weapons, or expressing an opinion regarding gun ownership rights are not grounds for disciplinary action or law enforcement intervention. The law does provide exceptions for students whose actions substantially disrupt the learning environment, cause bodily harm or place a person in reasonable fear of bodily harm.

ADVISORY COMMITTEES AND TASK FORCES

TITLE	PURPOSE AND ACTIVITIES
Access Points Advisory Committee on Instruction and Alternate Assessment	Advises the department about the best instruction practices for teachers of students with significant cognitive disabilities who work on Access Points and provides feedback on Florida Alternate Assessment that is based on alternate achievement standards.
Articulation Coordinating Committee	Approves common prerequisites across program areas, approves course and credit-by-exam equivalencies, oversees implementation of statewide articulation agreements, and recommends articulation policy changes.
Assessment and Accountability Advisory Committee	Advises the department about K-12 assessment and accountability policies.
Assistive Technology Advisory Council	Improves the quality of life for Floridians with disabilities through advocacy and awareness activities that increase access to and acquisition of assistive services and technology.
Career Education Construction Committee	Reviews and evaluates the requests submitted from the school districts and ranks the requests in priority order in accordance with statewide critical needs.
Charter School Appeal Commission	Assists the Commissioner of Education and the State Board of Education, pursuant to s. 1002.33(6)(e)1., F.S., with a fair and impartial review of appeals by applicants whose charter applications have been denied, not renewed, or terminated by their sponsors.
College Reach-out Program Advisory Council (CROP)	Reviews and recommends to the State Board of Education an order of priority for funding CROP proposals, as required by s. 1007.34(9),F.S.
Commissioner's Task Force on Holocaust Education	Assists school districts in implementing s. 1003.42(2)(g), F.S., and provides professional development for teachers relating to the history of the Holocaust.
Commissioner's Task Force on School Grades	Established to provide recommendations regarding the 2013 school grades calculation and potential revisions to the calculation.
Commission for Independent Education	Performs statutory responsibilities in matters related to nonpublic, postsecondary educational institutions in areas that include consumer protection, program improvement, and the licensure of independent schools, colleges, and universities.
Department of Education / Department of Juvenile Justice Interagency Workgroup	Provides structure and process for interagency coordination and collaboration essential to effective and efficient delivery of educational services to youth in Department of Juvenile Justice programs.
Education Practices Commission	Hears applicant or certified educator misconduct cases in Florida for individuals who are in violation of s. 1012.795, F.S., and renders decisions regarding penalties. The Commission is not responsible for investigations or prosecution.
Emergency Medical Services for Children Advisory Committee (EMSC)	The EMSC Advisory Committee was established in s. 401.245(6), F.S., to address emergency services for children. The Florida Emergency Guidelines for Schools is published at http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/_documents/egs2011fl-edtion.pdf and the Student Injury Report Form & Guidelines are published at http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/_documents/fl-injury-rpt.pdf.
End-of-Course U.S. History Content Advisory Committee	Advises the department about the scope of the U.S. History End-of-Course Assessment.
Faith-Based and Community-Based Advisory Council	Reaches out into communities to provide educational services to families to help their children reach Florida's academic standards. Provides local faith- and community-based organizations with tools that will enable them to promote family involvement in schools in their communities.
FCAT and FSA Bias Review Committees	Reviews FCAT and FSA passages, prompts, and items for potential bias.
FCAT and FSA Community Sensitivity Committees	Reviews all passages, prompts, and items for issues of potential concern to members of the community at large.
FCAT and FSA Computer-Based Testing Advisory Committee	Examines and discusses Florida's experience and opportunities with computer-based testing along with the practical aspects of computer-based testing – student registration, verification, maintaining security during testing, scoring and reporting, general testing policy implications, and practical considerations.
FCAT and FSA Gridded-Response Field Test Item Adjudication Committee	Reviews all field-test responses to mathematics and science gridded-response questions to determine if all possible correct answers have been included in the scoring key.
FCAT and FSA Item Content Review Committee	Reviews reading passages and reading, mathematics, science, and writing test items to determine whether the passages and items are appropriate for the grade level for which each is proposed.
FCAT and FSA Mathematics Content Advisory Committee	Advises the department about the scope of the mathematics assessment.
FCAT and FSA Prompt Writing/Review Committee	Reviews the prompts and student responses from the writing assessment test.

FCAT and FSA Reading Content Advisory Committee	Advises the department about the scope of the reading assessment.
FCAT and FSA Science Content Advisory Committee	Advises the department about the scope of the science assessment.
FCAT and FSA Special Ad Hoc Focus Group	Reviews various aspects of the testing program and advises the department on appropriate courses of action.
FCAT and FSA Standard Setting Committees	Recommends achievement level standards for new state assessments.
FCAT and FSA Technical Advisory Committee	Assists the department by reviewing technical decisions and documents and by providing advice regarding the approaches for analyzing and reporting state assessment data.
FCAT and FSA Writing Content Advisory Committee	Advises the department about the scope of the writing assessment, including the benchmarks that should be assessed and the item types recommended for each assessed benchmark.
FCAT and FSA Writing Rangefinder Committee	Establishes the range of responses that represent each score point of the rubric for each item or prompt.
FCAT and FSA Science Expert Content Review	Reviews newly-developed science test items to ensure the accuracy and currency of the science content.
Florida Alternate Assessment Technical (FAA) Advisory Committee	A small committee that has specific expertise in the area of alternate assessment for students with significant cognitive disabilities to assist the department by providing recommendations and feedback regarding technical issues, activities, and products.
FAA Passage Bias Review Committee	Reviews FAA passages, passage graphics and passage graphic alternate text for potential bias.
FAA Item Bias Review Committee	Reviews reading, mathematics, science, and writing test items for potential bias.
FAA Item Content Review Committee	Reviews reading passages and reading, mathematics, science, and writing test items to determine whether the passages and items are appropriate for the grade level for which each is proposed.
Florida Council for Interstate Compact on Education Opportunity for Military Children	Provides advice and recommendations regarding Florida's participation in and compliance with the Interstate Compact.
Florida Independent Living Council	Collaborates with the state on planning and evaluation of the independent living program, and collaborates to prepare annual reports and conduct public forums.
Florida KidCare Coordinating Council	The Florida KidCare Coordinating Council, created in s. 409.818(2)(b), F.S., is responsible for making recommendations concerning the implementation and operation of the Florida KidCare Children's Health Insurance Program. The 2014 Annual Report and Recommendations can be found at http://www.floridahealth.gov/AlternateSites/KidCare/council.html.
Florida Partnership for Homeless Education	The Florida Homeless Education Program implements the requirements of the Federal McKinney-Vento Homeless Assistance Improvements Act of 2001 (ESEA). The Florida Partnership for Homeless Education assists the program in (1) identifying systemic barriers to the education of homeless children and youth and (2) recommending strategies to remove such barriers to improve services to school districts and the homeless children and youth they serve.
Florida Rehabilitation Council	Functions as the state rehabilitation council as mandated by the U.S. Department of Education, Rehabilitative Services Administration through the Code of Federal Regulation; also mandated under current Florida Statutes.
Florida Rehabilitation Council for the Blind	Assists the department in the planning and development of statewide vocational rehabilitation programs and services pursuant to the Rehabilitation Act of 1973, as amended, to recommend improvements to such programs and services, and to perform the functions provided in this section.
Florida School Finance Council	Serves in an advisory role with respect to public school funding, accounting, and related business services.
Florida State Committee of Vendors	Collaborates with the Florida Division of Blind Services, Business Enterprises Program in major administrative decisions, policy and program development, transfer and promotion opportunities for vendors, and acts as advocate for the vendors with grievances; represents vendors in the Business Enterprise Program based on geographic location and facility type.
Florida 21st Century Community Learning Centers (CCLC) Advisory Committee	Discusses and assists the Florida 21st CCLC program office with issues related to the 21st CCLC after-school programs.
K-12 Public School Facility Funding Task Force	Examines relevant factors, as required by Chapter 2012-133, L.O.F., to make recommendations to the Florida Legislature for more equitable facility funding for charter schools and schools operated by a school district.

Leadership Policy Advisory Committee	Provides advice and recommendations to the Commissioner of Education regarding assessment and accountability related topics as well as other issues on which the Commissioner may request input.
Florida Migrant Parent Advisory Committees	As required by ss. 1304(c)(3)(A)(B), (5), P.L.107-110, the Florida Migrant Education Program (MEP) maintains and consults with Migrant Parent Advisory Committees (MPACs) about program development, implementation, and evaluation of the MEP in a language and format that parents can understand.
Florida Migrant Education Workgroup	Assists in the development and review of the Florida Migrant Education Program evaluation framework, tools, materials, and processes.
Florida Leadership Outlet for User Recommendations	Serves as a "think-tank type" team of problem-solvers related to Migrant Student Information System (MSIX) issues that affect one or more school districts and helps identify the ways to address them.
Florida Migrant Service Delivery Plan Committee	Assist in the development and needed modifications of the Florida Migrant Education Program Service Delivery Plan.
NCLB Committee of Practitioners	Reviews, before publication, any proposed or final state rule or regulation pursuant to Title I programs; provides guidance on policies and procedures governing Title I programs.
Special Facilities Construction Committee	Reviews facilities requests submitted by the districts, evaluates the proposed projects, and ranks the requests in priority order.
State Advisory Committee for the Education of Exceptional Students	Provides policy guidance with respect to the provision of exceptional education and related services for Florida's children with disabilities.
State Apprenticeship Advisory Council	Advises on matters relating to apprenticeship, preapprenticeship and on-the-job training programs as required by s. 446.045, F.S., but may not establish policy, adopt rules, or consider whether apprenticeship programs should be approved by the department.
State Implementation Team for Interagency Agreement for Children in Out-of-Home Care	Oversees implementation of the state agreement to review state statutes, rules, and plans to ensure consistency with purposes of the agreement and makes recommendations to respective agency heads regarding procedures and policies.
State Instructional Materials Committee (SIMC)	Evaluates and determines which instructional materials submitted for consideration best implement the selection criteria developed by the Commissioner of Education and those curricular objectives included within applicable performance standards provided for in s. 1001.03(1), F.S., and recommends instructional materials for state adoption.
State Task Force on African American History Task Force	Assists school districts in implementing s. 1003.42(2)(h), F.S., and provides professional development relating to African American history, which is required instruction in Florida.
Statewide Course Numbering System Faculty Discipline Committees	Establishes and evaluates postsecondary course number equivalencies to facilitate the guaranteed transfer of credit.
Student Achievement Through Language Acquisition Advisory Committee for English Language Learners	Provides policy guidance with respect to the provision of education and related services for Florida's English language learners.
Student Growth Implementation Committee	Provides feedback and recommendations in the development of value-added models for student growth to be used in Florida's educator effectiveness system.
Students with Disabilities Education Pathway Task Force	Makes recommendation on a rigorous K-12 academic pathway to enable students with disabilities to earn a diploma that will matriculate into postsecondary education college credit programs and include options for expanding access for students with disabilities to participate in a traditional postsecondary academic experience.
Teacher and Leader Preparation Implementation Committee	Provides feedback and recommendations in the development and implementation of performance standards and targets for continued approval of state-approved teacher and school leadership preparation programs.

PERFORMANCE MEASURES AND STANDARDS

LRPP EXHIBIT II

PERFORMANCE MEASURES AND STANDARDS

The performance measures adopted by the Florida Legislature in 2006 for the Department of Education are reviewed annually as part of the agency's update of the Long Range Program Plan (LRPP). The annual review and updating process has resulted in department staff identifying measures or standards that may need deletion or modification. The annual review also provides an opportunity for staff to recommend new measures that are valid, reliable, and useful to management and the public.

Data element requirements for calculations are also reviewed to make sure data exist and are collected to populate the required measures. On the basis of the annual review, the department makes recommendations to revise, delete or add performance measures that are aligned to current programs and statutory requirements. While actual changes to the performance measures or standards will require approval from the Legislature and the Office of the Governor, recommendations for revisions are included in the annual LRPP document along with a rationale for each proposed change.

The State Board of Education and the department place the highest priority on using education data to drive student improvement. Additionally, the State Board of Education continuously reviews and raises achievement expectations as necessary to ensure students are prepared for the rigor of postsecondary education and the workforce. Historical grading trends show definite patterns in school grades resulting from raising standards, particularly among the lowest-performing schools. Since the public schools performance measures and standards are based on the number and percent of A, B, and D grades that are reported, the effect that "raising the bar" had upon school grades, student achievement, and other performance measures is reflected in several of the performance measures in the LRPP.

While the LRPP includes a significant and important list of performance measures and standards, the list is not exhaustive. Education, like business and industry, has realized the importance of data-driven management. Further, education choices made by students and parents about enrollment at schools, colleges, and universities are greatly influenced by the data that are available publicly.

The State Board of Education and the department have a legacy of transparency of student, staff, and finance data. A tour of the sites available on the site index of the department website reveals numerous significant and meaningful measures in addition to those reported in the LRPP, which reveal with data the strengths and weaknesses of Florida public education. Indicators of school status and performance of public schools for each of Florida's school districts are available by viewing the school accountability reports at: http://schoolgrades.fldoe.org/.

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department No.: 48		

Program:	Division of Vocational Rehabilitation	Code: 48180000		
Service/Budget Entity: General Program		Code:		

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Number/percent of customers gainfully employed (rehabilitated) in at least 90 days	11,500 / 65%	7,214 / 29.8%	11,500 / 65%	9,000 / 55.8%
Number/percent of VR customers with a significant disability who are gainfully employed (rehabilitated) at least 90 days *(Recommend Deletion)*	9,775 / 58.5%	7,019 / 29.4%	9,775 / 58.5%	N/A Delete
Number/percent of VR customers with a disability employed (rehabilitated) at least 90 days *(Recommend Deletion)*	2,000 / 76%	195 / 66.1%	2,000 / 76%	N/A Delete
Number/percent of VR customers placed in competitive employment *(Recommend Deletion)*	11,213 / 97.5%	7,004 / 97.3%	11,213 / 97.5%	N/A Delete
Number/percent of VR customers retained in employment after 1 year – estimated from three quarters of data	6,300 / 67.5%	3,867 / 60.0%	6,300 / 67.5%	4,000 / 62%
Average annual earning of VR customers at placement *(Recommend Deletion)*	$17,500	$17,536	$17,500	N/A Delete
Average hourly wage of VR customers gainfully employed at employment outcome *(Recommend Addition)*	NA	$11.15	N/A	$10.00
Average annual earning of VR customers after 1 year – estimated from three quarters of data	$18,500	$17,432	$18,500	$17,500
Percent of case costs covered by third-party payers *(Recommend Deletion)*	23%	4.5%	23%	N/A Delete
Average cost of case life (to division) for VR customers with a significant disability	$3,350	$4,318	$3,350	$4,500

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Average cost of case life (to division) for VR customers with a disability *(Recommend Deletion)*	$400	$2,452	$400	N/A Delete
Number of customers reviewed for eligibility	29,000	21,951	29,000	25,000
Number of written service plans	24,500	9,143	24,500	18,000
Average number of active cases	37,500	44,014	37,500	50,000
Median customer caseload per counselor	125	105	125	90
Percent of eligibility determinations completed in compliance with federal law	95%	92.9%	95%	95%
Number of Program applicants provided reemployment services *(Recommend Deletion – Chapter 2012-135, Laws of Florida, eliminated duties of the Bureau of Rehabilitation and Reemployment Services, Division of Vocational Rehabilitation, in the Department of Education and transferred program responsibilities to the Department of Financial Services, Division of Workers' Compensation.)*	2,525	N/A	2,525	N/A Delete
Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment *(Recommend Deletion – Chapter 2012-135, Laws of Florida, eliminated duties of the Bureau of Rehabilitation and Reemployment Services, Division of Vocational Rehabilitation, in the Department of Education and transferred program responsibilities to the Department of Financial Services, Division of Workers' Compensation.)*	76%	N/A	76%	N/A Delete

LRPP Exhibit II - Performance Measures and Standards

Department:	Education		Department No.:	48	
Program:	Division of Blind Services		Code: 48180000		
Service/Budget Entity:			Code:		

NOTE: *Approved primary service outcomes must be listed first.*

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested** **FY 2015-16** Standard (Numbers)
Number/percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)	747 / 68.3%	713 / 50.28%	747 / 68.3%	747 / 51.6%
Number/percent rehabilitation customers placed in competitive employment (at or above minimum wage*)*	654 / 64.3%	706 / 99.02%	654 / 64.3%	700 / 93.7%
Projected average annual earnings of rehabilitation customers at placement	$16,500	$21,893	$16,500	$21,046
Number/percent successfully rehabilitated Independent Living customers, non-vocational rehabilitation	1,700 / 55.2%	1,672 / 81.56%	1,700 / 55.2%	1700 / 88.6%
Number/percent of Early Intervention/Blind Babies customers successfully transitioned from the Blind Babies Program to the Children's Program (preschool to school)	100 / 67.3%	175 / 89.29%	100 / 67.3%	160 / 88.4%
Number/percent of customers exiting the Children's Program who are determined eligible for the Vocational Rehabilitation Transition Services Program	70 / 26.5%	26 / 30.59%	70 / 26.5%	47 / 32.63
Number of customers (cases) reviewed for eligibility	4,000	4,534	4,000	4,000
Number of initial written service plans	1,425	3,779	1,425	3,779
Number of customers	13,100	11,218	13,100	12,500
Average time lapse (days) between application and eligibility determination for rehabilitation customers	60	25	60	60
Customer caseload per counseling/case management team member	114	71	114	85

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Cost per library customer served	$19.65	$45.10	$19.65	$52.50
Number of blind vending food service facilities supported	153	144	153	145
Number of existing food service facilities renovated	5	4	5	5
Number of new food service facilities constructed	5	7	5	5
Number of library customers served	44,290	34,287	44,290	36,000
Number of library items (braille and recorded) loaned	1.35 M	1.68 M	1.35 M	1.35 M
Number of licensed operators meeting or exceeding program and profit margin expectations for the type of facility *(Recommend Addition)*	TBD	113	TBD	TBD
Percentage of licensed operators meeting or exceeding program and profit margin expectations for the type of facility *(Recommend Addition)*	TBD	96%	TBD	TBD
Number percentage of "active" licensed operators placed in facilities *(Recommend Addition)*	TBD	118	TBD	TBD
Percentage of "active" licensed operators placed in facilities *(Recommend Addition)*	TBD	94%	TBD	TBD
Number of licensed operators placed in their first facility within 12 months of licensure date *(Recommend Addition)*	TBD	10	TBD	TBD

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department No.:	48

Program:	Private Colleges and Universities	Code: 48190000
Service/Budget Entity:		Code:

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested** **FY 2015-16** Standard (Numbers)
Graduation rate of first time in college (FTIC) award recipients, using a 6-year rate (Florida Resident Access Grant – FRAG), and delineated by overall rate, Independent Colleges and Universities (ICUF), State University System (SUS), and Florida College System (FCS) *(Recommend Deletion)*	50%	**FRAG 6-YEAR GRAD RATE:** Overall: 60.47% ICUF: 55.69% SUS: 4.55% FCS: .29%	50%	N/A Delete
Number of degrees granted for FRAG recipients and contract program recipients *(Recommend Substitution)*	9,987	9,000	9,987	9,987
Number of degrees granted to FRAG recipients (total number of students who are found in the reporting year as earning a degree and receiving FRAG) *(Recommended Substitute Measure)*	TBD	5,525	TBD	TBD
Retention rate of award recipients (delineate by: Academic Contract, FRAG, Historically Black Colleges and Universities (HBCU) *(Recommend Substitution)*	53%	**FRAG** Overall: 58.46% HBCU: 49.92%	53%	53%
Retention rate of FRAG recipients *(Recommend Substitute Measure)*	TBD	**FRAG** Overall: 58.46%	TBD	TBD
Graduation rate of award recipients (Delineate by: Academic Contract; FRAG; HBCU) *(Recommend Deletion)*	50%	**FRAG** HBCU: 49.92%	50%	N/A Delete

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	Approved Standards for **FY 2014-15** (Numbers)	Requested **FY 2015-16** Standard (Numbers)
Of those graduates remaining in Florida, the percent employed at $22,000 or more one year following graduation (Delineate by: Academic Contract; FRAG; HBCU) *(Recommend Substitution)*	TBD	**ICUF:** Percent employed one year after graduation – 66.04% **HBCU:** Percent employed one year after graduation – 43.46%	TBD	TBD
Graduates remaining in Florida (one year after graduation): Of all FRAG recipients who graduate in a given year, the number and percent found employed in Florida one year after graduation *(Recommended Substitute Measure)*	TBD	TBD	TBD	TBD
Percent of FRAG recipients found employed in Florida one year following graduation *(Recommend Deletion)*	TBD	**ICUF:** 64.4% Remaining in Florida	TBD	N/A Delete
Of those graduates remaining in Florida, the percent employed at $22,000 or more five years following graduation (Delineate by: Academic Contract; FRAG; and HBCU) *(Recommend Substitution)*	TBD	**FRAG:** Number and percent employed at $22,000 or more five years after graduation: **6,417 / 36.94%** **HBCU:** Number and percent employed at $22,000 or more five years after graduation: **306 / 42.15%**	TBD	TBD

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Graduates remaining in Florida (five years after graduation): Of all FRAG recipients who graduate in a given year, the number and percent found employed in Florida five years after graduation *(Recommended Substitute Measure)*	TBD	**FRAG:** Number and percent employed at $22,000 or more five years after graduation: **6,417 / 36.94%**	TBD	TBD
Licensure/certification rates of award recipients (where applicable), (Delineated by: Academic Contract; FRAG, HBCU) *(Recommend continued efforts to obtain data)*	TBD	TBD	TBD	TBD
Number/percent of baccalaureate degree recipients who are found placed in an occupation identified as high-wage/high-skill on the Workforce Estimating Conference list (this measure would be for each Academic Contract and for the FRAG) *(Recommend Deletion)*	TBD	TBD	TBD	N/A Delete
Number of prior year's graduates (Delineate by: Academic Contract; FRAG; and HBCU) *(Recommend Deletion)*	TBD	TBD	TBD	N/A Delete
Number of prior year's graduates (FRAG) *(Recommend Addition)*	TBD	TBD	TBD	TBD
Number of prior year's graduates remaining in Florida (Academic Contracts) *(Recommend Deletion)*	TBD	TBD	TBD	N/A Delete
Number of FTIC students, disaggregated by in-state and out-of-state (HBCU) *(Recommend Deletion)*	TBD	TBD	TBD	N/A Delete

LRPP Exhibit II - Performance Measures and Standards

Department: Education		Department No.: 48		
Program: Student Financial Assistance Program—State		Code: 48200200		
Service/Budget Entity:		Code:		

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested** **FY 2015-16** Standard (Numbers)
Percent of high school graduates who successfully completed the 19 core credits (Bright Futures) *(Recommend Deletion)*	63%	See Following Recommended Measure to be Substituted	63%	N/A Delete
Percent of standard diploma recipients who have completed the required courses for Bright Futures *(Recommend Measure to be Substituted)*	TBD	62.6%	TBD	68%
Retention rate of FTIC award recipients, by delivery system, using a four-year rate for Florida Colleges and a six-year rate for universities (Bright Futures) *(Recommend Deletion)*	TBD	See Following Recommended Measure to be Substituted	TBD	N/A Delete
Graduation rate of FTIC award recipients (Bright Futures), by delivery system (Florida College System (FCS) and State University System (SUS))	FCS: 19.9% SUS: 48.1%	FCS: 38% SUS: 70%	FCS: 19.9% SUS: 48.1%	FCS: 19.9% SUS: 48.1%
Percent of high school graduates attending Florida postsecondary institutions (Bright Futures) *(Recommend Deletion)*	52%	See Following Recommended Measure to be Substituted	52%	N/A Delete
Number of students eligible for initial Bright Futures Scholarship who enroll and are disbursed in a Florida postsecondary education institution, reported by award type (Florida Academic Scholarship (FAS), Florida Medallion Scholarship (FMS), Gold Seal Vocational (GSV) Scholarship*) (Recommend Measure to be Substituted)*	TBD	FAS = 11,958 FMS = 28,687 GSV = 499 Total = 41,144	FAS = 9,102 FMS = 12,044 GSV = 505 Total = 21,651	FAS = 9,102 FMS = 12,044 GSV = 505 Total = 21,651

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard FY 2013-14 (Numbers)	**Prior** Year Actual FY 2013-14 (Numbers)	**Approved** Standards for FY 2014-15 (Numbers)	**Requested** FY 2015-16 Standard (Numbers)
Number of Bright Futures recipients (*from March 2013 Estimating Conference, Office of Economic and Demographic Research*)	149,384	153,803	127,573	110,137
Retention rate of FTIC award recipients, by delivery system, using a four-year rate for Florida Colleges and a six-year rate for universities (Florida Student Assistance Grant) *(Recommend Deletion)*	2.4% CC 2.4% SUS	See Following Recommended Measure to be Substituted	2.4% CC 2.4% SUS	N/A Delete
Retention rate of recipients of Florida Student Assistance Grant, using a two-year rate *(Recommend Measure to be Substituted)*	TBD	FCS: 81% SUS: 92%	TBD	TBD
Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)	27.4% CC 31.6% SUS	FCS: 38% SUS: 70%	27.4% CC 31.6% SUS	27.4% CC 31.6% SUS
Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program) *(Recommend Deletion – The Critical Teacher Shortage Forgivable Loan Program was repealed by the 2011 Florida Legislature)*	100%	Program not funded; therefore, no recipients for percentages in work fields.	Program repealed in 2011.	Program repealed in 2011.
Number/percent of FRAG recipients who also receive Florida Student Assistance Grant (FSAG); non-need-based grant recipients who also have need-based grants *(Recommend Addition)*	TBD	**FRAG**: 42,805 **FSAG** recipients also receiving **FRAG**: 14,237	TBD	TBD
Number/percent of Bright Futures recipients who also receive Florida Student Assistance Grant (merit-based grant recipients who also have need-based grants) *(Recommend Addition)*	TBD	**BFS** students also receiving **FSAG**: 21,055	TBD	TBD

LRPP Exhibit II - Performance Measures and Standards

Department: **Education**		Department No.: **48**		
Program: State Grants/PreK-12 Program—FEFP		**Code: 48250300**		
Service/Budget Entity:		**Code:**		

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested** **FY 2015-16** Standard (Numbers)
Number/percent of teachers with National Teacher's Certification, reported by district (Note: Data reported by National Board for Professional Teaching Standards) *(Recommend Deletion Due to Budget Reductions)*	4,853 / 3%	13,670 / 7%	4,853 / 3%	N/A Delete
Number/percent of "A" schools, reported by district (Note: Reported school grades do not include schools serving high school grade levels; high school grades will be available in late 2014.)	600 / 25%	967 / 36%	600 / 25%*	TBD
Number/percent of "A" schools (Note: Reported school grades do not include schools serving high school grade levels; high school grades will be available in late 2014.) *(Recommend Substitution)*	600 / 25%	967 / 36%	600 / 25%*	TBD
Number/percent of "D" or "F" schools, reported by district (Note: Reported school grades do not include schools serving high school grade levels; high school grades will be available in late 2014.)	300 / 12%	529 / 20%	300 / 12%*	TBD
Number/percent of "D" or "F" schools (Note: Reported school grades do not include schools serving high school grade levels; high school grades will be available in late 2014.) *(Recommend Substitution)*	300 / 12%	529 / 20%	300 / 12%*	TBD
Number/percent of schools declining one or more letter grades, reported by district (Note: Reported school grades do not include schools serving high school grade levels; high school grades will be available in late 2014.)	193 / 8%	705 / 27%	193 / 8%*	TBD

*School grades for the 2014-15 school year will be released in the fall after achievement level standards have been set for the new English language arts and mathematics assessments. The 2014-15 school grades will be an informational baseline with no sanctions or penalties attached.

