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## LONG RANGE PROGRAM PLAN

Florida Department of Education

Tallahassee, Florida

September 30, 2019

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Dear Directors:

Pursuant to Chapter 216, Florida Statutes, our Long Range Program Plan (LRPP) for the Florida 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 2020-21 through Fiscal Year 2024-25. The internet website address that provides the link to the LRPP located on the Florida Fiscal Portal is <http://www.fldoe.org/finance/budget/budget-management/long-range-program-plan.shtml>.

This submission has been approved by Commissioner of Education Richard Corcoran.

Sincerely,

  
Suzanne Pridgeon

Suzanne Pridgeon  
Deputy Commissioner, Finance and Operations

# LONG RANGE PROGRAM PLAN

FISCAL YEARS 2020-21 THROUGH 2024-25

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SEPTEMBER 30, 2019



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

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# AGENCY MISSION, VISION AND GOALS

## Mission: Increase the Proficiency of All Students

Section 1008.31, Florida Statutes (F.S.), establishes the mission for education in Florida.

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

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:

- Goal 1:** Highest student achievement, as indicated by evidence of student learning gains at all levels.
- Goal 2:** Seamless articulation and maximum access, as measured by evidence of progression, readiness and access by targeted groups of students identified by the Commissioner of Education.
- Goal 3:** Skilled workforce and economic development, as measured by evidence of employment and earnings.
- Goal 4:** Quality efficient services, as measured by evidence of return on investment.

The State Board of Education has adopted a strategic plan for achieving the statutory goals and metrics for measuring progress to ensure that the state's education system creates a culture of high expectations for present and future students.<sup>1</sup> The plan's approved implementation strategies include activities and programs that are aligned to serve K-12 students in the public school system, students in district postsecondary and Florida College System programs, teachers, education leaders and individuals who are disabled, blind or visually impaired.

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<sup>1</sup> State Board of Education Strategic Plan 2015-2020, access at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml> .

## OUTCOMES AND PERFORMANCE PROJECTIONS

The Florida Department of Education (department) uses comprehensive and integrated planning processes to ensure that Florida's education system provides for the learning needs of students. Two documents resulting from the department's systematic planning are the *State Board of Education Strategic Plan* and the department's *Long Range Program Plan*. Although the plans differ in presentation, both fulfill statutory requirements and focus on the state's goals for Florida's education system, making it imperative that they be aligned.

The *State Board of Education Strategic Plan* provides Florida's education community a roadmap showing where we are, where we want to be in five years and how we will get there. The strategic plan includes goals, metrics, system-level strategies and activities connected to monitoring and reporting progress. The *Long Range Program Plan* provides a detailed look at budget needs and provides information related to programs, services and financial information for the agency's annual legislative budget request (LBR). The goals, objectives and outcome metrics are aligned for both plans.

### GOAL 1: Highest Student Achievement

#### OBJECTIVE 1A: Increase the percentage of students achieving at grade level (level 3) or above on Florida Assessments.

Outcome 1A.1: Percent of students achieving grade level or above performance on statewide English Language Arts assessments.

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
52.0%	59.2%	60.4%	61.6%	62.8%	64.0%

Outcome 1A.2: Percent of students achieving grade level or above performance on statewide mathematics assessments.\*

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
52.0%	59.2%	60.4%	61.6%	62.8%	64.0%

\*Science, Technology, Engineering and Mathematics (STEM) focus includes tracking achievement on mathematics assessments.

Outcome 1A.3: Percent of students scoring at grade level or above on statewide science assessments.\*

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
55.0%	62.2%	63.4%	64.6%	65.8%	67.0%

\*STEM focus includes tracking achievement on sciences assessments.

Outcome 1A.4: Percent of students scoring at grade level or above on statewide social studies assessments.

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
65.0%	72.2%	73.4%	74.6%	75.8%	77.0%

**OBJECTIVE 1B: Increase the percentage of students making continued achievement growth on Florida Assessments, including those performing below grade level and those performing grade level and above.**

Outcome 1B.1: Percent of students making continued achievement growth on statewide English Language Arts assessments.