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Number/percent of schools declining one or more letter grades (Note: Reported school grades do not include schools serving high school grade levels; high school grades will not be available until late 2014.) *(Recommend Substitution)*	193 / 8%	705 / 27%	193 / 8%*	TBD
Number/percent of schools improving one or more letter grades, reported by district (Note: Reported school grades do not include schools serving high school grade levels; high school grades will not be available until late 2014.)	966 / 40%	618 / 24%	966 / 40%*	TBD
Number/percent of schools improving one or more letter grades (Note: Reported school grades do not include schools serving high school grade levels; high school grades will not be available until late 2014.) *(Recommend Substitution)*	966 / 40%	618 / 24%	966 / 40%*	TBD
Florida's federal high school graduation rate *(Recommend Addition)*	TBD	75.6%	TBD	TBD
Number of students taking college credit courses in high school (AP, IB, AICE, and Dual Enrollment) *(Recommend Addition)*	TBD	224,093	TBD	TBD
Percent of standard high school diploma recipients who enroll in postsecondary education one year after high school graduation, reported by sector (postsecondary continuation rate) *(Recommend Addition)*	TBD	62%	TBD	TBD

*School grades for the 2014-15 school year will be released in the fall after achievement level standards have been set for the new English language arts and mathematics assessments. The 2014-15 school grades will be an informational baseline with no sanctions or penalties attached.

LRPP Exhibit II - Performance Measures and Standards

Department: Education	Department No.: 48
Program: Workforce Education/Division of Career and Adult Education	Code: 48250800
Service/Budget Entity:	Code:

NOTE: *Approved primary service outcomes must be listed first.*

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested** FY 2015-16 Standard (Numbers)
Number and percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified as high-wage/high-skill on the Workforce Estimating Conference list and are found employed at $6,053 or more per quarter (Level III) *(Recommend Deletion)*	2,055 / 53%	2,444 / 21.17%	2,055 / 53%	N/A Delete
Credential attainment – adult and career education certificate completers, placed in full-time employment, military enlistment, or continuing education at a higher level (Data include students completing programs at Florida colleges and technical centers) *(Recommend Addition)*	TBD	TBD	TBD	TBD
Number and percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified for new entrants on the Workforce Estimating Conference list and are found employed at $5,273 (Level II) or more per quarter, or are found continuing education in a college credit program (Level II) *(Recommend Deletion))*	4,700 / 60%	16,303 / 40.80%	4,700 / 60%	N/A Delete
Credential attainment – number and percent of college credit career certificate completers who are placed in full-time employment, military enlistment, or continuing education at a higher level *(Recommend Addition)*	TBD	TBD	TBD	TBD

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Number and percent of persons earning vocational certificate completion points, at least one of which is within a program not included in Levels II or III and are found employed, enlisted in the military, or are continuing their education at the vocational certificate level (Level I) *(Recommend Deletion)*	21,115 / 70%	14,261 / 62.25%	21,115 / 70%	N/A Delete
Number and percent of certificate and college credit workforce program completers placed for employment in Florida *(Recommend Addition)*	TBD	TBD	TBD	TBD
Number/percent of workforce development programs that meet or exceed nationally recognized accrediting or certification standards for those programs that teach a subject matter for which there is a nationally recognized accrediting body *(Continue Efforts to Obtain Data)*	TBD	Not Available	TBD	N/A Delete
Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards *(Recommend Deletion)*	TBD	Not Available	TBD	N/A Delete
Number of adult basic education completers, including English as a Second Language, and adult secondary education completion point completers, who are found employed or continuing their education *(Recommend Deletion)*	73,346 / TBD	45,540 / 69.75%	73,346 / TBD	N/A Delete
Number/percent of adult basic education completers who are found employed full-time, in the U.S. Armed Forces, or continuing their education *(Recommend Addition)*	TBD	Not Available	TBD	TBD
Number/percent of students in career certificate and credit hour technical programs who took an industry certification or technical skill assessment exam approved by the Department of Education *(New Measure–Recommend Addition)*	TBD	Not Available	TBD	TBD
Number/percent of students taking an approved industry certification or technical skill attainment exam who earned a certification or passed a technical assessment exam *(New Measure-Recommend Addition)*	TBD	Not Available	TBD	TBD

LRPP Exhibit II - Performance Measures and Standards

Department: Education	Department No.: 48

Program: Florida College Programs	**Code: 48400600**
Service/Budget Entity:	**Code:**

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified as high-wage/high-skill on the Workforce Estimating Conference list and who are found employed at $6,053 or more per quarter (Level III) *(Recommend Deletion)*	5,516 / 35%	8,084 / 50.52%r	5,516 / 35%	N/A Delete
Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified for new entrants on the Workforce Estimating Conference list and are found employed at $5,273 or more per quarter, or are found continuing education in a college-credit program (Level II) *(Recommend Deletion)*	4,721 / 30%	11,180 / 69.86%	4,721 / 30%	N/A Delete
Number and percent of associate in science degree and college-credit certificate program completers who finished any program not included in Levels II or III and are found employed, enlisted in the military, or continuing their education at the vocational certificate level (Level I) *(Recommend Deletion)*	3,024 / 19%	8,854 / 85.43%	3,024 / 19%	N/A Delete
Percent of A.A. degree graduates who transfer to a state university within two years *(Recommend Modification – below)*	62%	See below	62%	See below
Transfer rates of associate degree graduates who transfer within two years to the upper division at a Florida College System institution or state university *(Recommend Modification)*	TBD	SUS: 49.1% FCS: 12.1%	TBD	SUS: TBD FCS: TBD
Percent of A.A. degree transfers to the State University System who earn a 2.5 or above in the SUS after one year	75%	74%	75%	75%

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Of the A.A. students who complete 18 credit hours, the percent who graduate in four years.	33%	41%	33%	33%
Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement	38%	48%	38%	38%
Percent of students exiting the college-preparatory program who enter college-level course work associated with the A.A., A.S., Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs	74%	81%	74%	74%
Percent of A.A. degree transfers to the State University System who started in College Prep and who earn a 2.5 or above in the SUS after one year (Recommend Modification)	75%	71%	75%	75%
Number/percent of A.A. partial completers transferring to the SUS with at least to 45 credit hours *(Recommend Modification)*	TBD	4,063/12.21%	TBD	4,063/12.21%
Percent of prior year Florida high school graduates enrolled in Florida colleges	31%	39%	31%	31%
Number of A.A. degrees granted	29,880	55,132	29,880	29,880
Number of students receiving college preparatory instruction	118,471	136,595*	118,471	118,471
Number of students enrolled in baccalaureate programs offered on Florida college campuses	22,000	34,528	22,000	22,000
Number of BA/BS graduates of Florida college baccalaureate degree programs *(Recommend Addition)*	TBD	5,889	TBD	TBD
Percentage of students earning a grade "C" or better in traditional/campus-based, online/distance learning, or hybrid courses *(Recommend Addition)*	TBD	**Fall 2013:** Traditional: 72.7% Distance: 70.9% Hybrid: 76.6%	TBD	Traditional: TBD Distance: TBD Hybrid: TBD

*College Prep Instruction: College Prep = 121,489; EAP Prep = 12,883; Vocational Prep = 248; ELCATE Prep = 3,176

Approved Performance Measures for FY 2014-15 **(Words)**	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested** **FY 2015-16** Standard (Numbers)
Percentage of developmental education completers who go on to complete a college-level course in the same subject within two academic years of entry *(Recommend Addition)*	TBD	**Total Fall 2010-11 to Summer 2011-12:** Reading: 62% Writing: 65% Math: 47%	TBD	Reading: TBD Writing: TBD Math: TBD
Retention rates for AA and AAS/AS students *(Recommend Addition)*	TBD	65% (AA) 43% (AAS/AS)	TBD	TBD
Total number of degrees and certificates awarded *(Recommend Addition)*	TBD	104,820	TBD	TBD
Of the A.A. graduates who are employed full time rather than continuing their education , the percent who are in jobs earning at least $11.64 an hour students *(Recommend Deletion)*	59%	4,582 / 69.21%	59%	N/A Delete
Of the A.A. graduates who have not transferred to the State University System or an independent college or university, the number who are found placed in an occupation identified as high-wage/high-skill on the Workforce Estimating Conference list students *(Recommend Deletion)*	2,900	2,715 / 9.78%	59%	N/A Delete

LRPP Exhibit II - Performance Measures and Standards				
Department: Education		**Department No.: 48**		
Program: State Board of Education		**Code: 48800000**		
Service/Budget Entity:		**Code:**		

NOTE: *Approved primary service outcomes must be listed first.*

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested FY 2015-16** Standard (Numbers)
Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools *(Recommend Deletion)*	0.09% / 7.89%	.09%	0.09% / 7.89%	N/A Delete
Number of districts that have implemented a high-quality professional development system, as determined by the Department of Education, based on its review of student performance data and the success of districts in defining and meeting the training needs of teachers *(Recommend Deletion)*	67	67	67	N/A Delete
Percent of current fiscal year competitive grants initial disbursement made by August 15 of current fiscal year, or as provided in the General Appropriations Act *(Recommend Deletion)*	100%	N/A	100%	N/A Delete
Issue all audit resolution and management decision letters within six month of receipt of audit findings, with 100 percent accuracy *(Recommend Addition)*	100%	100%	100%	100%
Issue all non-competitive project applications for state or federal funds without error within an average of 35 calendar days from the date of receipt by the Department of Education *(Recommend Addition)*	100%	100%	100%	100%
Post all formal procurements with 100% accuracy within three days of receipt of the final from the designated program office *(Recommend Addition)*	100%	100%	100%	100%

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard **FY 2013-14** (Numbers)	**Prior** Year Actual **FY 2013-14** (Numbers)	**Approved** Standards for **FY 2014-15** (Numbers)	**Requested** **FY 2015-16** Standard (Numbers)
Process, with 100% accuracy, all contract documents received by Contract Administration within an average of two calendar days from the date of receipt from the designated program office *(Recommend Addition)*	100%	100%	100%	100%
Number of certification applications processed *(Recommend Deletion)*	109,275	107,281	102,750	N/A Delete
Percent of Educator Certification eligibility evaluation outcomes processed within 30 days or less (90-day statutory requirement) *(Recommend Addition)*	90%	75%	90%	90%
Average number of days it takes to determine an applicant's eligibility for Educator Certification after receipt of a complete application *(Recommend Addition)*	15 days	20 days	15 days	15 days
Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification	90%	99%	90%	90%
Percent of program administration and support costs and positions compared to total agency costs and positions *(Recommend Deletion)*	0.10% / 4.15%	.68%	0.10% / 4.15%	N/A Delete
Percent of Division of Colleges and Universities administration and support costs and positions compared to total state university system costs and positions (SUS positions are not appropriated) *(Recommend Addition)*	TBD	TBD	TBD	TBD

LRPP Exhibit II - Performance Measures and Standards

Department:	Education	Department No.: 48
Program:	State Board of Education	Code: 4800000000
Service/Budget Entity:	Commission for Independent Education	Code:

NOTE: Approved primary service outcomes must be listed first.

Approved Performance Measures for FY 2014-15 (Words)	Approved **Prior** Year Standard FY 2013-14 (Numbers)	**Prior** Year Actual FY 2013-14 (Numbers)	**Approved** Standards for FY 2014-15 (Numbers)	**Requested** FY 2015-16 Standard (Numbers)
Percentage of Licensure Applications received by the Commission that are responded to within 30 days	95%	98.98%	95%	95%
Percentage of Licensure Applications deemed complete that are reviewed and placed on an agenda within 90 days	95%	98.59%	95%	95%
Percentage of complaints received by the Commission that are responded to within 7 days	98%	97.65%	98%	98%
Percentage of institutional responses to complaints that are received by the Commission within 20 calendar days of the institution's receipt of the Commission's letter	85%	93.60%	85%	85%
Percentage of institutions holding a Provisional License or an Annual License that received an on-site visitation	50%	71.26%	50%	50%

ASSESSMENT OF PERFORMANCE FOR APPROVED PERFORMANCE MEASURES

LRPP EXHIBIT III

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number/percent of customers gainfully employed**
                             (rehabilitated) at least 90 days

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
65%	29.8%	-35.2%	-54.2%
11,500	7,214	(4,286)	-37.3%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☒ Personnel Factors   ☒ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (Identify)

Explanation:
The actual performance results fell below the approved standards because the Division invoked an Order of Selection in August 2008,

Standards for this measure should be adjusted because the Division of Vocational Rehabilitation invoked an Order of Selection, consistent with the Federal Rehabilitation Act. Federal law requires priority to be given to individuals with the "most significant disabilities" and that these individuals are served first when resources are not sufficient to serve all persons with disabilities. The emphasis on customers with significant disabilities competes with the approved standard goal of 11,500 customers (65.0%) gainfully employed. This is because these individuals typically require a greater investment of resources and more involvement with their counselors, and take longer to complete rehabilitation than do customers with a disability.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
Standards for this measure should be revised for the reasons stated above, to 6,000 customers and a rate of 55.8%.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number/percent of Vocational Rehabilitation customers with a significant disability who are gainfully employed (rehabilitated) at least 90 days**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
58.5%	29.4%	-29.1%	-49.7%
9,775	7,019	(2,756)	-28.2%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☒ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☒ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (Identify)

Explanation:
The Division of Vocational Rehabilitation invoked an Order of Selection, consistent with the Federal Rehabilitation Act in August 2008. Federal law requires priority to be given to individuals with the "most significant disabilities" and that these individuals are served first when resources are not sufficient to serve all persons with disabilities. The emphasis on customers with significant disabilities competes with the approved standard of 9,775 customers (58.5%) gainfully employed. This is because these individuals typically require a greater investment of resources and more involvement with their counselors, and take longer to complete the rehabilitation process than do customers with a disability.

The division fell short in the performance results of all customers gainfully employed. While the same elements operated here as for the previous outcome measure, these customers typically require more resources and are less likely to succeed due to the significance of their disabilities.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
This measure should be deleted for the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number/percent of all Vocational Rehabilitation customers with a disability who are gainfully employed (rehabilitated) at least 90 days**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
76%	66.1%	-9.9%	-13.0%
2,000	195	(1,805)	-90.3%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☒ Personnel Factors   ☒ Staff Capacity
☒ Competing Priorities   ☒ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (Identify)

Explanation:
The actual performance results fell below the approved standard because of the requirement to serve customers with significant disabilities first under the Order of Selection. Currently, there are only a limited number of customers with a disability taken off the wait-list eligible to receive services. Therefore, this measure should be deleted.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
This measure should be deleted for the reason stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number/percent of Vocational Rehabilitation customers placed in competitive employment**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
97.5%	97.3%	-0.2%	-0.2%
11,213	7,004	(4,209)	-37.5%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☒ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (Identify)

Explanation:
This is a variation of the first outcome measure, and is affected by the same factors.

This measure should be deleted because it differs only slightly from the first outcome measure and is duplicative.

The actual number standard should be adjusted if the measure is not deleted because the number standard cannot be met unless the standard for the first measure (number of customers <u>gainfully</u> employed) is met. Operation of the Division of Vocational Rehabilitation under the Order of Selection will reduce the number of customers placed in gainful employment and thus, the number who can potentially enter competitive employment.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
This measure should be deleted for the reasons stated above. If the measure is retained, the standards should be adjusted to align them with proposed modifications to the standards for outcome measure one, number/percent of customers gainfully employed (rehabilitated) at least 90 days.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number/percent of Vocational Rehabilitation customers retained in employment after 1 year**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Projected Performance Results	Difference (Over/Under)	Percentage Difference
67.5%	60.0%	-7.5%	-11.1%
6,300	3,867	(2,433)	-38.6%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The percentage performance falling below the approved standard most likely occurred from placing an emphasis on serving customers with most significant disabilities first. Customers with the most significant disabilities are not as likely to maintain employment at a high rate for one year or longer. Therefore, the percentage of attainment for the standard should be decreased.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendation:
The standard for this measure should be reduced to 62% for the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Average annual earnings of Vocational Rehabilitation
customers at placement**

Action:
☒ Performance Assessment of Outcome Measure ☐ Revision of Measure
☐ Performance Assessment of Output Measure ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
$17,500	$17,536,	$36	0.2%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors ☐ Staff Capacity
☐ Competing Priorities ☐ Level of Training
☐ Previous Estimate Incorrect ☒ Other (Identify)

Explanation:
This measure should be deleted and replaced by a measure of the average hourly wage for customers placed in gainful employment. The current measure requires the fallacious assumption that every customer who enters employment works 40 hours per week. It also requires the assumption that the person continues employment for 52 weeks of the year. Shifting to a measure of the average hourly wage would align Florida's Division of Vocational Rehabilitation with the measures of the Federal Rehabilitation Services Administration.

External Factors (check all that apply):
☐ Resources Unavailable ☐ Technological Problems
☐ Legal/Legislative Change ☐ Natural Disaster
☐ Target Population Change ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training ☐ Technology
☐ Personnel ☒ Other (Identify)

Recommendations:
This measure should be deleted and replaced with a measure of the average hourly wage based on the reasons state above. The standard should be set at $10.00 per hour in recognition of customers with significant disabilities and the substantial decrease in customers who are self-supporting at acceptance.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure **Average annual earnings of Vocational Rehabilitation customers after 1 year**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
$18,500	$17,432	($1,068)	-5.8%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The performance result fell below the approved standard because of the emphasis on serving customers with the most significant disabilities consistent with the Order of Selection. Customers with significant disabilities may find it harder to enter employment with high wages. Therefore, the standard for this measure should be reduced.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
The standard for this measure should be reduced to $17,500 for the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Percent of case costs covered by third-party payers**

Action:

☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
23%	4.5%	-18.5%	-80.4%

Factors Accounting for the Difference:
Internal Factors (check all that apply):

☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☒ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The performance fell below the approved standard, indicating that attention to recovery of monies competes with the Division of Vocational Rehabilitation's mission of assisting persons with disabilities to gain or retain employment and increased independence. Recovery of the monies is a specialized task apart from the Division's mission of helping persons with a disability to obtain gainful employment. A cadre of employees in headquarters now has primary responsibility for the recovery process; this has contributed to improvement in this past fiscal year.

Another factor is that the information to be included in calculation of this measure has changed since the prior standard of 23 percent was set, but the standard was not corrected at that time.

This measure should be deleted because the division has little control over the results. Both state and federal law prohibit deliberately seeking customers based on the likelihood of recovery of funds.

External Factors (check all that apply):

☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☒ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
The Division of Vocational Rehabilitation has slight control over performance on this measure. The agency cannot select clients whose costs are likely to be recoverable from a third-party payer, although the agency can emphasize the need to recover such monies, where possible.

Management Efforts to Address Differences/Problems (check all that apply):

☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
This measure should be deleted for the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Average cost of case life (to division) for Vocational Rehabilitation customers with significant disabilities**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
$3,350	$4,318	$968	28.9%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☒ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The division first serves those individuals who have a most significant or significant disability, due to the Order of Selection. These individuals typically require more time and more resources, which means the average cost of case life is likely to increase.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendation:
This measure should be increased to $4,500 for the reason stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Average cost of case life (to division) for Vocational Rehabilitation customers with a disability**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
$400	$2,452	$2,052	513.0%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
This is a variation on the previous measure addressing a different set of customers. Reduction of direct costs for services to customers competes with the state and federal mandates to provide services to persons to assist them in gaining or maintaining employment. Efforts are made to use other community resources, but availability of resources from many other community agencies has been reduced or eliminated due to changes in their policies or as a result of increased demand. Additionally, learning about community resources that can provide comparable benefits is one of the most time-consuming factors in the education of newly-hired counseling staff.

This measure should be deleted because the number of customers with a disability receiving services is currently limited due to the Order of Selection.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
This measure should be deleted for the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number of Vocational Rehabilitation customers reviewed for eligibility**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
29,000	21,951	(7,049)	-24.3%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☒ Staff Capacity
☐ Competing Priorities   ☒ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (Identify)

Explanation:
The performance result fell below the approved standard due to the Order of Selection. Nevertheless, the division has worked for several years under the Order of Selection and the number of customers reviewed for eligibility appears to have stabilized. Therefore, the performance standard for this measure should be decreased.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
The performance standard for this measure should be adjusted to 25,000 from the approved standard of 29,000, based on the reason stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number of written service plans**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
24,500	9,143	(15,357)	-62.7%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☒ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (Identify)

Explanation:
The performance result fell below the approved standard, probably indicating newly-hired counselors who require approximately 18 months of orientation and training after they join the organization before they can be expected to work independently or carry a full caseload.

The performance standard for this measure should be decreased because of the Order of Selection. The growing demand for services cannot be met with available financial resources requiring the division to limit the number of new customers added to the Division of Vocational Rehabilitation caseload.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
The standard for this measure should be decreased from the approved standard of 24,500 to the standard of 18,000, based on the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Number of active cases**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
37,500	44,014	6,514	17.4%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The performance standard for this measure should be increased because the division has served over 50,000 customers since SFY 2010.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
The performance standard for this measure should be increased to 50,000 from the approved standards of 37,500, based on the reason stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Customer caseload per counselor**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
125	105	(20)	-16.0%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The standard for this measure should be decreased because the result of an informal survey of other states' vocational rehabilitation agencies established the desired caseload per counselor to be in the range of 90-100. Small caseloads improve the quality of rehabilitation by allowing customers more time with the counseling staff and increase the likelihood of success, e.g., customers placed in gainful employment. Small caseloads allow more time for each customer to spend with counseling staff, which is especially critical as the division focuses on customers with significant disabilities who traditionally require more resources than those with a disability.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
The approved performance standard of 125 for this measure should be reduced to 90 for future state fiscal years for the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure: **Percent of eligibility determinations completed in compliance with federal law**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
95%	92.9%	-2.1%	-2.2%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☒ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (Identify)

Explanation:
It is undetermined why the division fell below the approved standard with a small percentage difference of -2.2%. Random variations throughout the state fiscal year could account for this small difference.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☒ Training   ☐ Technology
☐ Personnel   ☐ Other (Identify)

Recommendations:
To improve training on eligibility determination to occur within 60 days of application, or the customer to be in extended evaluation or trial work, or the customer's agreement to an extension of the eligibility period must be documented in the customer's file.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **Rehabilitation and Reemployment Services**
Measure: **Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
76%	N/A	N/A	N/A

Factors Accounting for the Difference:

Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The Bureau of Rehabilitation and Reemployment Services (BRRS) was abolished effective July 1, 2012, in keeping with legislative intent, and responsibilities were transferred to the Department of Financial Services, Division of Workers' Compensation.

External Factors (check all that apply):
☒ Resources Unavailable   ☐ Technological Problems
☒ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☐ Other (Identify)

Recommendations:
None.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Vocational Rehabilitation**
Service/Budget Entity: **Rehabilitation and Reemployment Services**
Measure: **Number of Bureau of Rehabilitation and Reemployment Services program applicants provided reemployment services**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
2,525	N/A	N/A	N/A

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The Bureau of Rehabilitation and Reemployment Services (BRRS) was abolished effective July 1, 2012, in keeping with legislative intent, and responsibilities were transferred to the Department of Financial Services, Division of Workers' Compensation.

External Factors (check all that apply):
☒ Resources Unavailable   ☐ Technological Problems
☒ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☐ Other (Identify)

Recommendations:

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Number/percent of rehabilitation customers gainfully
employed at least 90 days**

Action:
☒ Performance Assessment of Outcome Measure   ☐ Revision of Measure
☐ Performance Assessment of Output Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
747	713	-34	-4.55

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other

Explanation:

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☒ Target Population Change   ☒ Other (Economy)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
The Division of Blind Services attributes its inability to achieve the SFY 2013-14 standard to staff turn-over, the time required to train new employment placement specialists, attitudinal barriers to hiring individuals with disabilities, competition with Social Security Benefits, and an increase in the number of individuals seeking post-secondary education instead of immediate job seeking.

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☒ Personnel   ☒ Other (Outreach)

Recommendations:
To address the deficiencies, the division recommends the following:
1. Ensure employment placement specialists have the tools necessary to assist customers in securing employment.
2. Identify strategies to educate employers about the benefits of hiring persons with disabilities.
3. Increase partnerships with local employers and national employer networks.
4. Expand the utilization of other providers to assist in job placement for blind consumers.
5. Encourage collaboration with local community rehabilitation providers and other agencies to serve consumers with secondary disabilities.
6. Work closer with other Workforce Development System components, where possible.
7. Strengthen relationships with higher educational institutions to ensure customers with disabilities successfully persist to graduation.
8. Educate customers regarding Social Security benefits and outcomes.
9. Use online portals, such as the Florida Job Connection, those promoted via the Florida Department of Economic Opportunity and the national Talent Acquisition Portal.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Number/percent successfully rehabilitated Independent Living customers, non-vocational**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
1,700	1,672	-28	-1.64 %

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors ☐ Staff Capacity
☐ Competing Priorities ☐ Level of Training
☐ Previous Estimate Incorrect ☒ Other (specify)

Explanation:
The Division of Blind Services attributes its inability to achieve the SFY 2013-14 standard to incomplete assessments of IL customers and disproportionate outreach efforts.

External Factors (check all that apply):
☐ Resources Unavailable ☐ Technological Problems
☐ Legal/Legislative Change ☐ Natural Disaster
☐ Target Population Change ☐ Other (Outreach)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training ☐ Technology
☐ Personnel ☒ Other (specify)

Recommendations:
The Division of Blind Services should provide IL Assessment Refresher Training to Independent Living Specialists to ensure accurate program placement for customers. Additionally, increase collaborative outreach efforts focused on the Independent Living populations (e.g., doctor's offices, senior living centers, various civic groups).

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Number/percent of customers exiting the Children's
Program who are determined eligible for the Vocational
Rehabilitation Transition Services Program**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
70	26	-44	-62.86 %
26.5%	-30.59%	4.09%	+15.43%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☐ Other (revise standard)

Explanation:

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☒ Other (specify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
The measure is largely based on the age of children and the severity of their other disabilities.
The Division of Blind Services attributes its inability to achieve the SFY 2013-14 to the fact that
there were a number of customers who did not meet the age criteria as well as an influx of
customers with other disabilities that were so severe that they were determined to be unable to
benefit from transition services at the time of assessment.

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☒ Technology
☐ Personnel   ☐ Other (specify)

Recommendation:
Develop additional resources to provide pre-transitional services and assessments to students
who are younger than the transition age. This measure should also be re-aligned because the
number of students who will be age eligible will vary each year based the age of the population. .
It may be more appropriate to look at the percentage of students reaching the transition age who
are determined to be eligible.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Number of initial written service plans**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
1,425	3,779	2,354	165%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☒ Previous Estimate Incorrect   ☐ Other

Explanation:
The Division of Blind Services continues to exceed the FY 2013-14 standard listed above due to timely plan development, improved assessments and ongoing case management training.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Specify)

Recommendations:
The division recommends that the standard be increased to 3,779 (a number more reflective of the upward trend in writing service plans for eligible Floridians).

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Number of customers**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
13,100	11,218	-1,882	-14,3%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☒ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Timeliness)

Explanation:
The Division of Blind Services attributes its inability to achieve the SFY 2013-14 standard listed above (inclusive of all programs) to limited staff capacity for outreach to unserved and underserved populations across the state. In addition, changes in the restoration surgery requirement further restricted the number of eligible eye procedures, thus affecting the total number of customers served.

External Factors (check all that apply):
☒ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Population and Outreach)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation: Funding resources do not support the current standard.

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Monitoring)

Recommendations:
The division recommends the continued monitoring of caseloads and policies as well as developing improved strategies to increase outreach efforts to target populations.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Cost per library customer served**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
$19.65	$45.10	+$25.45	129.51%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☒ Previous Estimate Incorrect   ☒ Other (Federal requirement)

Explanation:
Under prior library administration, the cost for the performance standard was incorrectly calculated; the inflated number for total patrons served was used and only one quarter's cost—rather than the entire year's cost—was used for the calculation. The approved standard for SFY 2013-14 does not correctly reflect a realistic cost per customer, as it is significantly understated and has not been updated to reflect current economic conditions and rising costs.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☒ Other (Economy and Rising Costs)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☒ Technology
☐ Personnel   ☒ Other (See above explanation)

Recommendations:
The division continues to recommend that this standard be updated. The performance standard for this measure should be increased to $52.50, for the reasons stated above.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Number of blind vending food service facilities supported**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
153	144	-9	-5.88%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Identify)

Explanation:
The Bureau of Business Enterprise, working in corroboration with the State Committee of Blind Vendors, found it necessary to consolidate a number of facilities operated by blind vendors in order to ensure financial viability. A couple of facilities closed. BBE continues to pursue other locations and expects some additions in the coming year.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☒ Other (Economy)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
As a result of marketing efforts, BBE was able to increase the total number of facilities by one for the period. Additions were offset by consolidation and closure.

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☒ Personnel   ☒ Other (Identify)

Recommendations:
The bureau is aggressively pursuing opportunities where the Randolph-Sheppard Act gives priority to blind vendors, including military dining, the Veterans Administration, and state and federal buildings currently serviced by other companies. Specific strategies have been developed as a result of consultation with other State Licensing Agencies and national blind vendor associations. New marketing materials have been developed to assist in the promotion and expansion of business opportunities for the blind. We recommend that the standard be adjusted to a more reasonable achievable goal of 145.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Blind Services**
Measure: **Number of existing food service facilities renovated.**

Action:

☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
5	4	-1	20%

Factors Accounting for the Difference:
Internal Factors (check all that apply):

☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect ☒ Other (Identify)

Explanation:
Based on program need and the availability of funds, the Division only renovated four facilities during this period.

External Factors (check all that apply):

☒ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☐ Other (Economy)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
Based on program need and the availability of funds, the Division only renovated four facilities during this period.

Management Efforts to Address Differences/Problems (check all that apply):

☐ Training   ☐ Technology
☐ Personnel   ☐ Other (Identify)

Recommendations:
The Division will review needs and determine which projects need immediate attention this year.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Division of Blind Services**
Service/Budget Entity: **Bureau of braille and Talking Books Library**
Measure: **Number of library customers served**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
44,290	34.287	-10,003	-22.59%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☒ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☒ Previous Estimate Incorrect   ☒ Other (Added services and increased
budget for routine operations and capital expense)

Explanation:
The approved standard was based on an inflated number for institutional accounts that was used through FY 2009 in the calculation of annual statistics. For every institutional account that was active, prior administration (2010 and before) factored the raw number by a multiple of 5. This was done due to a theory that in institutions at least 5 people used each book that was circulated. If that model was still being followed, the SFY 2014 result would have been 45,182.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☒ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
Under previous library administration, the patron counts were inflated for all deposit collections, which resulted in the higher number being set as a standard. Had that practice continued, the number of patrons would have continued to be grossly inflated and inappropriate.

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☒ Personnel   ☐ Other (Identify)

Recommendations:
The Division of Blind Services continues to recommend that this standard be updated. In April 2013, the division filled a customer development position. The employee has begun to develop a comprehensive outreach plan in order to increase the number of library customers served.

The performance standard for this measure should be decreased to 36,000, which is a more realistic number.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Workforce Education/Division of Career and Adult Education**
Service/Budget Entity: **General Program**
Measure: **Number/percent persons earning vocational certificate occupational completion points, at least one of which is within a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at $4,680 or more per quarter (Level III)**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
2,055	3,847	1,792	87.20%
53%	42.16%	-10.84%	-20.45%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Economy)

Explanation:
The percentage performance for this measure is below the approved standard because the economic recession that began in late 2007 resulted in a dramatic increase in the unemployment rate in Florida. Layoffs, staff reductions, and business closings across the state created a depressed market for job seekers. The criterion-referenced targets do not consider these significant changes in the labor market.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☒ Other (Economy)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
Economic Recession

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
This measure should be deleted because it excludes programs not linked to high-wage/high-skill occupations. New proposed labor market outcome measures will be more inclusive and will look for employment at any wage level among all postsecondary career and technical education programs. In addition, two new proposed measures will focus on third-party assessment of technical skills and the earning of industry-recognized credentials. This is a truer measure of the quality of the education delivered than labor market outcome measures, which are influenced by macroeconomic climate, local labor market supply and demand and individual student-level variables outside of the influence of the educational program (e.g., personality, soft skills, drive, work habits, access to transportation and child-care needs).

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Workforce Education/Division of Career and Adult Education**
Service/Budget Entity: **General Program**
Measure: **Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified for new entrants on the Workforce Estimating Conference list and are found employed at $3,900 or more per quarter, or are found continuing education in a college credit program (Level II)**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
4,700	17,635	12,935	275.21%
60%	51.25%	-8.75%	-14.58%

Factors Accounting for the Difference:
Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Economy)

Explanation:
The percentage performance for this measure is below the approved standard because the economic recession that began in late 2007 resulted in a dramatic increase in the unemployment rate in Florida. Layoffs, staff reductions, and business closings across the state created a depressed market for job seekers. The criterion-referenced targets do not take into account these significant changes in the labor market.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☒ Other (Economic Recession)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☐ Personnel   ☒ Other (Identify)

Recommendations:
This measure should be deleted because it excludes programs not linked to high-wage/high-skill occupations. New proposed labor market outcome measures will be more inclusive and will look for employment at any wage level among all postsecondary career and technical education programs. In addition, two new proposed measures will focus on third-party assessment of technical skills and the earning of industry-recognized credentials. This is a truer measure of the quality of the education delivered than labor market outcome measures, which are influenced by macroeconomic climate, local labor market supply and demand, and individual student-level variables outside of the influence of the educational program (e.g., personality, soft skills, drive, work habits, access to transportation and child-care needs). Attainment of an industry certification validates the instruction delivered in the educational program as meeting industry standards and producing individuals with skills employers are seeking.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **Workforce Education/Division of Career and Adult Education**
Service/Budget Entity: **General Program**
Measure: **Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program not included in Levels II or III and are found employed, enlisted in the military, or continuing their education at the vocational certificate level**

Action:

☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☐ Adjustment of GAA Performance Standards

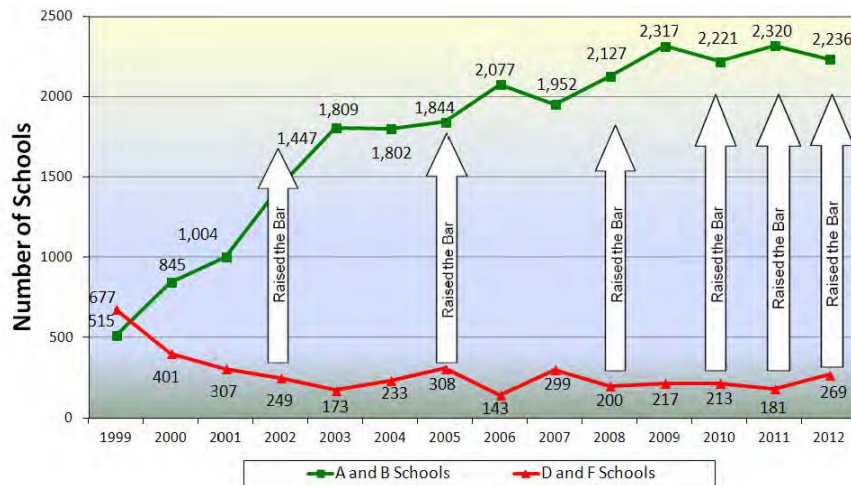| Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
21,115	14,760	-6,355	-30.10%
70%	66.95%	-3.05%	-4.36%

Factors Accounting for the Difference:
Internal Factors (check all that apply):

☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect   ☒ Other (Economy)

Explanation:
The percentage performance for this measure is below the approved standard because the economic recession that began in late 2007 resulted in a dramatic increase in the unemployment rate in Florida. Layoffs, staff reductions, and business closings across the state created a depressed market for job seekers. The criterion-referenced targets do not consider these significant changes in the labor market.

External Factors (check all that apply):

☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☐ Target Population Change   ☒ Other (Economy)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Management Efforts to Address Differences/Problems (check all that apply):

☐ Training   ☐ Technology
☐ Personnel   ☒ Other (See recommendation)

Recommendation:
This measure should be deleted because it excludes programs not linked to high-wage/high-skill occupations. New proposed labor market outcome measures will be more inclusive and will look for employment at any wage level among all postsecondary career and technical education programs. In addition, two new proposed measures will focus on third-party assessment of technical skills and the earning of industry-recognized credentials. This is a truer measure of the quality of the education delivered than labor market outcome measures, which are influenced by macroeconomic climate, local labor market supply and demand, and individual student-level variables outside of the influence of the educational program (e.g., personality, soft skills, drive, work habits, access to transportation and child-care needs). Attainment of an industry certification validates the instruction delivered in the educational program as meeting industry standards and producing individuals with skills employers are seeking.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **State Grants/PreK-12 FEFP**
Service: **PreK-12 FEFP**
Measure: **Number/percent of schools declining one or more letter grades, reported by district**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
199 / 8%	705 / 27%	536 / 19%	N/A

Factors Accounting for the Difference:

Internal Factors (check all that apply):
☐ Personnel Factors ☐ Staff Capacity
☐ Competing Priorities ☐ Level of Training
☒ Previous Estimate Incorrect
☒ Other (Identify)

Explanation:
School grades were first issued in 1999 under the A+ Plan for Education. Since then, school grading has evolved to include multiple changes in the school grading formula, including: new assessments and achievement levels, adjustments to student learning gains, the addition of students scoring in the lowest 25 percent, and the addition of standards related to graduation rates, accelerated participation and performance, and college readiness. Changes in the school grading formula have impacted the number of schools with declining grades. Of importance, however, is that the ratio of high-performing schools to low-performing schools has remained high while standards are raised.

Further, the number of schools that have been assigned grades has changed each year since the first school grades were issued. This factor in makes it difficult to determine and report consistent performance results for this standard

External Factors (check all that apply):
- ☐ Resources Unavailable
- ☒ Legal/Legislative Change
- ☒ Target Population Change
- ☐ This Program/Service Cannot Fix the Problem
- ☐ Current Laws Are Working Against the Agency Mission

- ☐ Technological Problems
- ☐ Natural Disaster
- ☐ Other (Identify)

Explanation:
There have been changes in policies and legislation affecting school accountability and performance.

Management Efforts to Address Differences/Problems (check all that apply):
- ☐ Training
- ☐ Personnel

- ☐ Technology
- ☒ Other (Identify)

Recommendations:
In 2015-16, Florida will transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **State Grants/PreK-12 FEFP**
Service: **PreK-12 FEFP**
Measure: **Number/percent of schools improving one or more letter grades, reported by district**

Action:
☒ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☐ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
966 / 40%	618 / 24%	-348 / -16%	N/A

Factors Accounting for the Difference:

Internal Factors (check all that apply):
☐ Personnel Factors   ☐ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☒ Previous Estimate Incorrect
☒ Other (Identify)

Explanation:
School grades were first issued in 1999 under the A+ Plan for Education. Since then, school grading has evolved to include multiple changes in the school grading formula, including: new assessments and achievement levels, adjustments to student learning gains, the addition of students scoring in the lowest 25 percent, and the addition of standards related to graduation rates, accelerated participation and performance, and college readiness. Changes in the school grading formula have impacted the number of schools with declining grades. Of importance, however, is that the ratio of high-performing schools to low-performing schools has remained high while standards are raised.

Further, the number of schools that have been assigned grades has changed each year since the first school grades were issued. This factor in makes it difficult to determine and report consistent performance results for this standard.

External Factors (check all that apply):

☐ Resources Unavailable   ☐ Technological Problems
☒ Legal/Legislative Change   ☐ Natural Disaster
☒ Target Population Change   ☒ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
There have been changes in policies and legislation affecting school accountability and performance.

Management Efforts to Address Differences/Problems (check all that apply):

☐ Training   ☐ Technology
☐ Personnel   ☐ Other (Identify)

Recommendations:
In 2015-16, Florida will transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **State Board of Education – Educator Certification**
Service: **Teacher Certification (ACT0630)**
Measure: **Number of certification applications processed**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☒ Deletion of Measure
☒ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
109,275	107,281	-1,994	-1.83%

Factors Accounting for the Difference:

Internal Factors (check all that apply):
☒ Personnel Factors   ☒ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect
☒ Other (Identify)

Explanation:
As a result of attrition coupled with policies for reducing overall agency staffing, Educator Certification employed only ten (10) evaluators trained to review complete application packets for certification eligibility for the first half of 2013-14. To help reduce this impact, the bureau began training two (2) new evaluators in January 2014, but one (1) veteran evaluator voluntarily separated in April. This level of staffing equates to a nearly 33% reduction from its previous staffing levels of sixteen (16) evaluators. Thus, the capacity for eligibility outputs has been reduced by a similar factor.

External Factors (check all that apply):
☒ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☒ Target Population Change   ☐ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
Since a peak in SFY 2006-07, Educator Certification experienced a steady decrease in total applications received. Five years later in SFY 2011-12, this input measure dropped to nearly 75% of its prior peak volume. The trend of fewer certification applicants coincides with significant budgetary constrictions for school districts causing reduced availability of teaching positions. The uncontrollable nature of the applications received (the input measure) directly relates to the output productivity measure of this performance standard. Fortunately, over the past two years, the bureau has experienced a modest 15% increase in total applications received, though the increase represents only 87% of the prior peak volume.

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☒ Personnel   ☐ Other (Identify)

Recommendations:
This measure should be deleted for the reasons stated above. In its place, the agency proposed two more reliable measures of production efficiency for Educator Certification. 1. The percent of Educator Certification eligibility evaluations processed within 30 days or less after receipt of a complete application. 2. Average number of days it takes to determine an applicant's eligibility for Educator Certification after receipt of a complete application. If the measure is not deleted, the performance standard for this measure should be reduced to 102,750 from the 109,275 approved for SFY 2012-13.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **State Board of Education – Educator Certification**
Service: **Teacher Certification (ACT0630)**
Measure: **Number of eligibility evaluation outcomes processed within 30 days or less**

Action:

☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
90%	75%	-15%	-15%

Factors Accounting for the Difference:

Internal Factors (check all that apply):

☒ Personnel Factors   ☒ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect
☒ Other (Identify)

Explanation:
As a result of attrition coupled with policies for reducing overall agency staffing, Educator Certification employed only ten (10) evaluators trained to review complete application packets for certification eligibility for the first half of FY13-14. To help reduce this impact, the bureau began training two (2) new evaluators in January 2014, but one (1) veteran evaluator voluntarily separated in April. This level of staffing equates to a nearly 33% reduction from its previous staffing levels of sixteen (16) evaluators. Thus, the capacity for eligibility outputs has been reduced by a similar factor.

External Factors (check all that apply):

☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☒ Target Population Change   ☒ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
Educator Certification traditionally receives a sharp peak in its volume of inputs during the summer months (May-August) that coincides with the traditional summer break for public school educators. Over the past three years, the bureau has experienced nearly 33% more applications and correspondence received during this peak summer period. In fact, the volumes received during these four months amount to approximately 44% of the total annual volume. As budgets have stabilized over the past few years, school districts have resumed recruitment efforts to adequately staff Florida schools. Because of staffing limitations in Educator Certification, the capacity for timely eligibility outputs has been negatively impacted.

Management Efforts to Address Differences/Problems (check all that apply):

☐ Training   ☐ Technology
☒ Personnel   ☐ Other (Identify)

Recommendations:
Educator Certification has received preliminary authorization to increase its evaluator staffing to fourteen (14) positions. During SFY 2014-15, the bureau plans to solicit approval to establish a new director position to more effectively manage evaluator staffing resources and outputs to improve business efficiency and maximize responsiveness. Through these restructuring efforts, the bureau also intends to enhance its alignment with agency partners and provide opportunities for expanded services to stakeholders.

Office of Policy and Budget – July 2014

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

Department: **Department of Education**
Program: **State Board of Education – Educator Certification**
Service: **Teacher Certification (ACT0630)**
Measure: **Average number of days to determine eligibility for Educator Certification**

Action:
☐ Performance Assessment of <u>Outcome</u> Measure   ☐ Revision of Measure
☒ Performance Assessment of <u>Output</u> Measure   ☐ Deletion of Measure
☐ Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
15	20	5	33%

Factors Accounting for the Difference:

Internal Factors (check all that apply):
☒ Personnel Factors   ☒ Staff Capacity
☐ Competing Priorities   ☐ Level of Training
☐ Previous Estimate Incorrect
☒ Other (Identify)

Explanation:
As a result of attrition coupled with policies for reducing overall agency staffing, Educator Certification employed only ten (10) evaluators trained to review complete application packets for certification eligibility for the first half of FY13-14. To help reduce this impact, the bureau began training two (2) new evaluators in January 2014, but one (1) veteran evaluator voluntarily separated in April. This level of staffing equates to a nearly 33 percent reduction from its previous staffing levels of sixteen (16) evaluators. Thus, the capacity for eligibility outputs has been reduced by a similar factor.

External Factors (check all that apply):
☐ Resources Unavailable   ☐ Technological Problems
☐ Legal/Legislative Change   ☐ Natural Disaster
☒ Target Population Change   ☒ Other (Identify)
☐ This Program/Service Cannot Fix the Problem
☐ Current Laws Are Working Against the Agency Mission

Explanation:
Educator Certification traditionally receives a sharp peak in its volume of inputs during the summer months (May-August) that coincides with the traditional summer break for public school educators. Over the past three years, the bureau has experienced nearly 33 percent more applications and correspondence received during this peak summer period. In fact, the volumes received during these four months amount to approximately 44 percent of the total annual volume. As budgets have stabilized over the past few years, school districts have resumed recruitment efforts to adequately staff Florida schools. Because of staffing limitations in Educator Certification, the capacity for timely eligibility outputs has been negatively impacted.

Management Efforts to Address Differences/Problems (check all that apply):
☐ Training   ☐ Technology
☒ Personnel   ☐ Other (Identify)

Recommendations:

Educator Certification has received preliminary authorization to increase its evaluator staffing to fourteen (14) positions. During SFY 2014-15, the bureau plans to solicit approval to establish a new director position to more effectively manage evaluator staffing resources and outputs to improve business efficiency and maximize responsiveness. Through these restructuring efforts, the bureau also intends to enhance its alignment with agency partners and provide opportunities for expanded services to stakeholders.

Office of Policy and Budget – July 2014

PERFORMANCE MEASURE VALIDITY AND RELIABILITY

LRPP EXHIBIT IV

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Vocational Rehabilitation**
Service/Budget Entity:	**General Program**
Measure 1:	**Number/percent of customers gainfully employed (rehabilitated) in at least 90 days**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used. The information is entered into the system for every customer by field associates. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible, without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

Data are downloaded from the mainframe monthly and a SAS program is used to aggregate the data using well-established operational definitions for gainful employment from the federal regulations for vocational rehabilitation. The rate is computed as a percentage of all customers who exit the program within the designated timeframe after completing an individualized plan for employment (IPE) and receiving services. The numerator is the number of customers who do enter employment; the denominator is all the customers who completed an IPE, both those who do enter employment and those who do not.

Validity:
The methodology used was to examine the relationship between the measure and the mission of the DVR and to look for potential threats to validity. The percent and number of customers placed in gainful employment is a logical measure of the effectiveness of the rehabilitation process that has been used at the federal and state levels since inception of the VR program. This measure, with its subsets, is directly linked to the mission of the program: To help people with disabilities find and maintain employment and enhance their independence.

One potential threat to validity is selection, e.g., are the customers who are determined eligible for the VR program, compared to all those who apply or are referred, appropriate for services. This threat is largely mitigated by the use of well-developed criteria for selection, and assessment of the customer's needs and his or her employment potential. Information from external sources, as well as from the customer, coupled with the VR associate's experience and skills, are all used to decide eligibility for services.

Assessment of the customer's incentive to go to work is always difficult; these decisions are subject to the counselor's interpretation to some degree, based on his or her experience and the evaluations done

Reliability:
This is a reliable measure of the VR program. Data for this measure are entered into RIMS by associates as cases are closed for individual customers; data entry is likely to be highly reliable because of the edits in the RIMS system. Redefinition of this measure, in 1999, to align it with the definition used by the Federal Rehabilitation Service Administration (RSA) improved the reliability and allows comparison of Florida's performance with that of other states.

Overall, consistency and reproducibility would be affected by the fact that RIMS is a "live" database that changes constantly as customers progress through the rehabilitation process. This potential threat is controlled by using a "static" database of data downloaded monthly from RIMS for the performance-based program budgeting measures, and maintained on a server.

Office of Policy and Budget – July 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 2:   **Number/percent of VR customers with a significant disability who are gainfully employed (rehabilitated) at least 90 days**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
This measure addresses a subset of the population addressed in Measure 1 – customers with a significant or most significantly disability; the same protocols and calculations are used. Data are selected according to the same criteria for gainful employment. The criteria for assigning the significance of the disability are also well established.

Validity:
This is a logical measure of the effectiveness of the rehabilitation process that has been used at the federal and state levels for many years. Comments on the validity of Measure 1 are also applicable to Measure 2.

Another potential threat to validity is the accuracy of the assessment of the significance of a disability. These decisions are subject to the counselor's interpretation to some degree and influenced by the state and federal mandate to provide services to individuals with significant disabilities first. This threat is mitigated by the use of well-established criteria for the levels of significance that are incorporated into policy and frequently discussed in training sessions.

Reliability:
Comments on the reliability for this measure, a subset of the first measure above, are equally applicable here. The measure is reliable, i.e., reproducible.

The subjectivity inevitably associated with assessing the severity of the disability may affect the reliability of this indicator. The threat to reliability results from the pressure to serve individuals with most significant or significant disabilities first, which must be balanced against evidence that rehabilitation is more demanding with this population and thus a lower incidence of success is likely. Consistent and continuing training for staff, coupled with the use of assessment instruments and the counselor's training and experience, assure the reliability of this measure.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 3:   **Number/percent of VR customers with a disability who are**
Recommend Deletion   **gainfully employed (rehabilitated) at least 90 days**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
This measure addresses a subset of the population addressed in Measure 1 – customers who have a disability. The same protocols and calculations are used, and data are selected according to the same criteria for gainful employment. The criteria for assigning the significance of the disability are also well established.

Validity:
Comments on the validity of Measures 1 and 2 are also applicable to this measure. The same steps to address and control those threats are applicable to Measure 3.

Reliability:
Comments on the reliability for this measure, a subset of Measure 1, are equally applicable here. The measure is reliable, i.e., reproducible. The same steps are taken to address possible subjectivity in assessing significance of the disability.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 4:   **Number/percent of VR customers placed in competitive**
Recommend Deletion   **employment**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used. Information is entered into the system for every customer by field associates. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

Data are downloaded from the mainframe monthly and a SAS program is used to aggregate the data, using well established operational definitions for competitive employment based on the customer's work status at placement. This is a subset of Measure 1, "gainfully employed." The rate is computed as a percentage of all customers who exit the program in gainful employment. The numerator is customers placed in competitive employment (work status as competitive, self-BEP, or supported employment in an integrated setting with earnings equivalent to at least the FL minimum wage); the denominator is customers placed in gainful employment and cases that are at or above minimum wage.

Validity:
This is a valid measure of vocational rehabilitation. Its validity may be compromised somewhat by the fact that not all individuals who are placed in competitive employment are working full-time (>= 36 hours per week). Validity has been improved by redefining this measure to make it consistent with the definition used by RSA.

As a variant of Measure 1 – number and percent placed in gainful employment – the same potential threats to validity were considered, and mitigated to the extent possible.

Reliability:
Data entry is done by each counselor at the time the customer's case is closed. Results can be duplicated within the current definition of competitive employment. As for other measures, the potential threat to reliability of a "live" database is controlled by using a "static" database of data downloaded monthly from RIMS for the division's performance report of measures and maintained on a server.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 5:   **Number/percent of VR customers retained in employment after 1 year**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are matched with data from the Division of Unemployment Compensation by another entity within the Florida Department of Education, the Florida Education and Training Placement Information Program (FETPIP). Results from FETPIP are entered into an Excel spreadsheet to be reported for the year in which the match is made. Edits in RIMS assure the accuracy of data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The number of customers retained in employment one year after placement is found for each quarter of the state fiscal year. The rate for each quarter is calculated by dividing the sum of the individuals employed by the total number of participants. For the fiscal year, the number is computed by summing the individuals employed for each of the four quarters. The rate is calculated by dividing the sum of the individuals employed in each of the four quarters (numerator) by the total number of participants in the four quarters (denominator).

Validity:
Given the mission of the division, this is a valid measure of the quality of outcomes in vocational rehabilitation. Validity is threatened by the lack of information about continuity of employment since closure, i.e., an individual is recorded as employed whether she or he worked one week in a quarter, or 13 weeks in the quarter.

Data on employment are obtained from 97 percent of Florida's employers, but no data are obtained from employers in Georgia or Alabama, nor are data collected on individuals who are self-employed. This may bias results for units located in counties along Florida's geographic borders.

Reliability:
This measure has been tracked since 1996. The RIMS data used for the match, and the database from the Division of Unemployment Compensation, are well established and well documented. The reliability of this measure is good.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 6: **Average annual earning of VR customers at placement**
Recommend Deletion

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used. Information is entered into the system for every customer by field associates. "Edits" in RIMS prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

Data are downloaded from the mainframe monthly and a SAS program is used to aggregate the data, using well established operational definitions for gainful employment. Earnings are computed by multiplying the weekly earnings of each customer placed in gainful employment by 52 weeks. The total earnings for all customers, the numerator, is then divided by the number of customers placed in gainful employment.

Validity:
This is a valid measure of a quality outcome of vocational rehabilitation and is widely used in the rehabilitation community as an indicator of the return for the investment cost of services delivered. Validity is threatened to some extent in that earnings of all customers are included without regard to the type or severity of the customers' disabilities, individual abilities, the number of hours worked per week, or local economic conditions.

The validity of this measure of the quality of the outcome is supported in principle by the use of multiple federal measures that assess earnings as hourly wages.

Reliability:
The lack of available documentation may compromise the reliability of this measure. Earnings are "self-reported" by customers to their counselors. Initial entries for the week prior to the closure of the case may later be corrected in the RIMS data; these changes are not made to the static database.

Another threat to reliability is the requirement for two assumptions: that the customer works 40 hours per week and that she or he works 52 weeks of the year. Additionally, earnings may be reported erroneously by the customer, either accidentally or by design. Research on income that is self-reported in situations not related to credit applications shows that self-reported income is usually inflated.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 7:   **Average annual earning of VR customers after one year**

Action (check one):
☐ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are matched with data from the Division of Unemployment Compensation by another entity within the Florida Department of Education, the Florida Education and Training Placement Information Program (FETPIP). Results from FETPIP are entered into an Excel spreadsheet to be reported for the year in which the match is made. Edits in RIMS prevent erroneous data entries as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The earnings of customers retained in employment one year after placement are found for each quarter of the state fiscal year. Earnings for each quarter are multiplied by four to project annual earnings for the customers employed in the quarter. Earnings for the fiscal year are obtained by summing the average earnings for each of the four quarters to obtain the annual projection.

Validity:
This is a good measure of the quality of the outcomes of vocational rehabilitation. Follow-up data are wages reported by employers. Validity is threatened to some extent in that earnings of all customers are included without regard to the type or severity of the customers' disabilities, individual abilities, weeks worked, the number of hours worked per week, or local economic conditions.

The value of this measure of the outcomes of vocational rehabilitation is supported by the fact that the federal RSA is exploring its use. RSA has conducted a pilot test to determine whether agencies in all states will be able to conduct the match adequately and report findings in a timely manner.

Reliability:
This measure has been tracked since 1996. The RIMS data used for the match and the database from the Division of Unemployment Compensation are well established and well documented. The reliability of this measure is good.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 8:   **Percent of case costs covered by third-party payers**
Recommend Deletion

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Figures for expenditures for clients (client service dollars), reimbursements from Social Security Insurance/Social Security Disability Insurance (SSI/SSDI), and monies recovered from insurers and legal settlements for Division of Vocational Rehabilitation customers are obtained from the appropriate administrative units. Edits have been added to the Rehabilitation Information Management System (RIMS) to protect the accuracy of the data and the Rehabilitation Services Administration (RSA) audits the RIMS data regularly.

The measure is computed by summing the dollars obtained from third-party payers, the numerator. The sum is then divided by the total client service dollars expended to obtain the percentage of direct costs of services recovered.

Validity:
This is a valid measure of the division's efforts to coordinate its activities with other programs and agencies to maximize its resources. It is not a valid measure of the division's performance in accomplishing its mission: To help people with disabilities find and maintain employment and enhance their independence.

Reporting the percentage, rather than the dollar amount, improves validity of this measure by showing the amount obtained relative to direct costs of client services and allows comparison of performance over time.

Reliability:
Data on SSI/SSDI reimbursements have been tracked over many years and are highly reliable. Figures for other monies recovered by the division's legal unit and tracked by the division's budget office are also highly reliable.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 9: **Average cost of case life (to division) for VR customers
with a significant disability**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. "Edits" control accuracy of the data as much as possible without constricting the system unduly and the Rehabilitation Services Administration (RSA) regularly audits the data.

The average cost is computed by first summing the direct costs to the Division of Vocational Rehabilitation of services for individuals with a most significant or significant disability closed during the time period. This figure is divided by the number of customers closed with a most significant or significant disability to obtain the average cost.

Validity:
This is a valid measure of the efficiency of the vocational rehabilitation process, although validity may be compromised somewhat by examining the costs according to the severity of the disability rather than using a combination of type and severity of the disability.