Baseline FY 2015-16	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
52.0%	59.0%	60.4%	61.8%	63.2%	64.6%

Outcome 1B.2: Percent of students making continued achievement growth on statewide mathematics assessments.\*

Baseline FY 2015-16	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
52.0%	59.0%	60.4%	61.8%	63.2%	64.6%

\*STEM focus includes tracking achievement on mathematics assessments.

**OBJECTIVE 1C: Reduce the achievement gaps between subgroups of students.**

Outcome 1C.1: Percent of gap in achievement scores at or above grade level by student subgroups on statewide English Language Arts assessments.

	Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
<i>African American / White</i>	31.0%	19.8%	18.6%	17.4%	16.2%	15.0%
<i>Hispanic / White</i>	15.0%	9.0%	8.0%	7.0%	6.0%	5.0%
<i>Economically Disadvantaged / Non-Economically Disadvantaged</i>	28.0%	17.2%	15.4%	13.6%	11.8%	10.0%
<i>Students with Disabilities / Students without Disabilities</i>	38.0%	22.4%	19.8%	17.2%	14.6%	12.0%
<i>English Language Learners / Non-English Language Learners</i>	30.0%	18.0%	16.0%	14.0%	12.0%	10.0%

Outcome 1C.2: Percent of gap in achievement scores at or above grade level by student subgroups on statewide mathematics assessments.\*

	Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
<i>African American / White</i>	30.0%	18.0%	16.0%	14.0%	12.0%	10.0%
<i>Hispanic / White</i>	15.0%	9.0%	8.0%	7.0%	6.0%	5.0%
<i>Economically Disadvantaged / Non-Economically Disadvantaged</i>	24.0%	14.4%	12.8%	11.2%	9.6%	7.4%
<i>Students with Disabilities / Students without Disabilities</i>	32.0%	18.8%	16.6%	14.4%	12.2%	10.0%
<i>English Language Learners / Non-English Language Learners</i>	20.0%	11.6%	10.2%	8.8%	7.4%	6.0%

\*STEM focus includes tracking achievement gap closure on mathematics assessments.

Outcome 1C.3: Percent of gap in achievement scores at or above grade level by student subgroups on statewide science assessments.\*

	Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
African American / White	32.0%	19.0%	17.0%	15.0%	13.0%	11.0%
Hispanic / White	18.0%	10.8%	9.6%	8.4%	7.2%	6.0%
Economically Disadvantaged / Non-Economically Disadvantaged	27.0%	16.0%	14.0%	12.0%	10.0%	8.0%
Students with Disabilities / Students without Disabilities	34.0%	20.8%	18.6%	16.4%	14.2%	12.0%
English Language Learners / Non-English Language Learners	37.0%	22.6%	20.2%	17.8%	15.4%	13.0%

\*STEM focus includes tracking achievement gap closure on science assessments.

Outcome 1C.4: Percent of gap in achievement scores at or above grade level by student subgroups on statewide social studies assessments.

	Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
African American / White	27.0%	16.2%	14.4%	12.6%	10.8%	9.0%
Hispanic / White	16.0%	10.8%	10.6%	10.4%	10.2%	10.0%
Economically Disadvantaged / Non-Economically Disadvantaged	23.0%	13.4%	11.8%	10.2%	8.6%	7.0%
Students with Disabilities / Students without Disabilities	34.0%	20.8%	18.6%	16.4%	14.2%	12.2%
English Language Learners / Non-English Language Learners	38.0%	22.4%	19.8%	17.2%	14.6%	12.0%

**OBJECTIVE 1D: Increase the high school graduation rate.**

Outcome 1D.1: Percent of students who graduate from high school, as calculated according to Florida's federal graduation rate, with a standard diploma.

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
77.9%	86.4%	87.8%	89.2%	90.6%	92.0%

**OBJECTIVE 1E: Increase the high school graduation rate "plus."**

Outcome 1E.1: Percent of graduates who successfully completed one or more accelerated courses or industry certifications.\*

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
54.0%	66.0%	68.0%	70.0%	72.0%	74.0%

\*STEM focus includes tracking graduates who successfully complete accelerated courses and industry certification programs.