Reliability:
The life-of-case cost has been tracked by RSA for a number of years and is reproducible.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 10:   **Average cost of case life (to division) for VR customers**
Recommend Deletion   **with a disability**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used as for other measures; the information is entered into the system by field associates for every customer. "Edits" control accuracy of the data as much as possible without constricting the system unduly and the Rehabilitation Services Administration (RSA) regularly audits the data.

The average cost is computed by first summing the direct costs to the division of services to customers with a disability closed during the time period. This figure is divided by the number of customers closed with a disability to obtain the average cost of case life.

Validity:
This is a valid measure of the efficiency of the VR program, although validity may be compromised somewhat by examining the costs according to the severity of the disability rather than using a combination of type and severity of the disability.

Reliability:
The life-of-case cost has been tracked by RSA for a number of years and is reproducible.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 11:   **Number of customers reviewed for eligibility**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The measure is a simple sum, using the SAS program, of the number of eligibility determinations made within the time period. An "eligibility determination" includes all persons determined to be eligible for services, as well as a limited number of persons determined to be ineligible. Inclusion of a determination of ineligibility is related to established definitions of the reason for ineligibility.

Validity:
Determining whether an applicant is eligible for services in the VR program is an important and often time-consuming portion of the rehabilitation process. This output measure is a valid indicator of productivity.

Validity of this measure has been improved by limiting the measure to the specific statuses recognized by RSA as determination of eligibility or ineligibility by counseling staff, rather than including customers who simply leave the program without a formal decision.

Reliability:
Determining eligibility may be difficult because of the unique elements associated with the customer's disability, knowledge, skills, etc. Nevertheless, the criteria for eligibility are well defined. These data have been tracked in RIMS and by RSA for a number of years and are reproducible. Periodic case reviews by supervisory staff and by RSA contribute to the reliability of eligibility determination.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 12:   **Number of Written Service Plans**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The measure is a simple sum, using the SAS program, of the number of plans written within the time period.

Validity:
This is a valid measure of productivity for the Vocational Rehabilitation (VR) program. A plan is tailored for individual customers, incorporating specific services needed for the customer to be prepared for employment. Preparation of a good Individualized Plan for Employment (IPE) is critical to the customer's successful achievement of employment.

Reliability:
The criteria for development of a plan are well defined. These data have been tracked in RIMS and by RSA over many years. The data are reproducible and highly reliable.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 13: **Number of active cases**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

The measure is a simple sum, using the SAS program, of the number of clients in specific active statuses within the time period. An "active" case is any case that applied in a prior time period and remains open. However, customers on the waitlist are excluded from being counted as active.

Validity:
This is a valid measure of productivity for the Vocational Rehabilitation (VR) program. Use of the monthly average represents unique customers for the interval measured and reflects the workload of VR personnel.

Reliability:
The criteria for assigning the status codes for active customers are well defined and the results represent unique individuals in each time period. These data have been tracked in RIMS and by RSA over many years. The data are highly reliable; results are reproducible when they are computed from a static database.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 14: **Customer caseload per counselor**

Action (check one):
☒ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. "Edits" have been added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

"Caseload" is all active customers and customers closed in specified statuses who are affiliated with a counselor. Customers on the waitlist are not included in the caseload because they are not considered active. The measure is calculated by the SAS program as the median (middle) value for all counselor caseloads during the timeframe. The median is computed for each month, then computed for quarterly reports and for the fiscal year.

Validity:
The median is a valid measure of the efficiency of the Vocational Rehabilitation (VR) program because it is not affected by outliers. The computation also reflects the effect of vacant positions and the role of associates who carry partial caseloads, perhaps because of other responsibilities or to compensate when a position is vacant.

Reliability:
This is a reliable measure of the efficiency of the VR program and can be reproduced over time. Reliability is contingent upon recalculation of a true median as timeframes shift, rather than mathematical computation of the caseload as an arithmetic average.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 15:   **Percent of eligibility determinations completed in compliance with federal law**

Action (check one):
☐ Requesting Revision to Approved Measure
☐ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The Rehabilitation Information Management System (RIMS) data are used; the information is entered into the system by field associates for every customer. These data are protected, as for other measures, by "edits" added to RIMS to prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The data are also audited regularly by the Rehabilitation Services Administration (RSA).

"Eligibility determination" is defined in Measure 11. To meet the federal mandate, the determination must have occurred within 60 days of application, or the customer must have been placed in extended evaluation or trial work, or the customer's agreement to an extension of the eligibility period must be documented in the customer's file. The numerator for the measure is the number of eligibility determinations for the timeframe that meet the federal mandate. The denominator is the total number of eligibility determinations made within the timeframe.

Validity:
The discussion of validity for the number of eligibility determinations also applies to this measure. The timeliness of the eligibility determination has been validated as an important factor in the likelihood of a customer's successful completion of the rehabilitation program.

Reliability:
The reliability for this measure was examined with the same methodology used for the measure of the number of eligibility determinations. Criteria for each of the three categories that meet the mandate are also well established within federal regulations and incorporated into the division's training and policies.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 16:   **Number of program applicants provided Reemployment services**
Recommend Deletion

Chapter 2012-135, Laws of Florida, eliminated duties of the Bureau of Rehabilitation and Reemployment Services, Division of Vocational Rehabilitation, in the Department of Education and transferred program responsibilities to the Department of Financial Services, Division of Workers' Compensation.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Vocational Rehabilitation**
Service/Budget Entity: **General Program**
Measure 17:   **Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment**

Recommend Deletion

Chapter 2012-135, Laws of Florida, eliminated duties of the Bureau of Rehabilitation and Reemployment Services, Division of Vocational Rehabilitation, in the Department of Education and transferred program responsibilities to the Department of Financial Services, Division of Workers' Compensation.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 18: **Number/percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data and calculations for the measures are produced directly from the Accessible Web-based Activity Reporting Environment (AWARE) using a programmed reporting process to extract data entered on clients at the field office level. The number portion of the measure is calculated as the sum of all Successfully Rehabilitated VR Cases within the reporting period. The percent portion of the measure was previously calculated by dividing the total Successfully Rehabilitated VR Cases by the sum of the Successfully Rehabilitated VR Cases and Unsuccessful VR case closures. An additional query was added to include Unsuccessful Closures after eligibility without a plan date. This better represents the total number of VR case closures.

A Successfully Rehabilitated VR Case is defined as a Successful Case Closure during the reporting period. This is further defined, by 34 CFR Part 361, as maintenance in an acceptable employment outcome for at least 90 days. An Unsuccessfully Rehabilitated VR Case is defined as a case closed during the reporting period, either Closed Unsuccessful or Closed Unsuccessful Before Plan Initiated (after being determined eligible). A Case is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status dates that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. The percentage portion of the measure needs to be revised. The number portion of the standard (747 rehabilitation customers gainfully employed) is an increase over the 713 customers who were gainfully employed in FY2013-14. This number is appropriate due to additional employment support specialists hired in the current fiscal year. The 747 equates to 50.28% of the total number of VR customers served (1,915 successful and unsuccessful).

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 19:   **Number/percent of rehabilitation customers placed in competitive employment**.

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data sources were modified to reflect current employment types and obsolete employment type codes were deleted (see current employment types 1, 3, and 4 below). Data and calculations for the measures will be produced directly from the Accessible Web-based Activity Reporting Environment (AWARE), using a programmed reporting process to extract data entered on clients at the field office level.

A client's Work Status is stored when a VR case is successfully closed, indicating the type of employment: 1 (Competitive Employment), 3 (Self Employment), and 4 (Business Enterprises). The number portion of the measure is calculated as the sum of all VR Cases Closed Successful at or below minimum wage during the reporting period, with a Work Status of 1, 3, or 4. The percent portion of the measure is calculated by dividing the number portion of the measure by total of all VR Cases Closed Successful with Work Statuses 1, 3, and 4.

"Competitively" employed cases are all cases that are closed successfully and that are at or above minimum wage. A Case is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, and case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided, and is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. We are requesting revision to the standard. Due to the hiring of additional employment specialists throughout the state, we anticipate additional customers to be employed at or above minimum wage. Based on our anticipated growth of customers gainfully employed, we also anticipate seeing an additional number of customers who will be employed at or above minimum wage. The percentage of growth of competitively employed employees who are gainfully employed has been over 95% for the past 3 fiscal years.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 20: **Projected average annual earnings of rehabilitation customers at placement**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data sources were modified to reflect current employment types and obsolete employment type codes were deleted (see current employment types 1, 3, and 4 below).

Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data and calculations for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

To calculate this measure, the Total Annual Earnings are divided by the Total Number of Successfully Closed VR Cases.

Total Annual Earnings is defined as the sum of the Weekly Earnings of Successfully Closed VR Cases multiplied by 52 weeks.

Successfully Closed VR Cases are defined as all Successfully Closed VR Cases with a Work Status equal to 1, 3, or 4 in the reporting period.

A client's Work Status is stored when a VR case is successfully closed, indicating the type of employment:
    1 – Competitive Employment   3 – Self Employment   4 – Business Enterprises

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the Division.

We are requesting revision to the standard. The average rehabilitation customer annual earnings in FY 2013-14 were $21,893.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services, provide counseling, facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 21:   **Number/percent of successfully rehabilitated Independent Living, non-vocational rehabilitation.**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data and calculations for the measures will be produced directly from the Accessible Web-based Activity Reporting Environment (AWARE) using a programmed reporting process to extract data entered on clients at the field office level. The Number portion of the measure is calculated as the sum of all Successfully Closed (goals met) Independent Living Adult Cases during the reporting period. This includes all successfully rehabilitated Independent Living Clients, regardless of age, non-vocational rehabilitation. The Percent portion of the measure is calculated by dividing the Number Portion, Successfully Closed Independent Living Cases, by the sum of the Successfully Closed Independent Living Cases and Unsuccessfully Closed (goals not met) Independent Living Cases. Successfully Closed Independent Living Adult Cases are defined as the Total Independent Living Cases (Adult Program and Older Blind) closed during the reporting period that were Closed Successful with a closure outcome of goals met. Unsuccessfully Closed Independent Living Adult Cases are defined as Total Independent Living Adult Program (ILAP) Cases closed during the reporting period, which were Closed Unsuccessful or Closed Unsuccessful Before Plan Initiated (after being determined eligible). An Independent Living Adult Case is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided, and is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. We request a revision to this standard. The percent of successfully rehabilitated IL customers is based on 1,700 successfully rehabilitated IL customers divided by 2,168 (the total number of successful and unsuccessful IL customers).

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Blind Services**
Service:	**Blind Services**
Activity:	**Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 22:	**Number/percent of Early Intervention/Blind Babies customers successful transitioned from the Blind Babies Program to the Children's Program (preschool to school)**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data and calculations for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

The Number portion of the measure is calculated as the sum of all Successfully Transitioned Early Intervention Cases with a plan date during the reporting period.

The Percent portion is calculated by dividing Successfully Transitioned Early Intervention Cases with a plan date by the sum of Unsuccessful Early Intervention Closures with a plan date and Successfully Transitioned Early Intervention Cases with a plan date.

Unsuccessful Early Intervention Closures are defined as the total number of Blind Babies Program cases with a plan date during the reporting period that were Closed Unsuccessful. .

An Early Intervention Case is defined as services provided to a client in the Blind Babies program to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division.

We request revision to the standard. Based on the past 3 fiscal years data and early projections for FY2014-15, the requested standard for FY2015-16 is 160.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 23: **Number/percent of customers exiting the Children's Program who are deemed eligible for the Vocational Rehabilitation Transition Services Program.**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data and calculations for the measures will be produced directly from the Accessible Web-based Activity Reporting Environment (AWARE) using a programmed reporting process to extract data entered on clients at the field office level.

The Number portion of the measure is calculated as the sum of all successful Children's Cases (with a plan date and goals met) who were determined eligible for VR services during the fiscal year reporting period. The Percent portion of the measure is calculated by dividing the total Successful Children's cases (with a plan date and goals met) who were determined eligible for VR services by the sum of the Unsuccessful Children's Cases (with a plan date and goals not met) and Successful Children Cases (with a plan date and goals met).

Successful Children's Cases are defined as Children's Program Cases (with a plan date and goals met). In FY 2013-14, data for successful closures included Children's Program cases that did NOT have a plan date. The measure's verbiage was clarified; the programming logic has been corrected. Unsuccessful Children's Cases are defined as Children's Program Cases with a plan date that are closed unsuccessful (goals not met).

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. We request revision to the standard. We project that the number of children who transitioned into the VR transition services program will fluctuate.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 24:   **Number of customers reviewed for eligibility**

Action (check one):
☐ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The definition and methodology for this measure conforms to that of DVR.

Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

To calculate this measure, total all cases for clients that were determined eligible or ineligible for services during the reporting period for all plan types.

All cases include clients from the Vocational Rehabilitation Program, the Independent Living Program, the Children's Program, and the Blind Babies Program.

A Case is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 25: **Number of initial written plans for services**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated as the sum of the first plans created for a case with a plan approval date falling within the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and provided services. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

We request revision to the standard. This number has greatly exceeded the 2006 standard of 1,425 over the past 3 years.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.**
Measure 26:   **Number of customers served**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated by taking the sum of all cases that were in open status at any time during the reporting period.

A Case is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and provided services. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

The number of customers served has decreased over the past 3 fiscal years. Therefore, our projection for FY 2014-15 is based on the actual number of customers served in FY 2013-14.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers.**
Measure 27:   **Average time lapse (days) between application and eligibility determination for rehabilitation customers**

Action (check one):
☐ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data for the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated by dividing the total number of Days Lapsed by the total number of Eligibility Determinations for all Case Types.

An Eligibility Determination is defined as a Case from any program that was determined "eligible for service" or closed as "ineligible for services" during the reporting period.

Days Lapsed is defined as the number of days between the Eligibility Determination Date that occurred during the reporting period and the Application Date for that specific Eligibility Determination.

The Eligibility Determination Date is defined as the Eligibility Date for the clients determined Eligible, and the Case Closure Date for the clients determined ineligible.

Case Type is defined as a case in the Vocational Rehabilitation Program, or the Independent Living Program, the Children's Program, or the Blind Babies Program. A Case is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan development, services, case success, or failure. The methodology used to calculate this measure aggregates totals based upon the status codes of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and services provided. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable.

New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the DBS user community.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Blind Services**
Service:	**Blind Services**
Activity:	**Determine eligibility for services; provide counseling; facilitate the provision of rehabilitative treatment, job training, independent living services, and job placement assistance to Blind Services' customers. Provide consultation, training, and rehabilitation engineering services to employers of Blind Services' customers**.
Measure 28:	**Customer caseload per counseling/case management team member**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☐ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
The definition and methodology for this measure conforms to that of DVR. Data from the Accessible Web-based Activity Reporting Environment (AWARE) will be used. Data from the measures will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

This measure is calculated by dividing the number of primary cases by the number of Counselors and reported supervisors that maintain caseloads. The average caseload is determined by identifying the total number of cases in any open status, for all programs, on the 15th of every month and dividing this total by the number of Counselors and Supervisors who maintain caseloads (the average caseload from the 15th of every month is used because of seasonal considerations. There is not one day in the year that could have been used as the basis for identifying a normal day's caseload. The number of Counselors is identified by the DBS Personnel Department. The current breakdown is 13 VR Supervisors, 53 VR Counselors, 28 combined Independent Living Counselors and Children's Counselors, for a total of 94. A case is defined as services performed for a client to achieve the client's goals. A client may have more than one case during the reporting period.

Validity:
AWARE contains consistent status codes that indicate application, eligibility, plan developments, services, and case success or failure. The methodology used to calculate this measure aggregates total based upon the status code of the client during the reporting period.

Reliability:
AWARE was developed to track client cases and provided services. AWARE is the sole repository for this type of data. Client information is entered in AWARE by associates in the district offices. Edits in AWARE ensure greater reliability and accuracy of data entered at the field level. AWARE reports are reviewed at all management levels statewide. Therefore, the methodology appears to be reliable. New procedures have been developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so that results can be independently validated by the division. We request a revision to the standard. Caseloads have been adjusted downwards over the past 3 fiscal years to better serve clients. In FY 2010-11 a caseload assessment resulted in caseloads being redistributed and cases being closed due to clients no longer requiring services. Additional counselors have also been hired, thereby improving the ratio of counselors to clients.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Provide braille and recorded publications services**.
Measure 29:   **Cost per library customer served**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

This measure is calculated by dividing the Library's General Revenue (State Funding) allocation for the fiscal year by the Total Number of Library Customers Served.

The Total Number of Library Customers Served is derived by generating the Readership and Circulation Report from KLAS for the state fiscal year. This report identifies the total number of individuals and institutions registered for service at the end of the fiscal year.

Validity:
The fiscal data for this measure includes only General Revenue funds, because trust funds provided to the Library consist of nonrecurring, competitive federal grants designated for special projects rather than operating expenses. The number used was taken from the Quality Performance Information System (QPIS) Budget Analysis for State Fiscal Year 2013-14.

KLAS contains consistent data elements that were designed to track library services and usage.

The Library adjusts this data daily as new patrons are added and current patrons are moved to an inactive status.

Reliability:
Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. Eligibility for service must be certified by a physician, counselor, cleric, or a librarian. The current status of each customer is maintained in the KLAS system. The service status for each customer reported as receiving service may be verified by examination of the application files and review of the patron records in the KLAS System.

The Library's General Revenue allocation is taken directly from the QPIS system.

The current standard of $19.65 has been static for several years and does not accurately reflect the increase in costs. The past three fiscal years have more accurately reported the cost, taking in to consideration current economic conditions and rising costs.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Provide food service vending training, work experience, and
licensing.**
Measure 30:   **Number of blind vending food service facilities supported**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
All data related to tracking blind vending food service facilities are maintained in the Randolph-Sheppard Vending Program (RSVP) software program.

This measure is derived by generating the Facility General Report. The total blind vending service facilities supported are the total of Licensed Operator Facility Agreements (LOFA) in place during the reporting period.

Validity:
Prior to opening a facility, all Blind Business Operators must have a signed LOFA with the DBS. RSVP tracks this information by maintaining the current status of the facility. Those statuses are: Available, Closed Temporarily, Development, LOFA in Place or Opened.

Reliability:
Strict business rules are programmed into the RSVP that do not allow operator/facility linkages to occur without a valid LOFA. The system also does not allow operators to have more than one Type I LOFA; therefore, an attempt to link an operator with two Type I LOFAs would fail.

There are two types of LOFAs:
   1. Type I is used with the primary facility operated under a perpetual agreement with a food service manager who may stay in a facility as long as desired provided the facility approves and there is no material breach of contract; and
   2. Type II is used with a secondary facility under an agreement of one year or less.

For this output measure, only Type I LOFAs are counted along with those operators having a Type II LOFA only (some operators may have both a Type I and Type II at the same time).

We request that the standard be revised. Due to cutbacks at both state and federal facilities (post offices and Kennedy Space Center), BBE has seen a decrease in the number of facilities over the past three fiscal years.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Provide food service vending training, work experience, and licensing.**
Measure 31:   **Number of existing food service facilities renovated**

Action (check one):
☐ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Renovation of all new food service facilities during the reporting period is planned by the Business Enterprise Program (BEP). The number of facilities renovated is tracked manually in a Microsoft Excel Spreadsheet.

Validity:
On-site visits by Regional Business Consultants ensure that the project has been completed, and that the facility is open and providing service.

Reliability:
These totals are derived from documents approving the renovation of the facilities, and from on-site progress reports from Regional Business Consultants, verified by the Bureau of Business Enterprise (BBE) Operations Manager.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Provide food service vending training, work experience, and licensing.**
Measure 32:   **Number of new food service facilities constructed**

Action (check one):
☐ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
Construction of all new food service facilities during the reporting period is planned by the Business Enterprise Program (BEP). The number of facilities constructed is manually tracked in a Microsoft Excel Spreadsheet.

Validity:
On-site visits by Regional Business Consultants ensure that the project has been completed, and the facility is open and providing service.

Reliability:
These totals are derived from documents approving the construction of the facilities, and from on-site progress reports from Regional Business Consultants, verified by the BEP Operations Manager.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Provide braille and recorded publications services**.
Measure 33:   **Number of Library customers served**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

This measure is derived by generating the Patron Status Summary report, which identifies the number of library customers served, from KLAS as of the last day of the state fiscal year. This is defined as the total number of individuals and institutions registered for service at that time.

The goals for FY 2011-12 were taken from the Library's strategic plan, which projects an 18.4 percent increase in the number of customers served.

Validity:
KLAS system contains consistent data elements that were designed to track library services and usage.

The Library adjusts this data daily as new patrons are added and current patrons are moved to an inactive status.

Reliability:
Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. Eligibility for service must be certified by a physician, counselor, clergy or a librarian. The current status of each customer is maintained in the KLAS system. The service status for each customer reported as receiving service may be verified by examination of the application files and review of the patron records in the KLAS system.

The current standard of 44,290 does not accurately reflect the number of library customers served because it was based on a factored number for institutional patrons. The practice ended in 2010, but previously had multiplied the number of institutional patrons by five based on the assumption that for every institutional account (nursing home, school, etc.) at least five individuals were served.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Blind Services**
Service: **Blind Services**
Activity: **Provide braille and recorded publications services**.
Measure 34:   **Number of Library items (braille and recorded) loaned**

Action (check one):
☒ Requesting Revision to Approved Measure
☒ Change in Data Sources or Measurement Methodologies
☐ Requesting New Measure
☒ Backup for Performance Outcome and Output Measure

Data Sources and Methodology:
All data related to the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).

Items loaned by the Library include reading materials in braille, cassette, disk, large type, and descriptive video formats. For this measure, only the braille and recorded materials are included.

This measure is calculated by adding the total number of braille, cassette, and digital books circulated during the state fiscal year. This data is extracted from the Readership and Circulation Report for the period using the KLAS system.

The goal for FY 2011-12 is a direct correlation to the anticipated increase in the number of customers served; with a projected increase of 18.4% in the number of customers served, an increase in total number of items circulated is anticipated to be 18.4% as well.

Validity:
The KLAS system contains consistent data elements that were designed to track library services and usage.

The totals for the items circulated during the state fiscal year are taken directly from the KLAS system.

Reliability:
Under the federal regulations governing the Library's services, the Library must retain the original application for service for all registered customers. Eligibility for service must be certified by a physician, counselor, cleric, or a librarian. The current status of each customer is maintained in the KLAS system. The service status for each customer reported as receiving service may be verified by examination of the application files and review of the patron records in the KLAS system.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1962**
Measure 35:   **Graduation rate of FTIC (first time in college) award recipients,**
Recommend Substitute   **using a 6-year rate (Florida Resident Access Grant – FRAG)**

Action (check one):
☐ Requesting revision to approved performance measure.
☒ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data source: PK-20 Education Data Warehouse.

Methodology:
Data on Independent Colleges and Universities residing in the PK-20 Education Data Warehouse do not include a first-time in college indicator. Therefore, a proxy was used to identify any student who received a FRAG disbursement in one year, but not in the prior year.

Denominator:
Includes any initial FRAG recipient in a given year.

Numerator:
Numerator includes any student in denominator who graduates from a FRAG eligible private postsecondary institution within six years following initial enrollment at a FRAG eligible private postsecondary institution; reported by delivery system.

Validity:
One purpose of the Florida Resident Access Grant is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive a FRAG award is a measure toward achieving that goal. Therefore, this is a valid measure of the positive outcomes of providing assistance to Florida residents to enroll in private colleges and universities.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960**

Measure 36:   **Number of degrees granted for FRAG recipients and contract**
Recommend Substitute   **program recipients (Florida Resident Access Grant – FRAG)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
Data are reported by Florida Education and Training Placement Information Program through a data-sharing agreement with the Independent Colleges and Universities of Florida.

Methodology:
Florida Education and Training Placement Information Program linked student records of bachelor degree recipients (2006-07) from ICUF institutions to the last six years of Florida Resident Access Grant.

Graduates are reported only for FRAG recipients; contract program graduates are not included. Data on contract programs are not available, and most contract programs are not intended to aid students to graduate.

Denominator:
All FRAG recipients in a given year.

Numerator:
Of the denominator, those who earned a degree in the following year.

Validity:
As an indicator of the effectiveness of the Florida Resident Access Grant in increasing the number of college graduates, this measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported.

This measure requires clarity. In general, the contract program funds are program-specific and not student-specific. However, in some cases, funds are provided to institutions for research and purchase of equipment.

We recommend revising this measure to "Number of degrees granted for Florida Resident Access Grant recipients."

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938,**
                         ACT1940, and ACT1960
Measure 37:   **Retention rate of award recipients (Delineate by Academic**
Recommend Substitute   **Contract. Florida Resident Access Grant; Historically Black**
                         Colleges and Universities)

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
This measure requires clarity. In general, the contract program funds are program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S., M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all students. Additionally, in some cases, funds are provided to institutions for research and purchase of equipments. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

Students in the three Historically Black Private Colleges and Universities are not the direct recipients of the state funds. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access, retention and graduation efforts.

We recommend deleting this measure for contract programs and revising it to 'Retention rate of students who receive a Florida Resident Access Grant', using a 2-year rate.

Data Source:
Data to report this measure for recipients of the Florida Resident Access Grant are compiled by the PK-20 Education Data Warehouse.

Methodology:

Denominator:
Includes all initial FRAG recipients in a given year.

Numerator:
Numerator includes those in denominator found as FRAG recipients in the following year; graduates will not be included in cohort.

Validity:
Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Resident Access Grant in increasing the number of college graduates, this measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported. Also, it is not recommended to report on the HBCUs separately.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Private Colleges and Universities**
Service/Budget Entity:	**ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960**
Measure 38:	**Graduation rate of award recipients (Delineate by Academic**
Recommend Deletion	**Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data source: PK-20 Education Data Warehouse.

Methodology: (Data are reported for FRAG recipients only.)
Data on Independent Colleges and Universities residing in the PK-20 Education Data Warehouse do not include a first-time in college indicator. Therefore, a proxy was used to identify any student who received a FRAG disbursement in one year, but not in the prior year.
Denominator: All FRAG initial recipients in a given year.
Numerator: Of the denominator, those who are found as earning a bachelors degree from any sector in the prior year.

In general, the contract program funds are in general program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S., M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all graduates. Additionally, in some cases, funds are provided to institutions for research and purchase of equipment. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

Students in the three Historically Black Private Colleges and Universities are not the direct recipients of the state funds. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access, retention, and graduation efforts. Consequently, it is important that we track the graduation rate of students enrolled in the three Historically Black Private Colleges and Universities. The standard measure for graduation rates is based on the number of students completing a program within 150% of the normal time. The Integrated Postsecondary Education Data System defines normal time as the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog.

Validity:
One purpose of the Florida Resident Access Grant is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive a FRAG award is a measure toward achieving that goal. Therefore, this is a valid measure of the positive outcomes of providing assistance to Florida residents to enroll in private colleges and universities. The measure would not be a valid measure of the success of state spending on education if it were reported on HBCUs and colleges participating in contract programs, as students are not the direct beneficiaries of those programs.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Private Colleges and Universities**
Service/Budget Entity:	**ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960**
Measure 39: *Recommend Substitute*	**Of those graduates remaining in Florida, the percent employed at $22,000 or more 1 year following graduation (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
Student records on graduates are obtained from database of the Independent Colleges and Universities of Florida as part of the PK-20 Education Data Warehouse. Data are available through an agreement with the Florida Education and Training Placement Information Program.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases. Data on employment and earnings are available for employers who report to the Florida unemployment insurance wage report.

Data are reported in the aggregate for ICUF colleges and cannot be delineated as required in the measure. In general, the contract program funds are program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S. M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all graduates. Additionally, in some cases, funds are provided to institutions for research and purchase of equipments. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

We recommend deleting this measure for contract programs and revising it to reflect all ICUF graduates who remain in Florida. Because the dollar figure for employment may become obsolete, that variable should be removed.

Methodology:

Denominator:
Total number of graduates in a given year.

Numerator:
Of those, the number who were found in full-time employment in Florida in the following year.

Validity:
Having graduates who remain in Florida to work is one of the main contributions of private colleges and universities to the workforce (statutory goal 3). However, the earnings threshold of $22,000 was established some time ago and should be removed. The main goal is to have graduates remain in Florida rather than moving to another state. The measure of graduates found in full time employment in Florida one year after graduation is a valid measure of the success of state support of independent colleges and universities.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Private Colleges and Universities**
Service/Budget Entity:	**ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960**
Measure: 40 *Recommend Substitute*	**Of those graduates remaining in Florida, the percent employed at $22,000 or more 5 years following graduation (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities**

Action (check one):

☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Student records on graduates are obtained from database of the Independent Colleges and Universities of Florida as part of the PK-20 Education Data Warehouse. Data are available through an agreement with the Florida Education and Training Placement Information Program. Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases. Data on employment and earnings are available for employers who report to the Florida unemployment insurance wage report.

Data are reported in the aggregate for ICUF colleges and cannot be delineated as required in the measure. In general, the contract program funds are program-specific. There is also a wide variability in the levels of degree programs funded under Academic Contract (Degrees include B.S., M.S., MSW, Ph.D., and M.D.). As a result, data cannot be generalized for all graduates. Additionally, in some cases, funds are provided to institutions for research and purchase of equipments. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading. We recommend deleting this measure for contract programs and revising it to reflect all ICUF graduates who remain in Florida. Because the dollar figure for employment may become obsolete, that variable should be removed.

Methodology:

Denominator: Total number of graduates from ICUF institutions in a given year.

Numerator: Of those, the number who were found in full-time employment in Florida in five years later.

Validity:

Having graduates who remain in Florida to work is one of the main contributions of private colleges and universities to the workforce (statutory goal 3). However, the earnings threshold of $22,000 was established some time ago and should be removed. The main goal is to have graduates remain in Florida rather than moving to another state. The measure of graduates found in full time employment in Florida five years after graduation is a valid measure of the success of state support of independent colleges and universities.

Reliability: This procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960**
Measure 41: **Licensure/certification rates of award recipients, (where**
Recommend Deletion **applicable), (Delineate by Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data bases on licensure and certification shared with the Department of Education are not sufficiently complete to report data on this measure.

This measure requires clarity.

We recommend revising this measure to 'Pass rate on licensure/certification exams (where applicable), for the first sitting (Delineate by Academic Contract; and Historically Black Colleges and Universities)'.

Data Source:
Historically Black Colleges and Universities and institutions that receive contract program funds shall report this measure directly to the Office of Student Financial Assistance.

Methodology:

Not yet established.

Validity:

Methodology not yet implemented; validity not yet established.

Reliability:

Methodology not yet implemented; reliability not yet established.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1901, ACT1906, ACT1946, and ACT1956**
Measure 42: **Number/percent of baccalaureate degree recipients who are**
Recommend Deletion **employed in an occupation identified as high wage/high skill on**
the Workforce Estimating Conference list (This measure would be
for each Academic Contract and for the Florida Resident Access
Grant)

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

This measure requires clarity.

Only a few of the contract program funds are baccalaureate degree-specific. As a result, data cannot be generalized for all students. An aggregation of performance data would thus be misleading.

A baccalaureate degree does not qualify a person to obtain employment in an occupation identified as high wage/high skill on the Workforce Estimating Conference Targeted Occupations list. Those occupations all require a technical education at the certificate- or degree-level.

We recommend deleting this measure.

Data Source:

Methodology:

Validity:

Not valid. If any ICUF graduates were found employed in an occupation requiring a technical certificate or AS degree, that employment would not be related to the baccalaureate degree.

Reliability:

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1901, ACT1906, ACT1946, ACT1956, ACT1936, ACT1938, ACT1940, and ACT1960**
Measure 43: **Number of prior year's graduates (Delineate by Academic**
Recommend Deletion **Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Note: This is the same as measure #36 for the Florida Resident Access Grant

Data Source:
Data are reported by Florida Education and Training Placement Information Program through a data-sharing agreement with the Independent Colleges and Universities of Florida.

Methodology:
Florida Education and Training Placement Information Program linked student records of bachelor degree recipients from ICUF institutions to the last 6 years of Florida Resident Access Grant.

Graduates are reported only for FRAG recipients; contract program graduates are not included. Data on contract programs are not available, and most contract programs are not intended to aid students to graduate.

Denominator:
All FRAG recipients in a given year.

Numerator:
Of the denominator, those who earned a degree in a given year.

Validity:
As an indicator of the effectiveness of the Florida Resident Access Grant in increasing the number of college graduates, this measure has validity. It would not be a valid measure for contract program recipients, and data are not available or reported.

This measure requires clarity.

In general, the contract program funds are program-specific and not student-specific. However, in some cases, funds are provided to institutions for research and purchase of equipment.

We recommend revising this measure to "Number of degrees granted for Florida Resident Access Grant recipients."

Reliability:
This measuring procedure yields the same results on repeated trails, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1901, ACT1906, ACT1946, and ACT1956**
Measure 44:   **Number of prior year's graduates remaining in Florida (Academic**
Recommend Deletion   **Contract)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
This measure requires clarity. In general, the contract program funds are program-specific. However, in some cases, funds are provided to institutions for research and purchase of equipments.

Additionally, Historically Black Colleges and Universities should also report this measure.

We recommend revising this measure to number of graduates remaining in Florida one year following graduation [Academic Contract (where applicable) and Historically Black Colleges and Universities].

Data Source: The institutions that receive contract program funds and Historically Black Colleges and Universities shall report this measure directly to the Office of Articulation.

Methodology:
Not yet established.

Validity:
Methodology not yet implemented; validity not yet established.

Reliability:
Methodology not yet implemented; reliability not yet established.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Private Colleges and Universities**
Service/Budget Entity: **ACT1936, ACT1938, ACT1940, and ACT1960**
Measure 45: **Number of FTIC students disaggregated by in-state and out-of state (Historically Black Colleges and Universities)**

Recommend Deletion

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
Data are not available to report this measure. The Independent Colleges and Universities of Florida (ICUF) data residing in the PK-20 Education Data Warehouse do not indicate in-state or out-of-state status.

Data Source:
The Historically Black Colleges and Universities (HBCU) should report this measure directly to the Office of Student Financial Assistance.

Methodology:
The number of First Generation in College students and the number of First Time in College (FTIC) students enrolled in HBCUs.

Validity:
As an indicator of the extent to which HBCUs are providing access to Florida residents, this is a valid measure. However the measure should include First Generation in College students as well. Funds for Historically Black Private Colleges and Universities are provided to the institutions to enhance access in addition to retention and graduation efforts. Consequently, it is important to track First Generation in College students enrolled in the three HBPCUs.

We recommend revising this measure to: Number of FTIC students and First Generation in College students disaggregated by in-state and out-of-state and gender (HBCUs).

Methodology has not yet been implemented; validity not yet established.

Reliability:
Methodology has not yet been implemented; reliability is not yet established. Data related to the performance measure has not been recently compiled due to organizational restructuring leading to the transfer of responsibility from the Division of Colleges and Universities to the Office of Articulation in January 2006. More recently, the responsibility for tracking the private colleges and universities data was transferred from the Office of Articulation to the Office of Student Financial Assistance in 2012.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 46:   **Percent of high school graduates who successfully completed**
Recommend Substitute   **the 19 core credits (Bright Futures)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
The data are not available to report on the measure as written. (The reference to "19 core credits" is unclear, as Bright Futures requires 16 credits.) Therefore, the data reported are for the number of standard high school graduates who were eligible for Bright Futures.

Data Source:
PK-20 Education Data Warehouse

Methodology:

Denominator:
Number of high school standard diploma recipients in academic year.

Numerator:
Of the denominator, the number who were eligible for Bright Futures in the following academic year.

Validity:
The percent of high school graduates who are eligible for a merit-based scholarship is a valid indicator of progress toward the statutory goal of highest student achievement.

Reliability:
Data in the student transcript database form the basis for evaluating a student's eligibility for a Bright Future award. Therefore, the data are carefully edited and reliable. However, the term "19 credits" as used in the measure is not defined. Also, it is not clear what is intended by "successfully completed" the courses, because the student can earn high school credit in all fifteen courses but not be eligible for scholarship because of GPA in those courses. Therefore, the computation is not accurately described by the measure.

As a proposed substitute, the department calculated the percent of high school graduates who were eligible for a Bright Futures scholarship.

Denominator:
Number of students receiving a standard high school diploma in a given academic year.

Numerator:
Number of standard high school diploma recipients who were eligible for Bright Futures Scholarships in the following academic year.

Recommendation:
Restate the measure.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 47: **Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for Florida Colleges and a 6-year rate for**
Recommend Substitute **universities (Bright Futures)**

Action (check one):
☒ Requesting revision to approved measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
Data to report this measure for recipients of the Bright Futures Scholarship are compiled by the PK-20 Education Data Warehouse. The measure was calculated using a two-year retention rate. Please see "validity" below for an explanation.

Methodology:

Denominator:
Number of students who received a Bright Futures initial award in a given academic year, (e.g., 2012-13) excluding those who graduated.

Numerator:
Of the denominator, those found enrolled in the following academic year (e.g., 2013-14).

Validity:
Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Bright Futures Scholarship in increasing the number of college graduates, this measure has validity.

However, the measure requires a report of retention two additional years after expected graduation. Remaining in college for such an extended time is not a desirable outcome, and it is not comparable to other measures of retention reported in other systems. Therefore, a two year retention rate is recommended and reported for both Florida Colleges and state universities.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 48: **Graduation rate of FTIC award recipients, by delivery system (Bright Futures)**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Sources:
Education Data Warehouse (EDW)
Data Availability: Annually in October

Methodology:
Student records of all Bright Futures initial disbursements in a given academic year are linked to student enrollment records at Florida Colleges and state universities during the most recent academic year for which enrollment records are available. The initial year is identified as four years prior to the current year for Florida Colleges, and six years prior to the current year for state universities.

Denominator:
All Bright Futures initial disbursements in a given academic year. Report separately those who enroll in a Florida College System institution and those enrolled in a state university.

Numerator:
Of the denominator, the percent who earned a degree at any time in the following four years (Florida Colleges) or six years (state universities). Numerator includes Florida College System initial enrollments who graduate from a state university within six years.

Validity:
As an indicator of progress toward the goal of increasing postsecondary continuation rates, the calculation of the graduation rate of recipients of a state grant is a valid measure. However, graduation is not the only positive outcome for recipients of a state grant who enroll in Florida Colleges. A state college student who transfers to a university prior to graduation is a successful student.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The data accurately reflect the percent of Bright Futures students who have graduated after four or six years. The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, the Florida Legislature reviews a number of accountability reports, each having a different method of calculating the graduation rate. Although each method may be reliable according to its definitions, the fact that there are a number of different rates may be confusing.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 49:   **Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)**

Recommend Deletion

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source: State Student Financial Assistance Database

Methodology:

Numerator:
Bright Futures Initial students disbursed at Florida postsecondary eligible institutions in an identified academic year (e.g., 2013-14).

Denominator:
Total number of Bright Futures initial eligible students.

The percent of students who accept an award for which they are eligible is higher for the Florida Medallion Scholarship than for the Florida Academic Scholarship:

Validity:
The established standard appears to mirror the percent of high school graduates who enroll in postsecondary education in Florida the fall following high school graduation. However, the calculation measures only the number of students who accept the Bright Futures Scholarship offered to them. The measure is valid only if it is intended to evaluate whether the Bright Futures program decreases the "brain drain" to out of state institutions. In that case, it is meaningful only if displayed clearly as a trend line. One year of data is not meaningful.

Also, the data would be more meaningful as a measure of the "brain drain" if broken down by the type of scholarship. The Florida Academic Scholarship has more rigorous eligibility standards than the Florida Medallion Scholarship or the Florida Gold Seal Vocational Scholarship. The percent of students who accept their Florida Academic Scholarship is less than those who accept the less rigorous award. Presumably, these students could be receiving scholarships to attend out-of-state colleges.

Reliability:
The data reported are reliable as the number deemed eligible and accept their scholarship during a given window of time is documented through funds disbursed.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 50:   **Number of Bright Futures recipients**
Recommend Deletion

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source: State Student Financial Assistance Database

Date Availability: Annually in September

Validity:
An increase to the number of Bright Futures recipients indicates that more students are achieving the high school requirements for the program. One positive outcome of the Bright Futures program is increased high school achievement.

Reliability:
The calculation is reliable because Bright Futures funding per educational institution is documented at the student record level.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 51:   **Retention rate of FTIC award recipients, by delivery system,**
Recommend Substitute   **using a 4-year rate for Florida Colleges and a 6-year rate for**
                          universities (Florida Student Assistance Grant)

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
Data to report this measure for recipients of the Florida Student Assistance Grant are compiled by the PK-20 Education Data Warehouse. The measure was calculated using a two-year retention rate. Please see "validity" below for an explanation.

Methodology:

Denominator:
Number of students who received a Florida Student Assistance Grant initial award in a given year, excluding those who graduated.

Numerator:
Of the denominator, those found enrolled in the following year.

Validity:

Research shows that retention into the second year of college is an important milestone toward completion. As an indicator of the effectiveness of the Florida Student Assistance Grant in increasing the number of college graduates, this measure has validity.

However, the measure requires a report of retention two additional years after expected graduation. Remaining in college long for such an extended time is not a desirable outcome, and it is not comparable to other measures of retention reported in other systems. Therefore, a two year retention rate is recommended and reported for both Florida colleges and state universities.

Reliability:

This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 52: **Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Sources: Education Data Warehouse (EDW)
Data Availability: Annually in October

Methodology:
Student records of all Florida Student Assistance Grant initial disbursements in a given academic year are linked to student enrollment records at Florida Colleges and state universities during the most recent academic year for which enrollment records are available. The initial year is identified as four years prior to the current year for Florida Colleges, and six years prior to the current year for state universities.

Denominator:
All Florida Student Assistance Grant initial disbursements in a given academic year. Report separately those who enroll in a state college vs. a state university.

Numerator:
Of the denominator, the percent who earned a degree at any time in the following four years (Florida Colleges) or six years (state universities). Numerator includes state college initial enrollments who graduate from a state university within six years.

Validity:
As an indicator of progress toward the goal of increasing postsecondary continuation rates, the calculation of the graduation rate of recipients of a state grant is a valid measure. However, graduation is not the only positive outcome for recipients of a state grant who enroll in Florida Colleges. A state college student who transfers to a university prior to graduation is a successful student.

Reliability:
The data accurately reflect the percent of Florida Student Assistance Grant students who have graduated after four or six years. The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, the Florida Legislature reviews a number of accountability reports, each having a different method of calculating the graduation rate. Although each method may be reliable according to its definitions, the fact that there are a number of different rates may be confusing.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Student Financial Assistance Program**
Service/Budget Entity:
Measure 53:   **Percent of recipients who, upon completion of the program,**
Recommend Deletion   **work in fields in which there are shortages (Critical Teacher**
    Shortage Forgivable Loan Program)

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Sources: State Student Financial Aid Database.

Numerator:
Record of all Critical Teacher Program recipients who worked in the Critical Teaching Field

Denominator:
Records of all Critical Teacher Program recipients in a given academic year.

Validity:
Not valid. The measure cannot be other than 100 percent. The program requires a recipient of the Critical Teacher Program to work in the field of teaching as a prerequisite for the program.

Reliability:
The data accurately reflect the percentage of participants working in the field of teaching, however, all participants in program must be teaching to receive program award.

This measure should be deleted, as it is meaningless. In addition, The Critical Teacher Shortage Forgivable Loan Program was repealed by the 2011 Florida Legislature.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Grants/Pre-K-12 Program—FEFP Code: 48250300**
Service/Budget Entity:
Measure 54: **Number/percent of teachers with National Teacher's**
Recommend Deletion **Certification, reported by district**

Action (check one):
☒ Requesting revision to approved performance measure. (Deletion)
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:

National Board of Professional Teaching Standards at http://www.nbpts.org/

National data are used as teachers may relocate without notifying the Department of Education.

Methodology:

Denominator:
Number of teachers in Florida in a specific academic year (e.g., 2013-14 data).

Numerator:
Number of teachers in Florida who hold National Board Certification during the same academic year.

Validity:
Validity of this measure cannot be determined because the Department of Education has not adopted an objective whose progress is measured by an increase in the number of teachers with national board certification. The department provides information to school districts, but has no other program responsibilities related to national board certification of teachers.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Public Schools**
Service/Budget Entity: **Standards and Instructional Support (ACT0565)**
School Improvement (ACT0605)
Assessment and Evaluation (ACT0635)

Measure 55: **Number/percent of "A" schools, reported by district**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Sources:
Evaluation and Reporting database. Available in Excel format (searchable) at:
http://schoolgrades.fldoe.org/.

Methodology:

Denominator:
Total number of graded schools (A-F) in 2013-14.

Numerator:
Of those, the number of schools with grade of A in 2013-14.

Note: School grades do not include schools serving high school grade levels. School grades for high schools will not be available until late 2014.

Validity:
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement.*

The assessment-based components of all school grades are calculated based on student achievement in reading, math, writing, and science; annual learning gains for each student, as well as the progress of the lowest quartile of students. School grades for middle schools include an additional component measuring middle school students' participation and performance on high-school-level EOC assessments; and industry certifications. High school grades involve additional components on graduation rates, acceleration and college readiness, which are calculated near the end of the calendar year.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. In 2015-16, Florida will transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Public Schools**
Service/Budget Entity: **Standards and Instructional Support (ACT0565)**
                  School Improvement (ACT0605)
                  Assessment and Evaluation (ACT0635)

Measure: 56   **Number/percent of D or F schools, reported by district**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Sources:
Evaluation and Reporting database. Available in Excel format (searchable) at:
http://schoolgrades.fldoe.org/.

Methodology:

Denominator:
Total number of graded schools (A-F) in 2013-14.

Numerator:
Of those, the number of schools with grade of "D", plus the number with a grade of "F", in 2013-14.

Note: School grades do not include schools serving high school grade levels. School grades for high schools will not be available until late 2014.

Validity:
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement.* The measure is negative, in that low percentages of D or F schools is better than high percentages.

The assessment-based components of all school grades are calculated based on student achievement in reading, math, writing, and science; annual learning gains for each student, as well as the progress of the lowest quartile of students. School grades for middle schools include an additional component measuring middle school students' participation and performance on high-school-level EOC assessments; and industry certifications. High school grades involve additional components on graduation rates, acceleration and college readiness, which are calculated near the end of the calendar year.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. In 2015-16, Florida will transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Public Schools**
Service/Budget Entity: **Standards and Instructional Support (ACT0565)**
School Improvement (ACT0605)
Assessment and Evaluation (ACT0635)

Measure 57: **Number/percent of schools declining one or more letter grades, reported by district**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Sources:
Evaluation and Reporting data base. Available in Excel format (searchable) at:
http://schoolgrades.fldoe.org/ .

Methodology:

Denominator:
Number of schools that earned a grade of A-F in both 2013 and 2014, minus the schools graded F in 2013 that also earned a grade in 2014 (unable to decline one or more grades).

Numerator:
Of those, the number of schools that declined one or more grades.

Note: School grades included in the LRPP do not include schools serving high school grade levels. School grades for high schools will not be available until late 2014.

Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement.* School grades communicate to the public how well a school is performing relative to state standards. The assessment-based components of all school grades are calculated based on student achievement in reading, math, writing, and science; annual learning gains for each student, as well as the progress of the lowest quartile of students. School grades for middle schools include an additional component measuring middle school students' participation and performance on high-school-level EOC assessments; and industry certifications. High school grades involve additional components on graduation rates, acceleration and college readiness, which are calculated near the end of the calendar year.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. In 2015-16, Florida will transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Public Schools**
Service/Budget Entity: **Standards and Instructional Support (ACT0565)**
School Improvement (ACT0605)
Assessment and Evaluation (ACT0635)
Measure 58: **Number/percent of schools improving one or more letter grades, reported by district**

Data Sources and Methodology:

Data Sources:

Evaluation and Reporting data base. Available in Excel format (searchable) at:
http://schoolgrades.fldoe.org/ .

Methodology:

Denominator:
Number of schools that earned a grade of A-F in both 2013 and 2014, minus the schools graded A in 2013 that also earned a grade in 2014 (unable to improve because already at the top).

Numerator:
Of those, the number of schools that improved one or more grades.

Note: School grades do not include schools serving high school grade levels. School grades for high schools will not be available until late 2014.

Validity:
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement.*

The assessment-based components of all school grades are calculated based on student achievement in reading, math, writing, and science; annual learning gains for each student, as well as the progress of the lowest quartile of students. School grades for middle schools include an additional component measuring middle school students' participation and performance on high-school-level EOC assessments; and industry certifications. High school grades involve additional components on graduation rates, acceleration and college readiness, which are calculated near the end of the calendar year.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. In 2015-16, Florida will transition to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department;   **Department of Education**
Program: **State Grants/K-12 Program—FEFP Code: 48250300**
Service/Budget Entity:
Measure: **Florida's High School Graduation Rate**
Recommend Addition

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
Florida's Automated Student Data Base, maintained by the Department of Education, Office of Education Information and Accountability Services, is a unit record level data base of student information maintained at the Northwest Regional Data Center. It is a nationally recognized data resource that is capable of following individual student records over time and across reporting centers, such as different schools and school districts. This data base enables Florida to report a bona fide cohort

Methodology:
The calculation is designed to account for students who transfer out of the school population by removing them from the group of students (cohort) for which the school district is held responsible. Likewise, students who transfer into the school population are added to the cohort by being included in the count of the class with which they were initially scheduled to graduate (i.e., upon entry). For example, a 10th grader who transfers into the district will be included with the four-year cohort of students who entered ninth grade for the first time during the previous year.

Determining the denominator for the formula involves the following steps: determine the cohort of students who enrolled as first-time ninth-graders four years prior to the year for which the graduation rate is to be measured; add to this group any subsequent incoming transfer students who are on the same schedule to graduate; and subtract students who transfer out for various reasons, or who are deceased.

The numerator consists of the number of graduates from this group (diploma recipients, excluding certificates of completion).

Validity:
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement.*

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**
Service/Budget Entity:
Measure 59: **Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at $6,053 or more per quarter (Level III)**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources:
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned vocational certificates or occupational completion points.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report.

The Industry Certification Funding List identified the high wage/high skill occupations. The Unemployment Insurance Wage Report file identified employment and earnings for the targeted occupations. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed and earning at the threshold established in the measure. The criteria for high wage/high skill occupations are set annually. As items are removed from the list, the numbers of students can change resulting in increases or decreases on this measure.

Methodology:
Denominator: In the most recent years, the number of persons earning an occupational completion point in a program on the targeted occupations list; data obtained by Florida Education and Training Placement Information Program from CCTMIS files.

Numerator: Of those, the number found employed at $6,053 or more per quarter in the 4th quarter of the year following program completion.

Note: Those found employed at Level II were subtracted from both the numerator and the denominator. Level II is reported in Measure 60.

Validity:
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for skilled workers in high wage/high skill areas. The targeted occupations list is a valid outcome criterion as it is the product of state and regional labor market supply and demand analysis and projections. Occupational completion points are an appropriate and valid criterion for determining the completer cohort as they are linked to industry standards and competencies, which in turn are linked to Standard Occupational Classification (SOC) codes. Students earning an occupational completion point have demonstrated that they can perform these competencies and may exit a program with occupationally specific marketable skills.

Office of Policy and Budget – July, 2014

Reliability:
After being collected and reviewed locally, data are reported electronically by districts (and colleges) at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in bad data matches. Self-employed individuals also will not be found in the match. The criteria for high wage/high skill occupations are set annually. As items are removed from the list, the numbers of students can change resulting in increases or decreases on this measure.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**
Service/Budget Entity:
Measure 60: **Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified for new entrants on the Workforce Estimating Conference list and are found employed at $5,273 (Level II) or more per quarter, or are found continuing education in a college credit program**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources:
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned vocational certificates or occupational completion points.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report.

The Industry Certification Funding List identified the high wage/high skill occupations. The Unemployment Insurance Wage Report file identified employment and earnings for the targeted occupations. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed and earning at the threshold established in the measure.

Methodology:
Denominator: In most of the recent year, the number of persons earning vocational certificates in a program on the statewide demand occupations list for matching year; data obtained by Florida Education and Training Placement Information Program from CCTMIS files.

Numerator: Of those, the number found employed at $5,273 or more per quarter in the 4th quarter of the year following program completion, plus the number who were found enrolled in a program at a higher level.

Note: Those found employed at Level III ($6,053 or more per quarter) were subtracted from both the numerator and the denominator. Level III is reported in Measure 59.

Validity:
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for skilled workers in high wage/high skill areas.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Data collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. The criteria for high wage/high skill occupations are set annually. As items are removed from the list, the numbers of students can change resulting in increases or decreases on this measure.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**
Service/Budget Entity:
Measure 61: **Number/percent of persons earning vocational certificate completion points, at least one of which is within a program not included in Levels II or III and are found employed, enlisted in the military, or are continuing their education at the vocational certificate level (Level I)**

Action (check one):

☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources:

The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned occupational completion points. Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report. Data on military enlistment are obtained from federal reports.

The Unemployment Insurance Wage Report file identified employment. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed and earning at the threshold established in the measure.

Methodology:

Denominator:
In the most recent year, the number of persons earning an occupational completion point in any career and technical education; data obtained by Florida Education and Training Placement Information Program from CCTMIS files.

Note: This calculation excludes former students who earned completion points in a program identified as level II or II on the Targeted Occupations List; they are included in the calculation for measures 59 and 60 in the Long Range Program Plan.

Numerator:
Of those, the number found employed at any level of earnings, plus the number who were found enrolled in a program at a level higher than the vocational certificate level, and the number found enlisted in the United States Armed Forces.

Validity:
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of public technical centers to the need for trained workers and for continuing education of those at the entry level**.**

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Data collected on continuing education, earnings, and military enlistment is the best available at this time. However, there are some gaps in the data.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**
Service/Budget Entity:
Measure 62: **Number/percent of workforce development programs which meet or exceed nationally recognized accrediting or certification standards for those programs that teach a subject matter for which there is a nationally recognized accrediting body**

Action (check one):

☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
No database is currently available.

Methodology:
N/A

Validity:
This is a valid measure of the quality of career-technical technical programs for which national accreditation or certification standards are available. If technical centers offer programs that meet the industry standards required by employees, students who complete those programs will be able to meet or exceed the requirements of local business and industry. However, some career and technical programs may not have standards established by a nationally recognized accrediting body.

Reliability:
For reliability, it is necessary to update annually the information on all career and technical education programs. Data are not available. Collection of data on this measure requires collection of self-reported information on program accreditation or certifications for all career and technical programs

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**
Service/Budget Entity:
Measure 63: **Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards**

Action (check one):

☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
No database is currently available.

Methodology:

Validity:
This is a valid measure of the quality of career-technical technical programs for which national accreditation or certification standards are available. Students enrolled in accredited or certified programs should be the most prepared for the current requirements of local business and industry. However, some career and technical programs may not have standards established by a nationally recognized accrediting body.

Reliability:

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**
Service/Budget Entity:
Measure 64:   **Number/percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards**

Action (check one):

☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
No database is currently available.

Methodology:

Validity:
This is a valid measure of the quality of career-technical technical programs for which national accreditation and/or certification standards are available. Students enrolled in accredited or certified programs should be the most prepared for the current requirements of local business and industry. However, some career and technical education programs may not have standards established by a nationally recognized accrediting body.

Reliability:

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**

Service/Budget Entity:
Measure 65: **Number of adult basic education, including English as a Second Language, and adult secondary education completion point completers who are found employed or continuing their education**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned literacy completion points.

Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report.

The Unemployment Insurance Wage Report file identified employment. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed at any level. Linkages with postsecondary education files identified those who were found continuing their education at any level.

Calculation:

Denominator:
All students who earned any literacy completion point during the most reporting year.

Numerator:
Of those, the number who were found employed at any level or who were found enrolled in any level of education.

Validity:
This measure is not a valid indicator of the effect of education on employability. The number who earn a completion point does not reflect the quality of the education program, and the employment prospects are likely to improve only if a student completes an entire program and earns a GED or adult high school diploma. The denominator includes all types of Literacy Completion Points, from a two-year learning gain to completion of the GED. Not all LCPs have the same impact on employability and continuing education. The lowest level of learning gain will likely have a much less significant impact on employability than a higher level learning gain.

Reliability:
The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Workforce Education/Career and Adult Education**
Service/Budget Entity:	
Measure:	**Credential attainment - career education certificate completers, placed in full-time employment, military enlistment, or continuing education at a higher level (Data include students completing programs at Florida Colleges and technical centers)**
Recommend New	

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned career education certificates. Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and employment. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment is available for employers who report to the unemployment insurance wage report.

The Unemployment Insurance Wage Report file identified employment. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed at any level. Linkages with postsecondary education files identified those who were found continuing their education at any level.

Calculation:
Denominator: All students who earned any career education certificate during the most recent year.

Numerator: Of those, the numbers who were found employed at any level or who were found enrolled in any level of education.

Validity:
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida Colleges and public technical centers to the need for skilled workers in high wage/high skill areas. Career certificate completion is an appropriate and valid criterion for determining the completer cohort as the Curriculum Frameworks are linked to industry standards and competencies, which in turn are linked to Standard Occupational Classification (SOC) codes. Students earning a career certificate have demonstrated that they can perform these competencies and may exit a program with occupationally specific marketable skills.

Reliability:
After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in bad data matches. Self-employed individuals will not be found in the match.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**

Service/Budget Entity:
Measure: **Number and percent of college credit career certificate**
Recommend New **completers who are placed in full-time employment, military**
enlistment, or continuing education at a higher level

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
The Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned college credit career education certificates. Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and employment. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment is available for employers who report to the unemployment insurance wage report.

The 4th quarter Unemployment Insurance Wage Report file identified employment. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed at any level. Linkages with postsecondary education files identified those who were found continuing their education at any level.

Calculation:
Denominator: All students who earned any college credit career education certificate during the most recent reporting year.

Numerator: Of those, the numbers who were found employed at any level or who were found enrolled in any level of education.

Validity:
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida Colleges to the need for skilled workers. College credit certificate completion is an appropriate and valid criterion for determining the completer cohort as the Curriculum Frameworks are linked to industry standards and competencies, which in turn are linked to Standard Occupational Classification (SOC) codes. Students earning a college credit certificate have demonstrated that they can perform these competencies and may exit a program with occupationally specific marketable skills.

Reliability:
After being collected and reviewed locally, data are reported electronically by colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in bad data matches. Self-employed individuals also will not be found in the match.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**

Service/Budget Entity:
Measure: **Number and percent of adult basic education completers who**
Recommend New **are found employed full-time, in the U.S. Armed Forces, or**
continuing their education

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
The Community College and Technical Center Management Information System (CCTMIS) provided data on adult general education students. Follow-up information on those students was provided by the Florida Education Training and Placement Information Program databases on continuing education and employment. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment are available for employers who report to the unemployment insurance wage report.

The 4th quarter Unemployment Insurance Wage Report file identified employment. Florida Education and Training Placement Information Program linked student records with the UI wage report records to identify the former students who were employed at any level. Linkages with postsecondary education files identified those who were found continuing their education at any level.

Calculation:
Denominator: Students enrolled in the highest level of adult basic education who earn a literacy completion point.

Numerator: Of those, the number enrolled in adult secondary education, postsecondary career and technical education, employed fulltime, or in the U.S. armed forces.

Validity:
The highest level of adult basic education represents the grade-level equivalent of 7.0 to 8.9. Students completing this functioning level are ready to enter adult secondary programs (adult high school or GED preparation). Students are pre-and post-tested to determine placement and completion using nationally recognized instruments approved by the Florida Department of Education (FDOE). All tests are proctored and certified using written procedures to ensure test validity. Students completing an educational functioning level are reported to FDOE with a literacy completion point. Students who have pre- and post-tested are reported to FDOE for accountability purposes.

Reliability:
After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction. Information collected on continuing education and earnings is the best available at this time. However, there are some gaps in the data. For example, students employed outside of the state of Florida will not be identified in the Unemployment Insurance database. Also, missing values or errors in student Social Security Numbers will result in bad data matches. Self-employed individuals will not be found in the match.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/ Career and Adult Education**

Service/Budget Entity:
Measure: **Number and percent of students in career certificate and credit**
Recommend New   **hour technical programs who took a DOE approved industry**
                         certification or technical skill assessment exam

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
The Community College and Technical Center Management Information System (CCTMIS) provided data on students enrolled in career certificate and college credit career and technical education programs. Districts and colleges report industry certifications and third-party technical skill assessments taken and earned by these students to CCTCMIS.

Calculation:

Denominator:
Students enrolled in career certificate or college credit career and technical education programs in school districts and Florida Colleges.

Numerator:
Of these, the number who were reported as having taken an assessment in the appropriate Perkins Act technical skill attainment inventory or industry certification found on the Career and Professional Education Act Funding List.

Validity:
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida Colleges and public technical centers to the need for skilled workers. Taking industry certifications and third-party technical skill assessments is a first step toward validating that the instruction delivered in the educational program is meeting industry standards and producing individuals with skills employers are looking for.

Reliability:
After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Workforce Education/Career and Adult Education**

Service/Budget Entity:
Measure: **Number and percent of students taking an approved industry**
Recommend New   **certification or technical skill attainment exam who earned a**
                         certification or passed a technical assessment exam

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
The Community College and Technical Center Management Information System (CCTMIS) provided data on students enrolled in career certificate and college credit career and technical education programs. Districts and colleges report industry certifications and third-party technical skill assessments taken and earned by these students to CCTCMIS.

Calculation:

Denominator**:**
Students enrolled in career certificate or college credit career and technical education programs in school districts and Florida Colleges who were reported as having taken an assessment in the appropriate Perkins Act technical skill attainment inventory or industry certification found on the Career and Professional Education Act Funding List.

Numerator:
Of these, the number who were reported as having passed.

Validity:
As a measure of progress toward the statutory goal of a skilled workforce and economic development, this measure provides a valid indicator of the contribution of Florida Colleges and public technical centers to the need for skilled workers. This is a truer measure of the quality of the education delivered as opposed to labor market outcome measures which are influenced by macroeconomic climate, local labor market supply and demand, and individual student-level variables outside of the influence of the educational program (e.g., personality, soft skills, drive, work habits, access to transportation, and child-care needs). Attainment of an industry certification validates the instruction delivered in the educational program as meeting industry standards and producing individuals with skills employers are looking for.

Reliability:
After being collected and reviewed locally, data are reported electronically by districts and colleges at regular intervals. If there are logical inconsistencies or key elements missing, records are automatically flagged for review and correction.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 66:	**Number/percent of associate in science degree and college-credit certificate program completers who finished a program identified as high wage/high skill on the Workforce Estimating Conference list and are found employed at $6,053 or more per quarter (Level III)**
Recommend Deletion	

Action:

☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:

As part of the standard submission process for the Student Data Base (SDB), verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Florida Colleges a certification report signifying that the data are accurate to the best of their knowledge.

Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Information on the students in programs identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.

Methodology:

Denominator:
Number of AS and college-credit certificate program completers who finished programs identified as high wage/ high skill

Numerator:
Number of those found by FETPIP to be employed for at least $6,053 per quarter

Validity:

The objective seeks to annually expand the percentage of students who enroll in and complete workforce education programs and are placed as a result. This measure identifies students who complete the programs and are currently working. Therefore, this is a valid measure of the objective.

Reliability:

The occupations on the Workforce Estimating Conference list as high wage/high skill may change from year to year. The occupational data are not tracked longitudinally.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 67: **Number/percent of associate in science degree and college-**
Recommend Deletion **credit certificate program completers who finished a program identified for new entrants on the Workforce Estimating Conference list and are found employed at $5,273 or more per quarter, or are found continuing education in a college-credit level program (Level II)**

Action (check one):
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the Long Range Program Plan are contained in the Community College and Technical Center MIS. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionarymain.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Systems Advisory Taskforce (MISATOR) meetings, which are held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Florida Colleges a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted. Information on the students in programs identified as high-wage/high-skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.

Methodology:
Denominator:
Number of AS and college-credit certificate program completers who finished programs identified for new entrants
Numerator:
Number of those found by FETPIP to be employed for at least $5,273 per quarter and number of those found continuing education in a college-credit level program

Validity:
The objectives do not address college continuation for AS or college-credit certificate students. Therefore, this is not a valid measure of the objective.

Reliability:
The occupations on the Comprehensive Industry Certification List as new entrants may change from year to year. The occupational data are not tracked longitudinally.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 68:   **Number/percent of associate in science degree and college-**
Recommend Deletion   **credit certificate program completers who finished any**
                           program not included in Levels II or III and are found
                           employed, enlisted in the military, or continuing their
                           education at the vocational certificate level (Level I)

Action:
☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary posted to: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp .

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Systems Advisory Taskforce (MISATOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Florida Colleges a certification report signifying that the data are accurate to the best of their knowledge.

Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Information on the students in programs identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.

Methodology:

Denominator:
Number of AS and college-credit certificate program completers who finished programs not identified as high wage/high skill and not identified as new entrants.

Numerator:
Number of those found by FETPIP to be employed and number of those found to be enlisted in the military (through FEDES) and number of those found continuing their education at the vocational certificate level.

Validity:
The objective only addresses the placement portion of this measure.

Reliability:
The occupations on the Workforce Estimating Conference list as new entrants may change from year to year. The occupational data are not tracked longitudinally.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 69:   **Percent of Associate in Arts (A.A.) degree graduates who transfer to a state university within two years.**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted at: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp .

Discussion of the changes in the elements of the SDB from the previous year during the Management Information Systems Advisory Taskforce (MISATFOR) meetings held twice a year. As part of the standard submission process for the Student Data Base (SDB), verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

State University System (SUS) data are provided by the SUS Board of Governors to the Florida Department of Education's PK-20 Data Warehouse or to CCTCMIS where students can be tracked from one public system to another.

Methodology:
Denominator**:**
Number of students enrolled in a Florida College who earned the A.A. degree in an academic year.
Numerator**:**
Of those, the number found enrolled in a Florida public baccalaureate program in the year of graduation or the year following.

Validity:
The objective seeks to increase the transfer rate of A.A. degree students into four-year programs. Research shows that most A.A. degree student transfers occur within the first two years of earning the degree. Therefore, this is a valid measure of the transfer of A.A. degree students.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan. This measure could be more comprehensive with the addition of National Student Clearinghouse (NSC) data, which would allow tracking into private and out of state institutions.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 70:   **Percent of Associate in Arts (A.A..) degree transfers to the State University System who earn a 2.5 or above in the SUS after one year**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted at: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

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Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:

Denominator:
Number of students who earned the A.A. degree in one academic year and transferred to the State University System in the next year.

Numerator:
Of those, the number who earned a 2.5 or above GPA in the SUS.

Validity:
The objective seeks to increase the proportion of A.A. degree transfers to state universities who successfully complete upper-division coursework. A GPA of 2.5 or above is used to define "successful completion of coursework". Therefore, this is a valid measure of the successful completion of coursework by A.A. transfer students.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the LRPP.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 71:   **Of the Associate in Arts (A.A..) graduates who are employed**
Recommend Revision   **full time rather than continuing their education, the percent**
                          who are in jobs earning at least $11.64 an hour

Action (check one):
☒ Requesting revision to approved performance measure.
☒ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to the Department's Web site at: http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm.

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Methodology:
Denominator:
Number of students enrolled in a Florida College who earned the A.A. degree.

Numerator:
Of those, the number found by FETPIP to be employed and earning at least $13.37/hour (The amount changes year to year; this hourly rate was from FETPIP's Annual Outcomes Report from December 2012.)

Validity:
The objective seeks to monitor the percentage of non-transfer A.A. graduates employed in high skill/high wage jobs. This measure defines high wage jobs as those earning $11.64/hour or more. Therefore, this is a valid measure.

Reliability:
This measure currently uses $13.37/hour, while the Performance Based Program Budgeting and the objective linked to this measure both use $10/hour. This measure is not currently reliable because this is creating an inconsistency in reporting. However, if this correction is made, this measure will be consistent with the Performance Based Program Budgeting measure.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 72:	**Of the Associate in Arts (A.A..) students who complete 18**
Recommend Revision	**credit hours, the percent of whom graduate in four years**

Action (check one):

☒ Requesting revision to approved performance measure.
☒ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted at: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Systems Advisory Taskforce (MISATFOR) meetings held twice a year. As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:
Denominator = Number of students enrolled in a Florida College A.A. program who earned at least 18 credit hours.

Numerator = Of those, the number who earned an A.A. within four years of entering the program.

Validity:
The objective seeks to increase the proportion of A.A. students with 18 credit hours who graduate in four years. However, graduation is only one goal of students who attend the state college. This measure should be changed to include the retention of students in the state college system. Measure 1, Part 2 of the state college accountability reports currently calculates a retention rate as the percentage of students who graduated or are still enrolled after four years. This calculation should be used for Measure #72 to provide consistency among reporting mechanisms.

Reliability:
Reliability of the current measure - While 18 hours has been used for more than a decade in the Florida College System's accountability system, past work with the Achieving the Dream states has indicated a need to change to 12 hours in order to compare across the states. We have incorporated the 12 hour cutoff in our latest Strategic Imperative measure. Therefore, changing this measure to 12 hours would promote consistency between the LRPP and Strategic Imperative measures. Reliability of the proposed measure – This is a reliable measure because the Accountability Reports have been calculated from the Community College Student Data Base and are reported annually.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 73:	**Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of degree requirement**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which are posted at: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Systems Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:

Denominator:
Number of students enrolled in a Florida College who earned the A.A. degree in an academic year.

Numerator:
Of those, the number who earned 72 credit hours or less.

Validity:
The objective seeks to improve graduation rates. An Associate in Arts degree is 60 credit hours. Students who are able to complete their degree with 12 or fewer additional hours are able to do so in a more time efficient manner and thereby save themselves and the state monies that can be used to finance upper-division work. Therefore, analyzing this measure annually is a valid method of determining the improvement of the hours to graduation rate.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs, which have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 74:	**Percent of students exiting the college-preparatory program who enter college-level course work associated with the Associate in Arts (A.A..), Associate in Science (A.S.), Postsecondary Vocational Certificate (PVC), and Postsecondary Adult Vocational programs**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to the Department's Web site at: http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Systems Advisor Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Florida Colleges a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:

LRPP College Prep 1 year follow-up

    Match Measure 4 Part 2 College Preparatory Cohort of Success Students with the
        Student Demographic Tables and the Student Program Tables
    By College and Student ID
    Select:
                    D.E. 1028 Year = 2005
                    D.E. 1028 Term = 2 – Fall, 3 – Winter/Spring
                          OR
                    D.E. 1028 Year = 2006
                    D.E. 1028 Term = 1 – Summer
      D.E. Term Submission = 'E' – End of Term
      D.E. 3001 Course-Information Classification Structure =
          12101, 12201, 12301, 12401, 12501, 12601, 12701 or <=11849 for College Credit
          12102, 12202, 12302, 12402, 12502, 12602, 12702 for PSAV
      D.E. 3007 Course Grade Awarded in ('A', 'B', 'C', 'D', 'F', 'P', 'PR', 'S')

Office of Policy and Budget – July, 2014

D.E. 2005 Program of Study – Level = '0' – A.A.., '1' – AS, '2' – PSAVC, '3' – Awaiting Limited Access Program, '8' – PSVC, 'A' – A.A.S **By** Year and Program
Match with the Vocational CIP Tables

Select:
D.E. 2005 Program of Study – Level = '3' – Awaiting Limited Access Program
Vocational CIP Award Type = 'A.A.S', "PSV'
Vocational Occupational Completion Point Indicator = 'Z' – Not Applicable

Validity:
The objective seeks to increase the proportion of college preparatory students who continue on to college-level coursework. Once students who take courses associated with A.A.., AS, PSAV, and PSVC programs have finished College Prep work, they are participating in the next level and thereby meeting this objective.

Reliability:
There is a code in the Community College Student Data Base for exiting college preparatory classes. However, in the past the institutions have not used this code consistently. In recent years, there has been an effort to improve the quality of the data for this data element, but it is still not 100% accurate. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the LRPP.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 75:   **Percent of Associate in Arts (A.A..) degree transfers to the State University System (SUS) who started in College Prep and who earn a 2.5 in the SUS after one year**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted at: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp .

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.

Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:

Denominator:
Number of students who took at least one College Prep course, earned the A.A. degree and transferred to the State University System in the year following graduation.

Numerator:
Of those, the number who earned a 2.5 or above GPA in the SUS.

Validity:
The objective seeks to increase the percentage of A.A. degree transfers to state universities who started in College Prep and who successfully complete upper-division coursework. A GPA of 2.5 or above is used to define "successful completion of coursework". Therefore, this is a valid measure of the successful completion of coursework by A.A. transfer students.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the LRPP is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the LRPP.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 76:   **Number/Percent of Associate in Arts (A.A..) partial completers**
Recommend Revision   **transferring to the State University System (SUS) with at least**
                            45 credit hours

Action (check one):
☒ Requesting revision to approved performance measure.
☒ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
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Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:

Denominator:
Number of students who transferred to the State University System prior to earning an A.A. degree.

Numerator;
Of those, the number who transferred at least 45 credit hours.

Validity:
The objective seeks to monitor the proportion of A.A. partial completers who are transferring to the State University System. Partial completers are defined as those students who are transferring, but not earning the degree. Therefore, this is a valid measure of the transfer of A.A. partial completers.

Reliability:
The credit hours on this measure should be changed to 45 credit hours to match the Performance Based Program Budget measure. Once this is done, this measuring procedure will yield the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 77:	**Number/Percent/FTEs of Associate in Arts (A.A..) students**
Recommend Deletion	**who do not complete 18 credit hours within four years**

Action (check one):

☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to:
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Methodology
This shows Number, FTE, percent of First Time in College A.A. degree students from the Fall 2007-08 term who have not completed at least 18 college credits during the tracking period (Fall 2007-08 through Winter/Spring 2012). This uses the files and program methodology from the Accountability 2007 M1P2 Retention and Success

Start with the Total Cohort Pool from Accountability 2011 M1P2

First Time students include FTIC and previous year high school graduates who were dual enrolled in the last two reporting years.

For FTIC Students:

Data Element	Name	Criteria
1005	First Time Student Flag	'Y' – Yes
1032	Transfer Flag	Not 'Y'

For previous year high school graduates who were dual enrolled the last time they were enrolled at any community college in the last two years:

1005	First Time Student Flag	'N' – No
1009	High School Grad Date	Between 2002-09-01 and 2003-08-0

Matched by psnid with:

3004	Course Dual Enrollment Category	'DA', 'DV', 'EA', 'EV'

Of the most recent end-of-term during SDB 2002, SDB 2003, and term 1 of SDB 2004

For Award Seeking Students:

2005	Program Level	'0', '1', '3', '4', '8','A', 'D'
2008	Credit Hrs Earned	Not 99998.9

Number Graduated   Of the Cohort select those with Completion Degree (D.E. 2103) = '1', '2', 'A', '3', '7' (A.A., A.S., A.A.S., PSVC, ATD)

FTIC A.A.. Cohort   Of the Cohort select those whose most recent Program Level   (D.E. 2005) = '0' – A.A.

FTIC A.A.. Cohort with less than 18 hours   Of the FTIC A.A. Cohort, excluding the Number Graduated, select those whose most recent Total Institutional Hours for GPA (D.E. 1031) < 18

Report

Number of FTIC A.A. students with less than 18 hours

Cumulative Hours - Sum most recent Total Institutional Hours for GPA (D.E. 1031) for the FTIC A.A. Students with less than 18

30 Credit Hour Equivalent – Cumulative Hours / 30

% A.A. Students with Less 18 hours
  Number A.A. Students with less 18 hours / (Number A.A. students with 18 Hours (M1P2) + Number A.A.. Students with less than 18 Hours).

Validity:
There are problems inherent in defining an A.A. student. For example, oftentimes students will declare themselves an A.A. degree-seeking student, but after taking one course determine this is not what they want to do and leave. This type of student should not be held against an institution. We request this measure be deleted.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measures 78, 79, 80, 81: **Of the economically disadvantaged Associate in Arts (A.A..)**
Recommend Deletion   **students who complete 18 credit hours, the number and**
                           percent who graduate with an A.A.. degree within four years

Action:
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Source:
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Methodology:
Selection Criteria: Retention and Success Rate Report for Special Populations
This measure shows the status of first-time-in-college A.A. degree seeking students from the Fall 2007-08 term for four special populations: (1) Economically Disadvantaged, (2) Disabled, (3) English as a Second Language, and (4) Black Males. The A.A. students must have completed at least 18 college credits during the tracking period (Fall 2007-08 through Winter/Spring 2010-11). The data are displayed by college and system wide, segmented by ethnicity and full-time/part-time status and special populations.

The reports are generated based on the following criteria:

Column 1 - Special Cohort Population
> FTIC degree seeking students from Fall 2007-08 who took an entry level test and achieved at least 18 Total Hours (D.E. 1031) during the tracking period.

> **Economically Disadvantaged**
> Students who during the tracking period had Financial Aid Type (D.E. 3102) = 'GA', 'GB', 'GC', 'GD', 'LA', 'LB', 'EA'
> > *or*
> Course JTPA flag (D.E. 3016) = 'A', 'B', 'C', 'D', 'E', 'F', 'O'
> > *or*
> WAGES Flag (D.E. 3017) formerly the Project Independence Flag is = 'Y'

Disabled
Students with Disabled Classification (D.E. 1002) not 'X', 'Z' during the tracking period.

English as a Second Language
Students who during the tracking period took one or more of the following courses:
> Course (D.E. 3008) like 'ENS%'
> Course (D.E. 3008) like 'ELS%' and ICS (D.E. 3001) = 13101

Black Male
Students who had a Ethnic Origin (D.E. 3001) = 'B' and Gender (D.E. 3001) = 'M'

Column 2 - Number Graduated
Of the Cohort, the number who graduated. Completion Degree (D.E. 2103) = '1' - (A.A.)

Column 3 - Number Enrolled in Good Academic Standing
Of the Cohort, excluding the Number Graduated, the number of students still enrolled at the institution during the following terms with a GPA at or above 2.0. (A.A. = Fall or Winter/Spring 2010-11)

Column 4 - Number Enrolled Not in Good Academic Standing
Of the Cohort, excluding the Number Graduated, the number of students still enrolled at the institution during the terms identified above, with a GPA below 2.0. (A.A. = Fall or Winter/Spring 2010-11)

Column 5 - Number Who Left in Good Academic Standing
Of the Cohort, excluding the Number Graduated, the number of students who were not enrolled at the institution during the terms identified above, that had a GPA at or above 2.0. (A.A. = Fall or Winter/Spring 2010-11)

Column 6 - Retention Rate
(# Graduated + # Enrolled in Good Standing + # Enrolled Not in Good Standing)
> Divided by the Total Cohort Population

Column 7 - Success Rate
(# Graduated + # Enrolled in Good Standing + # Left in Good Standing)
> Divided by the Total Cohort Population

For Segmenting Report by Ethnicity
Ethnic Origin (D.E. 1003):
> 'A' - Asian/Pacific Islander
> 'B' - Black/Non-Hispanic
> 'H' – Hispanic
> 'I' - American Indian/Alaskan Native
> 'W' – White
> 'X' – Other

For Segmenting Report by Full-time/Part-time Status
Students who were enrolled full-time in the Fall 2007-08 and at least one other t term of the tracking period.

Part-Time/Full-Time Indicator (D.E. 1029) = 'F'

For Calculating GPA
GPA = Total Grade Points (D.E. 1030)
> divided by Total Hours (D.E. 1031)

Office of Policy and Budget – July, 2014

Validity:
The cohorts needed to calculate these measures are too small to provide meaningful information. Measure #72 should be used instead.

Reliability:
The cohort needed to calculate this measure is too small to provide meaningful information. This measure should be eliminated. Measure #72 should be used instead.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 82:	**Of the Associate in Arts (A.A..) graduates who have not**
Recommend Deletion	**transferred to the State University System or an independent college or university, the number/percent who are found placed in an occupation identified as high wage/high skill on the Workforce Estimating Conference list**

Action (check one):
☒ Requesting revision to approved performance measure.
☒ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:

All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to:
 http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide the Division of Florida Colleges a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Information on the students employed in occupations identified as high wage/high skill is from Florida Education and Training Placement Information Program's (FETPIP) databases.

Methodology:

Denominator**:** Number of students enrolled in a Florida College who earned the A.A. degree in an academic year.

Numerator: Of those, the number found by FETPIP to be employed in a high skill/high wage occupation and not enrolled in the SUS or an independent college or university; the threshold used for this calculation changes each year. For the December 2011 Annual Outcomes Report, the threshold was $19.49 per hour.

Validity:
This measure is linked with the objective to monitor the number of A.A. graduates who have not transferred to a state university or an independent college or university who are found placed in an occupation identified as high skill/high wage. However, this is not a valid measure because the A.A. degree does not equip a person for occupation on the Targeted Occupations List. Those occupations all require a technical education at the certificate- or degree-level. The A.A. degree is intended to be a transfer degree to a four-year university.

Reliability:
The occupations on the Workforce Estimating Conference list as high wage/high skill may change from year to year. The occupational data are not tracked longitudinally.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 83:	**Percent of prior year Florida high school graduates enrolled in Florida Colleges**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:

Denominator:
Number of students who graduated from a Florida high school in an academic year.

Numerator:
Of those, the number found enrolled in a Florida College in the following year.

Validity:
The objective seeks to increase the percentage of prior year high school graduates who enroll in the Florida Colleges. This measure is calculated on an annual basis and compared to previous years. Therefore, this is a valid measure of the increase of the percentage of prior year high school graduates who enroll in the Florida Colleges.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 84:   **Number of Associate in Arts (A.A..) degrees granted**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The community college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.

Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:
Number of students enrolled in a Florida College who earned the A.A. degree in an academic year.

Validity:
The objective seeks to increase the number of A.A. degrees granted annually. This measure is calculated on an annual basis and compared to previous years. Therefore, this is a valid measure of the change in the number of A.A. degrees granted.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure 85:	**Number of students receiving college preparatory instruction**

Recommend Deletion

Action (check one):

☒ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:

All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.

Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:

Number of students enrolled in a Florida College who are enrolled in a College Prep course.

Validity:
While this measure provides a valid indication of the number of students receiving College Prep instruction, (1) College Prep increases as enrollment increases; (2) College Prep increases as more non-traditional students who have been out of school for more than 2 years increases; and (3) as the economy decreases the number of students (and thus the number of students needing College Prep) increases. In addition, colleges cannot directly influence the academic preparation of students entering their system. That is beyond their control. This measure should be deleted.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Division of Florida Colleges**
Program: **Florida College Programs**
Service/Budget Entity: **Postsecondary Educational Services**
Measure 86:   **Number of students enrolled in baccalaureate programs**
                               offered on community college campuses

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating this measure are contained in the Community College and Technical Center MIS (CCTCMIS) databases and collected in the Concurrent-Use and Joint-Use Report. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to:
http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.

Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:
Number of students enrolled in Florida College System baccalaureate programs and the number of students enrolled in concurrent-use baccalaureate programs.

Validity:
The objective seeks to promote the offering of upper-level courses on the Florida College System campus. Students currently have two avenues for taking upper-level courses on the community college campus: a concurrent-use program, which is housed on a Florida College System institution, or enrollment in a Florida College System baccalaureate program. This measure combines the enrollment for both programs to show if it is increasing.

Reliability:
Information on the number of students enrolled in concurrent-use baccalaureate programs is gathered on the Concurrent-Use Report submitted by Florida Colleges each spring. However, the Florida Colleges must gather this information from their university contacts for each concurrent-use program and this has not always been possible. Efforts are currently being taken to increase the number of programs reporting enrollment, but it is not currently 100%.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	**Postsecondary Educational Services**
Measure:	**Percentage of students earning a grade "C" or better in**
Recommend Addition	**traditional/campus-based, online/distance learning, or hybrid courses.**

Action (check one):
- ☐ Requesting revision to approved performance measure.
- ☐ Change in data sources or measurement methodologies.
- ☒ Requesting new measure.
- ☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to:
 http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge.

Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:
Students who earn "C" or better divided by students enrolled in a course (by course delivery type).

Validity:
This measure reports the performance of students in courses, by course delivery type.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**Florida Colleges**
Service/Budget Entity:	
Measure:	**Percentage of developmental education completers who go on**
Recommend Addition	**to complete a college-level course in the same subject within**
	two academic years of entry

Action (check one):

☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to:
 http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:
As defined by the National Governors Association/Complete College America:

Numerator:
Number and percent of developmental education students (denominator) who complete all required courses in developmental math and/or English and the first college-level math and/or English course within two academic years.

Denominator:
All first-time degree or certificate students enrolled in developmental math and/or English courses during the first academic year.

Validity:
Cohorts are tracked starting in Fall 2002 (2002-03) through most recent year. Each cohort is tracked for six years. Because the first year is a base year, when selecting subsequent years, simply add the number of years wanted minus 1. So the second academic years = cohort year +1 and the sixth academic year = cohort year + 5.

For most tables, either the year of data matching the Cohort is pulled or a combination of up to five years from the date of the cohort. So data are pulled from 2002-03 to the current year for each table.

Reliability:
While this is the Florida College System's second year for providing data, the same methodology is used to produce data that is submitted to the National Governors Association/Complete College America.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **Florida Colleges**
Service/Budget Entity: **Postsecondary Educational Services**
Measure: **Retention rates for AA and AAS/AS students**
Recommend Addition

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source:
All of the data elements used in calculating the measures contained in the LRPP are contained in the Community College and Technical Center MIS (CCTCMIS) databases. The state college files in this database are built from submission files provided by each of the 28 institutions in the Florida College System (FCS). Instructions for file submissions and elements definitions are contained in the Student Data Base Data Element Dictionary, which is posted to: http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp.

Discussion of the changes in the elements of the SDB from the previous year is undertaken during the Management Information Advisory Taskforce (MISATFOR) meetings held twice a year.

As part of the standard submission process for the SDB, verification reports are generated for each data element. These reports are available to each institution for their use. Once the institutions have had an opportunity to review their submissions, they provide CCTCMIS a certification report signifying that the data are accurate to the best of their knowledge. Information from the 28 institutions is then combined into one system level file. Record counts are maintained to ensure that the system file contains all of the information submitted.

Methodology:
Number of students who have graduated + number of students who are enrolled and in good academic standing + number of students who are enrolled and who are not in good academic standing divided by the number of students in the cohort pool.

Validity:
This measure reports the rate at which students persist in their education program and shows students who have either re-enrolled or successfully completed their program by the current fall. This measure is adaptation of the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) definition of retention rate.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. The same program is used annually with only the years updated to reflect the most currently available information. The information reported in the Long Range Program Plan is extracted from the results of various SAS programs. These programs have been developed over the years as part of the Division of Florida Colleges Accountability Program or specifically for the Long Range Program Plan.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education -- PK 20 Executive Budget**
Service/Budget Entity: **Executive Direction (ACT0010)**
Measure 87: **Percent of program administration and support costs and**
Recommend Deletion **positions compared to total agency costs and positions**
(Division of Public Schools)

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data source:
Department of Education, Office of Budget Management, compilation of positions and expenditures by activity code.

Methodology:

Costs:
 Denominator = Costs for executive direction (ACT0010), Department of Education
 Numerator = Costs for executive direction (ACT0010), Division of Public Schools
 (data reported do not include costs for the teacher quality offices)

Positions:
 Denominator = Total positions for Department of Education, executive direction
 Numerator = Total positions for Division of Public Schools, executive direction
 (data reported do not include positions for the teacher quality offices)

Validity:
This is not a valid measure of the department's objectives to compare administrative workload (costs or positions) of the agency as a whole to the administrative workload of the Division of Public Schools. Since 2002, the Department of Education has been organized to emphasize a "seamless PK-20 education accountability system (s. 1008.31, F.S.)."

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. Due to reorganization, however, the benchmarks and standards established by previous reports reflect different employees from the current report.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education -- PK 20 Executive Budget**
Service/Budget Entity: **Teacher Certification (ACT0630)**
Measure 88:   **Percent of teacher certificates issued within 30 days after**
Recommend Revision   **receipt of complete application and the mandatory fingerprint**
                             clearance notification

Action (check one):

☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:
Bureau of Educator Certification (BEC) database housed at the Northwest Regional Data Center (NWRDC), Tallahassee, Florida

The bureau reports the percentage of certificates that were issued within 30 days of receiving the mandatory fingerprint clearance notification and not 30 days from receiving the initial application. This measure most accurately reflects the workload and efficiency of the bureau in completing this phase of the certification process where it has control.

Denominator:
Number of certification applications that are designated as complete, and fingerprint clearance notification received.

Numerator:
Of those, the number of certificates that are issued within 30 days.

Validity:
As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of teachers to meet instructional demands.

Reliability:
The data are complete, reliable and sufficiently error free.

The logical construct methodology of the Lag Time Statistics component within the BEC Database was designed to specifically calculate the time (in days) required for completion of certification files for which the mandatory fingerprint clearance has been received.

Construct: Upon receipt, a data entry record for the fingerprint clearance is made in the BEC database and the fingerprint alert is cleared. At this time, a system date/timestamp is automatically captured within the database as the clock start date and the applicant file is scheduled for work as a hold release work type. When the applicant file has been processed to completion by bureau staff, the system captures a second date/timestamp as the clock end date.

The lapse between the clock start date and the clock end date is then calculated to determine the number of days required for completion. Percentages are calculated based on the total files of this hold release work type completed within a specified date range. The only perceived threat factor to data reliability comes from human error in data entry of the fingerprint clearance record and alert clearance.

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education – Teacher Quality**
Service/Budget Entity: **Professional Training (ACT0610)**
Measure 89:   **Number of districts that have implemented a high quality**
Recommend Deletion   **professional development system, as determined by the**
                                   Department of Education, based on its review of student
                                   performance data and the success of districts in defining and
                                   meeting the training needs of teachers

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Bureau of Educator Recruitment and Professional Development

Districts report to the bureau an annual assessment of data indicating the linkage between student achievement and instructional personnel. The bureau assures that professional development activities focus on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance and reading in the content areas; enhancement of subject matter expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement and school safety, as required by s. 1012.98, F.S.

All 67 districts have implemented a Department of Education approved system of high quality professional development. District site reviews have been completed for all districts using a set of 65 standards adopted as Florida's Professional Development System Evaluation Protocol. Districts have submitted and implemented action plans for improvement for any standard rated less than acceptable to insure continuous improvement in their system of high quality professional development.

Validity:
The number of districts with high quality professional development systems is a valid indicator of progress toward Strategic Objective 1.1, Acquire Effective Teachers. Research proves that effective teachers are the most important variable in improved student rates of learning, and Florida's professional development system is based on research and the identification of the type of training that will be tailored to the needs of the school and the instructor.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education – Bureau of Contracts, Grants, and Procurement**
Service/Budget Entity: **Grants Management (ACT0190)**
Measure 90: **Percent of current fiscal year competitive grant initial disbursements made by August 15 of the current fiscal year,**
Recommend Deletion **or as provided in the General Appropriations Act**

Action – (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
Grants Management System – an electronic tracking system maintained by the Department of Education.

Comptroller's payment records – an accounting system that records payments from the Department of Education to grant recipients.

Methodology:

Denominator:
Number of competitive state grants for which funds are appropriated in the annual General Appropriations Act, with each individual grant referenced in a Specific Appropriation counted as a separate grant.

Numerator:
Of that number, the number that had initial disbursements by the date specified in the General Appropriations Act, or, if not specified, by August 15 of the fiscal year.

Validity:
As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding and disbursing funds for competitive state grants has some degree of validity. However, the measure is of minor importance when compared to other types of grants awarded.

Of approximately 4,000 grants managed by the Department of Education, very few of the grants are in this category. At least 75 percent of grants are in the federal category, and 90 percent of state grants are noncompetitive. Further, if currently-approved procedures are followed, it is not possible to conduct a competitive Request for Proposal (RFP) and award within 45 days.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education – Bureau of Contracts, Grants, and Procurement**
Service/Budget Entity: **Office of Grants Training and Development**
Measure: **Participant feedback will rate training provided by the Grants**
Recommend Addition **Training and Development Office as excellent or very good a minimum of 97% of the time**

Action – (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:
Training evaluations completed by participants.

Methodology:

Denominator:
83 participants completed and returned training evaluations.

Numerator:
82 Training Evaluations provided an overall assessment of excellent or very good.

Validity:
As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the assessment of the quality of training, e.g. grants management, grants reviewer, proposal development, and targeted technical assistance has validity.

Reliability:
The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education – Bureau of Contracts, Grants, and Procurement**
Service/Budget Entity: **Office of Auditing and Monitoring Resolution**
Measure: **Issue all audit resolution and management decision letters**
Recommend Addition **within six months of receipt of the audit reporting package with 100% accuracy**

Action – (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:
Federal and State Funds Subrecipient Listing – an electronic tracking system maintained by The Office of Audit Resolution and Monitoring at the Department of Education

Methodology:

Denominator:
67 subrecipients that expended $500,000 of Federal or State funds during the previous fiscal period.

Numerator:
67 audit reporting packages with a resolution and a management decision letter issued on the audit report within six months of the receipt of the audit report, at 100% accuracy.

Validity:
As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of resolving audit finding timely and monitoring the grant awards activity has validity.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**State Board of Education – Bureau of Contracts, Grants, and Procurement**
Service/Budget Entity:	**Office of Grants Management**
Measure: *Recommend Addition*	**Issue all non-competitive project applications for state or federal funds without error within an average of 45 calendar days from the date of receipt by the Department of Education**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:
A total of 6,259 federal and state funded projects were awarded without error within an average of 49.5 calendar days from the date of receipt. This average includes the number of days within the program offices for review and approval. The average number of days within the Office of Grants Management, excluding program review and approval, is 12 days.

Data Sources:
Grants Management System – an electronic tracking system maintained by the Department of Education

Methodology:
Calculate the sum of the number of days for each non-competitive application received having the minimum components for approval. The sum consists of the date in which the office receives an application to the date in which the office notifies recipients of the project award. A separate calculation identifies the number of days a non-competitive application underwent programmatic review within the assigned program office.

Determine the average turnaround rate for the office by dividing the sum of days for processing awards for all non-competitive applications by the total number of non-competitive applications that were received having the minimum components for approval.

Validity:
As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding federally and state funded projects has validity. Awarding projects on a timely basis affects the delivery of services and products that will result in high student achievement. Although the office administers the awards for all applications (entitlement, discretionary, competitive, and non-competitive) in an efficient and error-free manner, the majority of applications are non-competitive.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education – Bureau of Contracts, Grants, and Procurement**
Service/Budget Entity: **Office of Grants Management**
Measure: **Post all formal procurements with 100% accuracy within 3**
Recommend Addition **days of receipt of the final from the designated program office**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:
Federal and state funded projects were awarded without error within an average of 49.5 calendar days from the date of receipt. This average includes the number of days within the program offices for review and approval. The average number of days within the Office of Grants Management, excluding program review and approval, is 12 days.

Data Sources:
Grants Management System – an electronic tracking system maintained by the Department of Education

Methodology:
Calculate the sum of the number of days for each non-competitive application received having the minimum components for approval. The sum consists of the date in which the office receives an application to the date in which the office notifies recipients of the project award. A separate calculation identifies the number of days a non-competitive application underwent programmatic review within the assigned program office.

Determine the average turnaround rate for the office by dividing the sum of days for processing awards for all non-competitive applications by the total number of non-competitive applications that were received having the minimum components for approval.

Validity:
As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding federally and state funded projects has validity. Awarding projects on a timely basis affects the delivery of services and products that will result in high student achievement. Although the office administers the awards for all applications (entitlement, discretionary, competitive, and non-competitive) in an efficient and error-free manner, the majority of applications are non-competitive.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education**
Program:	**State Board of Education – Bureau of Contracts, Grants, and Procurement**
Service/Budget Entity:	**Office of Contracts and Leasing**
Measure: *Recommend Addition*	**Process, with 100% accuracy all contract documents received by Contract Administration within an average of 2 calendar days from the data of receipt from the designated program office**

Action (check one):

☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data Source*:*
Contract Management System – an electronic tracking system maintained by the Department of Education

Methodology:

Denominator:
Contracts issued within the Department of Education annually

Numerator:
Contracts received annually in Contract Administration, with 100% accuracy and within 2 days from the date received by the Office.

Validity:
As an indicator of progress toward meeting the Department of Education's statutory goal of quality efficient services, the efficiency of awarding timely contracts to procure commodities and services has validity.

Reliability:
This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education 48800**
Program: **State Board of Education – Bureau of Educator Certification**
Service/Budget Entity: **Teacher Certification (ACT0630)**
Measure 91:   **Number of certification applications processed**
Recommend Substitution

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measures (see next 2 pages).
☐ Backup for performance measure.

Data Sources and Methodology:

Data Source:
Bureau of Educator Certification Database housed at the Department of Education, Turlington Building, Tallahassee, Florida

Methodology:
The system collects summary data on all certification files, applications, and transactions processed. Upon request, the system generates reports and user-defined inquiries to supply the data requested.

The count reported is of the number of certification transactions (files) processed. The data reported is for the measure of total work load of the Bureau of Educator Certification, the number of certification files processed.

Reliability:
The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.

The continuous processing completion of certification files of all types limits the perceived reliability for such data calculations. Because certification files are processed on a relatively continuous basis, the specific data is constantly in flux and is not static in nature. However, the construct of the data collection (as above) is believed to yield accurate results over repeated trials.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education – Bureau of Educator Certification**
Service/Budget Entity: **Teacher Certification (ACT0630)**
Measure 91:   **Percent of Educator Certification eligibility evaluation**
Recommend Substitution   **outcomes processed within 30 days or less after receipt of a**
                              complete application

Action **(**check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
Bureau of Educator Certification (BEC) Database housed at the Northwest Regional Data Center (NWRDC), Tallahassee, Florida

The bureau reports the percentage of eligibility evaluation outcomes that were issued within 30 days of receiving a complete application. This measure most accurately reflects the workload and efficiency of the bureau in completing this phase of the certification process where it has control.

Denominator:
Number of certification eligibility evaluation outcomes issued for applications that are designated as complete.

Numerator:
Of those, the number that are issued within 30 days (2007-08 calculation: 90%).

Validity:
As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of professionally qualified teachers to meet instructional demands.

Reliability:
The data are complete, reliable, and sufficiently error free.

The logical construct methodology of the Completed Files Timeliness component within the BEC Database was designed to specifically calculate the time (in days) required for completion of certification files.

Construct: Upon receipt, a system date/timestamp is automatically captured within the database as the clock start date and the applicant file is scheduled for work. When the applicant file has been processed to completion by Bureau staff, the system captures a second date/timestamp as the clock end date.

The lapse between the clock start date and the clock end date is then calculated to determine the number of days required for completion. Percentages are calculated based on the total files completed within a specified date range.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department:	**Department of Education 48800**
Program:	**State Board of Education – Bureau of Educator Certification**
Service/Budget Entity:	**Teacher Certification (ACT0630)**
Measure 91:	**Average number of days it takes to determine an applicant's**
Recommend Substitution	**eligibility for Educator Certification after receipt of a complete application**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☒ Requesting new measure.
☐ Backup for performance measure.

Data Sources and Methodology:
Bureau of Educator Certification (BEC) Database housed at the Northwest Regional Data Center (NWRDC), Tallahassee, Florida

The bureau reports the number of days it takes to determine an applicant's eligibility after receiving a complete application. This measure most accurately reflects the workload and efficiency of the bureau in completing this phase of the certification process where it has control.

Numbers of days calculated from date application designated complete to date applicant file processing is completed by BEC staff; Annual average then calculated for all files completed (2007-08 calculation: 19 days).

Validity:
As an indicator of progress toward the statutory goal of quality efficient services, the prompt processing of certification is a valid indicator of progress toward the objective of increasing the number of professionally qualified teachers to meet instructional demands.

Reliability:
The data are complete, reliable, and sufficiently error free.

The logical construct methodology of the Completed Files Timeliness component within the BEC Database was designed to specifically calculate the time (in days) required for completion of certification files.

Construct: Upon receipt, a system date/timestamp is automatically captured within the database as the clock start date and the applicant file is scheduled for work. When the applicant file has been processed to completion by Bureau staff, the system captures a second date/timestamp as the clock end date.

The lapse between the clock start date and the clock end date is then calculated to determine the number of days required for completion. Percentages are calculated based on the total files completed within a specified date range.

Office of Policy and Budget – July, 2014

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

Department: **Department of Education**
Program: **State Board of Education – PK Executive Budget**
Service/Budget Entity: **Executive Direction**
Measure 92: **Percent of program administration and support costs and**
Recommend Deletion **positions compared to total agency costs and positions**

Action (check one):
☐ Requesting revision to approved performance measure.
☐ Change in data sources or measurement methodologies.
☐ Requesting new measure.
☒ Backup for performance measure.

Data Sources and Methodology:

Data source:
Department of Education Office of Budget Management, compilation of positions and expenditures by activity code.

Methodology:

Costs:

Denominator:
Total costs for Department of Education

Numerator:
Costs for State Board of Education (unit code 4880) executive direction (activity code 0010)

Validity:
As a measure of the statutory goal of quality efficient services, a valid indicator could be the ratio of administrative to program costs and positions. However, research does not establish the most efficient and effective ratio. It would not be valid to conclude that less administration means greater efficiency; the point of diminishing returns has not been established. Also, it would be best to establish new benchmark data because of the department's extensive restructuring to provide PK-20 rather than sector-specific accountability.

Reliability: This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free. However, as a result of governance mandates, the actual employees used in the calculation differ from year to year. As a result of the emphasis on PK-20 administration, many employees who have some administrative responsibilities also have program responsibilities.

Office of Policy and Budget – July, 2014

ASSOCIATED ACTIVITY CONTRIBUTING TO PERFORMANCE MEASURES

LRPP EXHIBIT V

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

	Division of Vocational Rehabilitation		
#	**Approved Performance Measures**		**Associated Activities Title**
1	Number/percent of customers gainfully employed (rehabilitated) in at least 90 days		Vocational Rehab – General Program (ACT1625)
2	Number/percent of VR significantly disabled who are gainfully employed (rehabilitated) at least 90 days		Vocational Rehab – General Program (ACT1625)
3	Number/percent of all other VR disabled who are gainfully employed (rehabilitated) at least 90 days		Vocational Rehab – General Program (ACT1625)
4	Number/percent of VR customers placed in competitive employment		Vocational Rehab – General Program (ACT1625)
5	Number/percent of VR customers retained in employment after 1 year		Vocational Rehab – General Program (ACT1625)
6	Average annual earning of VR customers at placement		Vocational Rehab – General Program (ACT1625)
7	Average annual earning of VR customers after 1 year		Vocational Rehab – General Program (ACT1625)
8	Percent of case costs covered by third-party payers		Vocational Rehab – General Program (ACT1625)
9	Average cost of case life (to division) for significantly disabled VR customers		Vocational Rehab – General Program (ACT1625)
10	Average cost of case life (to division) for all other disabled VR customers		Vocational Rehab – General Program (ACT1625)
11	Number of customers reviewed for eligibility		Vocational Rehab – General Program (ACT1625)
12	Number of written service plans		Vocational Rehab – General Program (ACT1625)
13	Number of active cases		Vocational Rehab – General Program (ACT1625)
14	Customer caseload per counselor		Vocational Rehab – General Program (ACT1625)
15	Percent of eligibility determinations completed in compliance with federal law		Vocational Rehab – General Program (ACT1625)
16	Number of program applicants provided reemployment services		Chapter 2012-135, Laws of Florida, eliminated duties of the Bureau of Rehabilitation and Reemployment Services, Division of Vocational Rehabilitation, in the Department of Education and transferred program responsibilities to the Department of Financial Services.
17	Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment		Chapter 2012-135, Laws of Florida, eliminated duties of the Bureau of Rehabilitation and Reemployment Services, Division of Vocational Rehabilitation, in the Department of Education and transferred program responsibilities to the Department of Financial Services.

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

	Division of Blind Services		
#	**Approved Performance Measures**		**Associated Activities Title**
18	Number/percent of rehabilitation customers gainfully employed at least 90 days		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
19	Number/percent rehabilitation customers placed in competitive employment		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
20	Projected average annual earnings of rehabilitation customers upon placement		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
21	Number/percent successfully rehabilitated older persons in non-vocational rehabilitation		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
22	Number/percent of customers (children) successfully rehabilitated/transitioned from pre-school to school		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
23	Number/percent of customers (children) successfully rehabilitated/transitioned from school to work		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
24	Number of customers reviewed for eligibility		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
25	Number of written plans for services		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
26	Number of customers served		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
27	Average time lapse (days) between application and eligibility determination for rehabilitation customers		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures			
Division of Blind Services			
#	**Approved Performance Measures**		**Associated Activities Title**
28	Customer caseload per counseling/case management team member		Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
29	Cost per library customer served		Provide braille and recorded publications services (ACT0770)
30	Number of blind vending food service facilities supported		Provide food service vending training, work experience, and licensing (ACT0750)
31	Number of existing food service facilities renovated		Provide food service vending training, work experience, and licensing (ACT0750)
32	Number of new food service facilities constructed		Provide food service vending training, work experience, and licensing (ACT0750)
33	Number of library customers served		Provide braille and recorded publications services (ACT0770)
34	Number of library items (braille and recorded) loaned		Provide braille and recorded publications services (ACT0770)

	LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures		
	Private Colleges and Universities		
#	**Approved Performance Measures**		**Associated Activities Title**
35	Graduation rate of FTIC (first time in college) award recipients, using a 6-year rate (Florida Resident Access Grant - FRAG)		Florida Resident Access Grants (ACT1962)
36	Number of degrees granted for FRAG recipients and contract program recipients (Florida Resident Access Grant - FRAG)		Florida Resident Access Grants (ACT1962)
37	Retention rate of award recipients (Delineate by: Academic Contract*; Florida Resident Access Grant; Historically Black Colleges and Universities**)		• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964) • Florida Resident Access Grants (ACT1962) • Historically Black Colleges and Universities** (Activities 1936, 1938, 1940, 1960)
38	Graduation rate of award recipients (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)		• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964) • Florida Resident Access Grants (ACT1962) • Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)
39	Of those graduates remaining in Florida, the percent employed at $22,000 or more 1 year following graduation (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)		• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964) • Florida Resident Access Grants (ACT1962) • Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)
40	Of those graduates remaining in Florida, the percent employed at $22,000 or more 5 years following graduation (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)		• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964) • Florida Resident Access Grants (ACT1962) • Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)
41	Licensure/certification rates of award recipients, (where applicable), (Delineate by Academic Contract; Florida Resident Access Grant; and Historically Black Colleges and Universities		• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)

		• Florida Resident Access Grants (ACT1962) • Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)
42	Number/percent of baccalaureate degree recipients who are employed in an occupation identified as high-wage/high-skill on the Workforce Estimating Conference list (This measure would be for each Academic Contract and for the Florida Resident Access Grant)	• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964) • Florida Resident Access Grants (ACT1962)
43	Number of prior year's graduates (Delineate by: Academic Contract; Florida Resident Access Grant; Historically Black Colleges and Universities)	• Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964) • Florida Resident Access Grants (ACT1962) • Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)
44	Number of prior year's graduates remaining in Florida (Academic Contracts)	Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)
45	Number of FTIC students, disaggregated by in-state and out-of-state (Historically Black Colleges and Universities)	Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)

INSTITUTION	PROGRAM
Barry University	• Nursing, Bachelor of Science (ACT1901) • Social Work, Master of Social Work (ACT1901)
Embry Riddle Aeronautical University	• Aerospace Academy (ACT1926)
Florida Institute of Technology	• Enhanced Program (ACT1912)
Historically Black Colleges and Universities	• Bethune-Cookman University (ACT1936) • Edward Waters College (ACT1938) • Florida Memorial University (ACT1940) • Library Resources (ACT 1960)
Lake Erie College of Osteopathic Medicine (LECOM)/Bradenton Health Programs	• Osteopathic Medicine (ACT1964) • Pharmacy (ACT1964)
Nova Southeastern University	• Speech Pathology, Master of Science (ACT1956) • Osteopathic Medicine, Optometry, Pharmacy, Nursing
University of Miami	• Institute for Cuban and Cuban American Studies (ACT1916)

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

	Student Financial Assistance Program		
#	**Approved Performance Measures**		**Associated Activities Title**
46	Percent of high school graduates who successfully completed the 19 core credits (Bright Futures)		• Florida Bright Futures Scholarship Program (ACT2014) • Leadership and Management – State Programs (ACT2001)
47	Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for Florida Colleges and a 6-year rate for universities (Bright Futures)		• Florida Bright Futures Scholarship Program (ACT2014) • Leadership and Management – State Programs (ACT2001)
48	Graduation rate of FTIC award recipients, by delivery system (Bright Futures)		• Florida Bright Futures Scholarship Program (ACT2014) • Leadership and Management – State Programs (ACT2001)
49	Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)		• Florida Bright Futures Scholarship Program (ACT2014) • Leadership and Management – State Programs (ACT2001)
50	Number of Bright Futures recipients		• Florida Bright Futures Scholarship Program (ACT2014) • Leadership and Management – State Programs (ACT2001)
51	Retention rate of FTIC award recipients, by delivery system, using a 4-year rate for Florida Colleges and a 6-year rate for universities (Florida Student Assistance Grant)		• Postsecondary Student Assistance Grant (ACT2038) • Private Student Assistance Grant (ACT2042) • Public Student Assistance Grant (ACT2044) • Leadership and Management – State Programs (ACT2001)
52	Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)		• Postsecondary Student Assistance Grant (ACT2038) • Private Student Assistance Grant (ACT2042) • Public Student Assistance Grant (ACT2044)
53	Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)		This measure should be deleted because the program was repealed by the 2011 Florida Legislature.

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

Public Schools, State Grants / PreK-12 FEFP

#	Approved Performance Measures		Associated Activities Title
54	Number/percent of teachers with National Teacher's Certification, reported by district		• State Grants to School Districts / Non-Florida Education Finance Program (ACT0695)
55	Number/percent of "A" schools, reported by district		• Standards and Instructional Support (ACT0565) • School Improvement (ACT0605) • Florida Education Finance Program (ACT0660) • Assessment and Evaluation (ACT0635)
56	Number/percent of "D" or "F" schools, reported by district		• Standards and Instructional Support (ACT0565) • School Improvement (ACT0605) • Florida Education Finance Program (ACT0660) • Assessment and Evaluation (ACT0635)
57	Number/percent of schools declining one or more letter grades, reported by district		• Standards and Instructional Support (ACT0565) • School Improvement (ACT0605) • Florida Education Finance Program (ACT0660) • Assessment and Evaluation (ACT0635)
58	Number/percent of schools improving one or more letter grades, reported by district		• Standards and Instructional Support (ACT0565) • School Improvement (ACT0605) • Florida Education Finance Program (ACT0660) • Assessment and Evaluation (ACT0635)

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance

	Career and Adult Education		
#	**Approved Performance Measures**		**Associated Activities Title**
59	Number/percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified as high-wage/high-skill on the Workforce Estimating Conference list and are found employed at $6,053 or more per quarter (Level III)		• Funding and Support Activities (ACT3010) • Instruction and Assessment (ACT3015) • Florida Education and Training Placement Information Program (ACT0925)
60	Number and percent of persons earning vocational certificate occupational completion points, at least one of which is within a program identified for new entrants on the Workforce Estimating Conference list and are found employed at $5,273 or more per quarter, or are found continuing education in a college credit program (Level II)		• Funding and Support Activities (ACT3010) • Instruction and Assessment (ACT3015) • Florida Education and Training Placement Information Program (ACT0925)
61	Number/percent of persons earning vocational certificate completion points, at least one of which is within a program not included in Levels II or III and are found employed, enlisted in the military, or are continuing their education at the vocational certificate level (Level I)		• Funding and Support Activities (ACT3010) • Instruction and Assessment (ACT3015) • Florida Education and Training Placement Information Program (ACT0925)
62	Number/percent of workforce development programs which meet or exceed nationally recognized accrediting or certification standards for those programs that teach a subject matter for which there is a nationally recognized accrediting body		• Funding and Support Activities (ACT3010) • Instruction and Assessment (ACT3015)
63	Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards		• Funding and Support Activities (ACT3010) • Instruction and Assessment (ACT3015)
64	Number/percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards		• Funding and Support Activities (ACT3010) • Instruction and Assessment (ACT3015)
65	Number of adult basic education, including English as a Second Language, and adult secondary education completion point completers who are found employed or continuing their education		• Funding and Support Activities (ACT3010) • Instruction and Assessment (ACT3015) • Florida Education and Training Placement Information Program (ACT0925)

New	Credential attainment - career education certificate completers, placed in full-time employment, military enlistment, or continuing education at a higher level (data include students completing programs at Florida colleges and technical centers)	- Funding and Support Activities (ACT3010) - Instruction and Assessment (ACT3015) - Florida Education and Training Placement Information Program (ACT0925)
New	Number/percent of college credit career certificate completers who are placed in full-time employment, military enlistment, or continuing education at a higher level	- Funding and Support Activities (ACT3010) - Instruction and Assessment (ACT3015) - Florida Education and Training Placement Information Program (ACT0925)
New	Number/percent of adult basic education completers who are found employed full-time, in the U.S. Armed Forces, or continuing their education	- Funding and Support Activities (ACT3010) - Instruction and Assessment (ACT3015) - Florida Education and Training Placement Information Program (ACT0925)
New	Number/percent of students in career certificate and credit hour technical programs who took a DOE approved industry certification or technical skill assessment exam	- Funding and Support Activities (ACT3010) - Instruction and Assessment (ACT3015)
New	Number/percent of students taking an approved industry certification or technical skill attainment exam who earned a certification or passed a technical assessment exam	- Funding and Support Activities (ACT3010) - Instruction and Assessment (ACT3015)

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance

	Florida Colleges		
#	**Approved Performance Measures**		**Associated Activities Title**
66	Number and percent of associate in science degree and college-credit certificate program completers who finished a program identified as high-wage/high-skill on the Workforce Estimating Conference list and are found employed at $6,053 or more per quarter (Level III)		• Florida Education and Training Placement Information Program (ACT0925) • State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT30000)
67	Number and percent of associate in science degree and college-credit certificate program completers who finished a program identified for new entrants on the Workforce Estimating Conference list and are found employed at $5,273 or more per quarter, or are found continuing education in a college-credit level program (Level II)		• Florida Education and Training Placement Information Program (ACT0925) • State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT30000)
68	Number/percent of associate in science degree and college-credit certificate program completers who finished any program not included in Levels II or III and are found employed, enlisted in the military, or continuing their education at the vocational certificate level (Level I)		• Florida Education and Training Placement Information Program (ACT0925) • State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT30000)
69	Transfer rates of associate degree graduates who transfer within two years to the upper division at a Florida College System institution or state university.		• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT30000)
70	Percent of A.A. degree transfers to the State University System who earn a 2.5 GPA or above in the SUS after 1 year		• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT30000)
71	Of the A.A. graduates who are employed full time rather than continuing their education, the percent which are in jobs earning at least $11.64 an hour		• Florida Education and Training Placement Information Program (ACT0925) • State Grants to Districts and Florida Colleges (ACT 3050)

		• Community College Program Fund (ACT0571) • Academic and Student Services (ACT30000)
72	Of the A.A. students who complete 18 credit hours, the percent of whom graduate in 4 years	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)
73	Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)
74	Percent of students exiting the college-preparatory program who enter college-level course work associated with the A.A., Associate in Science (A.S.), Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)
75	Percent of A.A. degree transfers to the State University System who started in College Prep and who earn a 2.5 GPA or above in the SUS after 1 year	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)
76	Number/Percent of A.A. partial completers transferring to the State University System with at least 45 credit hours	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)
77	Number/Percent/FTEs of A.A. students who do not complete 18 credit hours within 4 years	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)
78	Of the economically disadvantaged A.A. students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within 4 years	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)
79	Of the disabled A.A. students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within 4 years	• State Grants to Districts and Florida Colleges (ACT 3050) • Community College Program Fund (ACT0571) • Academic and Student Services (ACT3000)

80	Of the black male A.A. students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within 4 years	- State Grants to Districts and Florida Colleges (ACT 3050) - Community College Program Fund (ACT0571) - Academic and Student Services (ACT3000)
81	Of the English as Second Language (college prep) or English for Non-Speaker (college credit) students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within 4 years	- State Grants to Districts and Florida Colleges (ACT 3050) - Community College Program Fund (ACT0571) - Academic and Student Services (ACT3000)
82	Of the A.A. graduates who have not transferred to the State University System or an independent college or university, the number and percent who are found placed in an occupation identified as high-wage/high-skill on the Workforce Estimating Conference list	- Florida Education and Training Placement Information Program (ACT0925) - State Grants to Districts and Florida Colleges (ACT 3050) - Community College Program Fund (ACT0571) - Academic and Student Services (ACT3000)
83	Percent of prior year Florida high school graduates enrolled in Florida colleges	- Florida Education and Training Placement Information Program (ACT0925) - State Grants to Districts and Florida Colleges (ACT 3050) - Community College Program Fund (ACT0571) - Academic and Student Services (ACT3000)
84	Number of A.A. degrees granted	- State Grants to Districts and Florida Colleges (ACT 3050) - Community College Program Fund (ACT0571) - Academic and Student Services (ACT3000)
85	Number of students receiving college preparatory instruction	- State Grants to Districts and Florida Colleges (ACT 3050) - Community College Program Fund (ACT0571) - Academic and Student Services (ACT3000)
86	Number of students enrolled in baccalaureate programs offered on Florida college campuses	- State Grants to Districts and Florida Colleges (ACT 3050) - Community College Program Fund (ACT0571) - Academic and Student Services (ACT3000)

LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

	State Board of Education		
#	**Approved Performance Measures**		**Associated Activities Title**
87	Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools		Executive Direction (ACT0010)
88	Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification		Teacher Certification (ACT0630)
89	Number of districts that have implemented a high-quality professional development system, as determined by the Department of Education, based on its review of student performance data and the success of districts in defining and meeting the training needs of teachers		Recruitment and Retention (ACT0560) Professional Training (ACT0610)
90	Percent of current fiscal year competitive grant initial disbursements made by August 15 of the current fiscal year, or as provided in the General Appropriations Act		Grants Management (ACT 0190)
91	Number of certification applications processed		Teacher Certification (ACT0630)
92	Percent of program administration and support costs and positions compared to total agency costs and positions		Executive Direction (ACT0010)
New	(Recommend Addition) Percent of Educator Certification eligibility evaluation outcomes processed within 30 days or less (90 day Statutory requirement).		Teacher Certification (ACT0630)
New	(Recommend Addition) Average number of days it takes to determine an applicant's eligibility for Educator Certification after receipt of a complete application.		Teacher Certification (ACT0630)

AGENCY-LEVEL UNIT COST SUMMARY

LRPP EXHIBIT VI

EDUCATION, DEPARTMENT OF		FISCAL YEAR 2013-14		
SECTION I: BUDGET		**OPERATING**		**FIXED CAPITAL OUTLAY**
TOTAL ALL FUNDS GENERAL APPROPRIATIONS ACT			20,274,565,642	1,820,832,888
ADJUSTMENTS TO GENERAL APPROPRIATIONS ACT (Supplementals, Vetoes, Budget Amendments, etc.)			358,456,081	265,718,695
FINAL BUDGET FOR AGENCY			20,633,021,723	2,086,551,583

SECTION II: ACTIVITIES * MEASURES	Number of Units	(1) Unit Cost	(2) Expenditures (Allocated)	(3) FCO
Executive Direction, Administrative Support and Information Technology (2)				1,733,496,946
Educational Facilities * Students served	2,720,074	0.94	2,562,098	
Funding And Financial Reporting * Students served	2,720,074	0.53	1,443,329	
School Transportation Management * Students transported.	1,008,532	0.50	505,963	
Recruitment And Retention * Students who graduate from teacher preparation programs.	8,171	161.27	1,317,762	
Curriculum And Instruction * Students served	2,720,074	0.57	1,556,890	
Community College Program Fund * Number of students served.	879,948	1,267.32	1,115,173,735	
Safe Schools * Students served.	2,720,074	0.65	1,763,523	
School Choice And Charter Schools * Students served.	2,720,074	1.10	2,998,382	
Professional Training * Inservice participation hours.	10,500,642	0.07	734,974	
Education Practices Commission * Final orders issued.	515	1,189.53	612,610	
Professional Practices Services * Investigations completed	3,231	716.81	2,316,020	
Teacher Certification * Subject area evaluations processed.	134,080	45.43	6,091,817	
Assessment And Evaluation * Total tests administered.	5,621,158	16.15	90,779,399	
Exceptional Student Education * Number of ESE students.	507,198	7.89	4,003,467	
Postsecondary Education Coordination * Number of institutions.	112	5,287.17	592,163	
Commission For Independent Education * Number of institutions.	1,018	3,495.91	3,558,834	
Florida Education Finance Program * Number of students served.	2,720,074	3,849.31	10,470,404,176	
State Grants To School Districts/ Non-florida Education Finance Program * Number of students served.	2,720,074	96.04	261,237,738	
Domestic Security * Grants awarded.	20	203,316.75	4,066,335	
Determine Eligibility, Provide Counseling, Facilitate Provision Of Rehabilitative Treatment, And Job Training To Blind Customers * Customers served	11,218	4,207.23	47,196,682	
Provide Food Service Vending Training, Work Experience And Licensing * Facilities supported	144	29,352.18	4,226,714	
Provide Braille And Recorded Publications Services * Customers served	34,287	71.08	2,437,041	
Parcc-partnership For Assessment Of Readiness For College And Careers * Students served.	2,720,074	16.98	46,177,361	
Race To The Top (rttt) * N/A	2,720,074	75.08	204,221,977	
Capitol Technical Center * Number of students served.	2,720,074	0.73	1,993,570	
Public Broadcasting * Stations supported.	26	428,380.96	11,137,905	
Provide School Readiness Services * Number of children (FTE) served in School Readiness Program	109,713	5,400.28	592,480,636	
Provide Voluntary Prekindergarten (vpk) Education Services * Number of children (FTE) served in VPK program (program year)	154,812	2,516.65	389,607,899	
Projects, Contracts And Grants * N/A	2,720,047	561.72	1,527,904,794	
Florida Alliance For Assistive Service And Technology * Number of clients served	240,766	4.55	1,094,355	
Independent Living Services * Number of clients served	20,380	264.00	5,380,290	
Vocational Rehabilitation - General Program * Number of individualized written plans for services	21,896	9,506.60	208,156,623	
Barry University/Bachelor Of Science - Nursing * Students served.	13	8,076.92	105,000	
Able Grant * Grants awarded.	5,104	627.82	3,204,407	
Florida Institute Of Technology/Enhanced Programs * Students served.	109	4,587.16	500,000	
Nova University - Osteopathy * Students served.	440	3,783.18	1,664,600	
Nova University - Pharmacy * Students served.	527	2,437.62	1,284,624	
Nova University - Optometry * Students served.	178	3,398.74	604,975	
Nova University - Nursing * Students served	730	932.26	680,550	
Embry Riddle - Aerospace Academy * Students served.	3,732	267.95	1,000,000	
Bethune Cookman * Students served.	3,567	1,110.21	3,960,111	
Edward Waters College * Students served.	960	3,051.59	2,929,526	
Florida Memorial College * Students served.	1,534	2,302.51	3,532,048	
Nova University/Master Of Science/Speech Pathology * Students served.	27	1,452.37	39,214	
Library Resources * Students served.	6,061	85.77	519,858	
Florida Resident Access Grants * Students served.	42,805	2,094.73	89,664,875	
Lecom/Florida - Health Programs * Students served.	716	2,361.75	1,691,010	
Leadership And Management- State Financial Aid * N/A	2,720,074	1.17	3,171,324	
Leadership And Management- Federal Financial Aid * N/A	2,720,074	7.88	21,436,920	
Children Of Deceased/Disabled Veterans * Number of students receiving support.	762	3,840.27	2,926,283	
Florida Bright Futures Scholarship * Students served.	153,800	1,975.51	303,832,924	
Florida Education Fund * Students served.	206	14,563.11	3,000,000	
Florida Work Experience Scholarship * Students served.	748	2,097.44	1,568,886	
Jose Marti Scholarship Challenge Grant * Students served.	55	1,792.76	98,602	
Mary Mcleod Bethune Scholarship * Students served.	136	2,360.29	321,000	
Minority Teacher Scholarships * Students served.	341	2,596.68	885,468	
Postsecondary Student Assistance Grant * Students served.	10,788	1,087.18	11,728,547	
Prepaid Tuition Scholarships * Students served.	1,390	11,595.61	16,117,895	
Private Student Assistance Grant * Students served.	15,807	1,048.34	16,571,131	
Public Student Assistance Grant * Students served.	89,533	1,150.02	102,964,337	
Rosewood Family Scholarship * Students served	25	3,214.44	80,361	
John R Justice Loan Repayment Program * Number of awards.	75	1,204.19	90,314	
First Generation In College - Matching Grant Program * Students served.	9,468	560.70	5,308,663	
Career Education * Students served.	3,864	572.25	2,211,193	
College Access Challenge Grant Program * Students served.	5,600	262.61	1,470,615	
Nursing Student Loan Forgiveness Program * Students served.	197	3,794.00	747,418	
Funding And Support Activities * Students served.	373,675	9.00	3,364,874	
Instruction And Assessment * Students served	373,675	10.85	4,055,923	
State Grants To Districts And Community Colleges * N/A	257,173	1,838.74	472,874,924	
Equal Opportunity And Diversity * N/A	2,720,074	0.11	305,654	
TOTAL			16,100,249,116	1,733,496,946

SECTION III: RECONCILIATION TO BUDGET				
PASS THROUGHS				
TRANSFER - STATE AGENCIES				
AID TO LOCAL GOVERNMENTS				
PAYMENT OF PENSIONS, BENEFITS AND CLAIMS				
OTHER			2,299,362,410	
REVERSIONS			2,228,883,427	342,510,025
TOTAL BUDGET FOR AGENCY (Total Activities + Pass Throughs + Reversions) - Should equal Section I above. (4)			20,628,494,953	2,076,006,971

SCHEDULE XI/EXHIBIT VI: AGENCY-LEVEL UNIT COST SUMMARY

(1) Some activity unit costs may be overstated due to the allocation of double budgeted items.

(2) Expenditures associated with Executive Direction, Administrative Support and Information Technology have been allocated based on FTE. Other allocation methodologies could result in significantly different unit costs per activity.

(3) Information for FCO depicts amounts for current year appropriations only. Additional information and systems are needed to develop meaningful FCO unit costs.

(4) Final Budget for Agency and Total Budget for Agency may not equal due to rounding.

September 30, 2014

GLOSSARY OF TERMS

GLOSSARY OF TERMS

Academic Year: The time period containing the academic sessions held during consecutive summer, fall, and spring semesters.

Accreditation: Certification by an official review board that specific requirements have been met, such as institutional accreditation by the Southern Association of Colleges and Schools (SACS).

Activity: A set of transactions within a budget entity that translates inputs into outputs using resources in response to a business requirement. Sequences of activities in logical combinations form services. Unit cost information is determined using the outputs of activities.

Adequate Yearly Progress: Adequate Yearly Progress" or "AYP" means that the AYP criteria for demonstrating progress toward state proficiency goals were met by each subgroup.

Adult Basic Education (ABE): Education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to procure or retain employment commensurate with their ability. Courses at or below a fifth grade level in the language arts, including English for Speakers of Other Languages (ESOL), mathematics, natural and social sciences, consumer education, and other courses that enable an adult to attain basic or functional literacy.

Adult Literacy: The level at which an adult must be able to read, write, compute, and otherwise use the skills of schooling in order to operate successfully in the workplace and society.

Apprenticeship Training: Structured vocational skill training in a given job through a combination of on-the-job training and classroom instruction.

Appropriation Category: The lowest level line item of funding in the General Appropriations Act which represents a major expenditure classification of the budget entity. Within budget entities, these categories may include: salaries and benefits, other personal services (OPS), expenses, operating capital outlay, data processing services, fixed capital outlay, etc.

Articulation: The bringing together of the various parts (levels) of the educational system to facilitate the smooth transition of students through the system.

At-Risk Student: Any identifiable student who is at risk of not meeting the goals of an educational program, completing a high school education, or becoming a productive worker.

Baseline Data: Indicators of a state agency's current performance level, pursuant to guidelines established by the Executive Office of the Governor in consultation with legislative appropriations and appropriate substantive committees.

Basic Skills: Skills in reading, writing, math, speaking, listening, and problem solving that are necessary for individuals to succeed in vocational and applied training programs.

Board of Trustees: The corporate body of persons appointed by the governor as the operating board for a Florida college or university.

Budget Entity: A unit or function at the lowest level to which funds are specifically appropriated in the appropriations act. "Budget entity" and "service" have the same meaning.

College Preparatory Instruction: Courses through which vocational and academic education are integrated and which directly relate to both academic and occupational competencies. The term includes competency-based education and adult training or retraining that meets these requirements.

Competency-Based Education: An educational approach based on a predetermined set of knowledge, skills, and abilities that the student is expected to accomplish.

Contracts and Grants: Budget entities which deal primarily with sponsored research activities and federally funded educational grants.

Designated State Unit: In the case of the State of Florida, the division that is primarily concerned with vocational rehabilitation or vocational and other rehabilitation of individuals with disabilities and that is responsible for the administration of the vocational rehabilitation program of the State Agency (CFR 361.13 (b)).

Differentiated Accountability State System of School Improvement: The accountability system used by Florida to meet conditions for participation in the Elementary and Secondary Education Act, 20 U.S.C.ss 6301 et seq. that requires states to hold public schools and school districts accountable for making adequate yearly progress toward meeting state proficiency goals.

Dual Enrollment: Enrollment in two institutions at the same time, such as a college and a high school, whereby a student can earn both high school and college credit simultaneously.

Early Admission: Enrollment full-time in a college before graduating from high school.

Educational and General: Budget entities which provide instructional programs leading to formal degrees, research for solving problems, and for public service programs.

Estimated Expenditures: Includes the amount estimated to be expended during the current fiscal year. These amounts will be computer generated based on the current year appropriations and adjusted for vetoes and special appropriations bills.

First-Time-in-College (FTIC): A student enrolled for the first time in a postsecondary institution.

Fixed Capital Outlay: Real property (land, buildings including appurtenances, fixtures and fixed equipment, structures, etc.), including additions, replacements, major repairs, and renovations to real property which materially extend its useful life or materially improve or change its functional use. Includes furniture and equipment necessary to furnish and operate a new or improved facility.

Florida Education Finance Program: Enacted by the Florida Legislature in 1973, the Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts. The FEFP established the state policy on equalized funding to guarantee to each student in the Florida public education system the availability of programs and services appropriate to his or her educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. FEFP funds are primarily generated by multiplying the number of full-time equivalent (FTE) students in each of the funded education programs by cost factors to obtain weighted FTE students.

Full-Time-Equivalent (FTE) Faculty: A budgetary term that represents one full-time faculty position. (Note that two people each serving in half-time faculty positions would together equal one FTE faculty.)

Full-Time-Equivalent (FTE) Student: A student enrolled for 900 hours of instruction.

Full-Time Student: A graduate student enrolled for 9 or more semester credit hours in a term, or an undergraduate student enrolled for 12 or more semester credit hours in a term.

General Education: Basic liberal education in communications, mathematics, natural sciences, social sciences, and humanities.

Graduation Rate: The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade.

Grants and Aids: Contributions to units of governments or nonprofit organizations to be used for one or more specified purposes, activities, or facilities. Funds appropriated under this category may be advanced.

Individuals with Disabilities Education Act: A federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

Indicator: A single quantitative or qualitative statement that reports information about the nature of a condition, entity, or activity. This term is used commonly as a synonym for the word "measure."

Information Technology Resources: Includes data processing-related hardware, software, services, telecommunications, supplies, personnel, facility resources, maintenance, and training.

Instruction and Research: A program component which contains the objective of transmitting knowledge, skills, and competencies that allow eligible individuals to become practicing professionals or pursue further academic endeavors to enhance knowledge and technology.

LAS/PBS: Legislative Appropriation System/Planning and Budgeting Subsystem. The statewide appropriations and budgeting system owned and maintained by the Executive Office of the Governor.

Legislative Budget Commission: A standing joint committee of the Legislature. The Commission was created to: review and approve/disapprove agency requests to amend original approved budgets; review agency spending plans; issue instructions and reports concerning zero-based budgeting; and take other actions related to the fiscal matters of the state, as authorized in statute.

Legislative Budget Request: A request to the Legislature, filed pursuant to s. 216.023, F.S., or supplemental detailed requests filed with the Legislature, for the amounts of money an agency or branch of government believes will be needed to perform the functions that it is authorized, or which it is requesting authorization by law, to perform.

Level of Student: The student's level of progress toward a degree. Freshmen and Sophomore students are categorized in the Lower Level; Junior and Senior students are categorized in the Upper Level; Graduate students are categorized in the Graduate Level.

Limited Access Program: A Florida college vocational program or university upper-division program in which enrollment is limited due to space, equipment, faculty limitations, or other limitations.

Long Range Program Plan: A plan developed on an annual basis by each state agency that is policy-based, priority-driven, accountable, and developed through careful examination and justification of all programs and their associated costs. Each plan is developed by examining the needs of agency customers and clients and proposing programs and associated costs to address those needs based on state priorities as established by law, agency mission, and legislative authorization. The plan provides the framework for preparing the Legislative Budget Request and includes performance indicators for evaluating the impact of programs and agency performance.

Lower-Division Student: A student who has earned less than 60 semester credit hours.

National Assessment of Educational Progress (NAEP): The National Assessment of Educational Progress, also known as "the Nation's Report Card," is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in mathematics, reading, science, writing, U.S. history, geography, civics, the arts, and other subjects.

Narrative: Justification for each service and activity is required at the program component detail level. Explanation, in many instances, will be required to provide a full understanding of how the dollar requirements were computed.

Nonrecurring: Expenditure or revenue that is not expected to be needed or available after the current fiscal year.

Outcome: See Performance Measure.

Output: See Performance Measure.

Outsourcing: Describes situations where the state retains responsibility for the service but contracts outside of state government for its delivery. Outsourcing includes everything from contracting for minor administration tasks to contracting for major portions of activities or services which support the agency mission.

Part-Time Student: A graduate student enrolled for less than 9 semester credit hours in a term or an undergraduate student enrolled for less than 12 semester credit hours in a term.

Performance Measure: A quantitative or qualitative indicator used to assess state agency performance.
- Input means the quantities of resources used to produce goods or services and the demand for those goods and services.
- Outcome means an indicator of the actual impact or public benefit of a service.
- Output means the actual service or product delivered by a state agency.

Perkins Act: The federal vocational education funding act.

Postsecondary Education Readiness Test: The nation's first fully customized placement test, designed to determine whether students are ready for college-level work.

Policy Area: A grouping of related activities to meet the needs of customers or clients which reflects major statewide priorities. Policy areas summarize data at a statewide level by using the first two digits of the ten-digit LAS/PBS program component code. Data collection will sum across state agencies when using this statewide code.

Privatization: Occurs when the state relinquishes its responsibility or maintains some partnership type of role in the delivery of an activity or service.

Program: A set of activities undertaken in accordance with a plan of action organized to realize identifiable goals based on legislative authorization (a program can consist of single or multiple services). The LAS/PBS code is used for purposes of both program identification and service identification. "Service" is a "budget entity" for purposes of the LRPP.

Program Purpose Statement: A brief description of approved program responsibility and policy goals. The purpose statement relates directly to the agency mission and reflects essential services of the program needed to accomplish the agency's mission.

Program Component: An aggregation of generally related objectives which, because of their special character, related workload and interrelated output, can logically be considered an entity for purposes of organization, management, accounting, reporting, and budgeting.

Reliability: The extent to which the measuring procedure yields the same results on repeated trials and data are complete and sufficiently error free for the intended use.

School Grade: The grade assigned to a school pursuant to s.1008.34, F.S., and Rule 6A-1.09881, F.A.C., except that a high school's grade will be established solely by the FCAT scores and AYP for purposes of Differentiated Accountability.

Standard: The level of performance of an outcome or output.

Student Financial Aid: Appropriations by the legislature for student financial aid are used to support need- and merit-based student grants, scholarships, and loans to provide access and attract high-achieving and talented students.

Transfer Student: A student who attended one or more colleges as a regular student in addition to the one in which currently enrolled, as opposed to a native student.

Tuition Fee: The instructional fee paid by non-resident students per credit or credit equivalent in addition to the matriculation fee.

Unclassified Student: A student not admitted to a degree program.

Unit Cost: The average total cost of producing a single unit of output – goods and services for a specific agency activity.

Upper Division: Baccalaureate junior and senior levels.

Upper-Division Student: A student who has earned 60 or more semester credit hours or has an Associate in Arts degree or is working toward an additional baccalaureate degree.

Unweighted Full-Time Equivalent Student Membership (UFTE): Membership in the regular school term. The regular term for Department of Juvenile Justice schools is 240 to 250 days; the regular term for all other schools is 180 days.

Validity: The appropriateness of the measuring instrument in relation to the purpose for which it is being used.

Voluntary Prekindergarten: Voluntary prekindergarten is a program that began in Florida in 2005. The program provides funding for four-year-olds to attend prekindergarten in order to better prepare them for kindergarten.

Weighted Full-Time Equivalent Student Membership (WFTE): Unweighted FTE times program cost factors.

GLOSSARY OF ACRONYMS

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A&P – Administrative and Professional

A.A. – Associate in Arts degree

A.A.S. – Associate in Applied Science degree

ABCTE – American Board for Certification of Teacher Excellence

ABE – Adult Basic Education

ACCEL – Academically Challenging Curriculum to Enhance Learning

ACE – Arts for a Complete Education

ACS – American Community Survey

ACT – American College Testing Assessment

ADA – Americans with Disabilities Act

AP – Advanced Placement

ARRA – American Recovery and Reinvestment Act

AS – Associate in Science degree

ATC – Advanced Technical Certificate

ATD – Advanced Technical Diploma

AYP – Adequate Yearly Progress

BA – Bachelor of Arts

BSA – Base Student Allocation

CBO – Community-Based Organization

CCLA – College Center for Library Automation

CCPF – Community College Program Fund

CCSSE – Community College Survey of Student Engagement

CIE – Commission for Independent Education

CIL – Center for Independent Living

CIP – Capital Improvements Program Plan

CIS – Communities in Schools

CLAST – College-Level Academic Skills Test

CPT – College Placement Test

CROP – College Reach-Out Program

DCAE – Division of Career and Adult Education

DOE – Department of Education (Florida)

DVR – Division of Vocational Rehabilitation

EH – Emotionally Handicapped

EOG – Executive Office of the Governor

EPC – Education Practices Commission

EPI – Educator Preparation Institute

ESC – Education Standards Commission

ESE – Exceptional Student Education

ESEA – Elementary and Secondary Education Act

ESOL – English for Speakers of Other Languages

FAC – Florida Administrative Code

FAIR – Florida Assessments for Instruction in Reading

FASTER – Florida Automated System/Transfer Education Records

FCAT – Florida Comprehensive Assessment Test

FCO – Fixed Capital Outlay

FCS – Florida College System

FDLN – Florida Distance Learning Network

FDLRS – Florida Diagnostic and Learning Resource System

FDOE – Florida Department of Education

FEFP – Florida Education Finance Program

FETPIP – Florida Education Training and Placement Information Program

FFY – Federal Fiscal Year

FISH – Florida Inventory of School Houses

FLAIR – Florida Accounting Information Resource Subsystem

FLVC – Florida Virtual Campus

FLVS – Florida Virtual School

FRAG – Florida Resident Access Grant

FRC – Florida Rehabilitation Council

F.S. – Florida Statutes

FTCE – Florida Teacher Certification Examination

FTE – Full-Time Equivalent

FTIC – First-Time-in-College

FY – Fiscal Year

GAA – General Appropriations Act

GED – General Education Development test

GPA – Grade Point Average

GR – General Revenue Fund

ICUF – Independent Colleges and Universities of Florida

IDEA – Individuals with Disabilities Education Act

IPE – Individualized Plan for Employment

LAS/PBS – Legislative Appropriations System/Planning and Budgeting Subsystem

LBC – Legislative Budget Commission

LBR – Legislative Budget Request

LD – Learning Disabled

LEA – Local Education Agency

LEaRN – Literacy Essentials and Reading Network

LEP – Limited English Proficiency

LOF – Laws of Florida

LRPP – Long Range Program Plan

MIS – Management Information Systems

NAEP – National Assessment of Educational Progress

NBPTS – National Board for Professional Teaching Standards

NGSSS – Next Generation Sunshine State Standards

OCO – Operating Capital Outlay

OJT – On-the-Job Training

OPB – Office of Policy and Budget, Executive Office of the Governor

OPPAGA – Office of Program Policy Analysis and Government Accountability

OPS – Other Personnel Services

OSFA – Office of Student Financial Assistance

PECO – Public Education Capital Outlay

PERT – Postsecondary Education Readiness Test

PWD – Person with a Disability

RES – Reemployment Services

RIMS – Rehabilitation Information Management System

RSA – Rehabilitation Services Administration

SAT – Scholastic Assessment Test

SAC – Southern Association of Colleges and Schools, School Advisory Council

SBCC – State Board of Florida Colleges

SBE – State Board of Education

SCNS – Statewide Course Numbering System

SOLAR – Student On-Line Advisement and Articulation System

SPD – Staff and Program Development

SSFAD – State Student Financial Aid Database

STEM – Science, Technology, Engineering, and Mathematics

TANF – Temporary Assistance to Needy Families

TCS – Trends and Conditions Statement

TF – Trust Fund

VR – Vocational Rehabilitation