**OBJECTIVE 1F: Decrease the percent of low-performing schools.**

Outcome 1F.1: Percent of public schools earning a grade of "D" or "F."

Baseline FY 2015-16	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
15.0%	4.0%	3.0%	1.0%	1.0%	1.0%

**OBJECTIVE 1G: Increase postsecondary completion rates.**

Outcome 1G.1: Percent of students completing a school district postsecondary certificate program within 150% of program time.\*

Baseline FY 2013-14	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
57.3%	68.9%	70.9%	72.8%	74.8%	76.7%

\*STEM focus includes tracking students who complete postsecondary certificate programs in STEM areas.

Outcome 1G.2: Percent of students completing a Florida College System degree or certificate program at 150% of program time.\*

Baseline FY 2013-14	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
34.6%	49.2%	51.2%	53.3%	55.4%	57.5%

\*STEM focus includes tracking students who earn postsecondary degrees in STEM areas.

**GOAL 2: Seamless Articulation and Maximum Access****OBJECTIVE 2A: Improve the postsecondary continuation rate of high school graduates.**

Outcome 2A.1: Percent of high school graduates who enroll in postsecondary education.\*

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
61.5%	68.5%	69.5%	70.5%	71.5%	72.5%

\*STEM focus includes tracking high school graduates' postsecondary continuation in STEM programs.

**OBJECTIVE 2B: Increase the associate of arts (AA) degree articulation rate.\***

Outcome 2B.1: Percent of students earning an AA degree who transfer into the next postsecondary level in a Florida College System, State University System or Independent Colleges and Universities of Florida institution.\*

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
61.7%	70.7%	71.7%	72.7%	73.7%	74.7%

\*STEM focus includes tracking students who continue into STEM bachelor degree programs after earning AA degrees.

**OBJECTIVE 2C: Increase student access to high-quality K-12 educational options.**

Outcome 2C.1: Percent of K-12 students enrolled in schools earning a grade of "A" or "B."

Baseline FY 2015-16	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
49.2%	65.7%	68.1%	70.4%	72.8%	75.1%



### GOAL 3: Skilled Workforce and Economic Development

#### OBJECTIVE 3A: Increase the employment rate of postsecondary program completers.

Outcome 3A.1: Percent of program completers who are found employed after exiting district postsecondary, Florida College System, Vocational Rehabilitation and Blind Services programs.\*

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
71.0%	85.0%	87.0%	89.0%	91.0%	93.0%

\*STEM focus includes tracking employment rates for students completing STEM programs in each of the four education sectors.

#### OBJECTIVE 3B: Increase the initial wages of postsecondary program completers.

Outcome 3B.1: Initial wages earned by program completers after exiting district postsecondary, Florida College System, Vocational Rehabilitation and Blind Services programs.\*

Baseline FY 2014-15	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
\$30,556	\$33,978	\$34,466	\$34,955	\$35,444	\$35,933

\*STEM focus includes tracking initial wages for students completing STEM programs in each of the four education sectors.

### GOAL 4: Quality Efficient Services

**OBJECTIVE 4A: Calculate each sector's return on investment for use in monitoring expenditures in relation to the achievement of objectives for Goals 1, 2 and 3.**

**OBJECTIVE 4B: Monitor the effectiveness and efficiency of the Department of Education in using funds and resources related to the achievement of objectives for Goals 1, 2 and 3.**

### GOAL 5: Early Learning Services

Oversee continuous quality improvement and accountability for Florida's Voluntary Prekindergarten (VPK) Education Program, providing every 4-year-old child in the state a high-quality early learning opportunity while practicing careful stewardship of resources.

**OBJECTIVE 5A: Provide for availability of information and outreach activities to all families with 4-year-old children and all providers of early education services so they may participate in the VPK program, Chapter 1002, F.S.**

Outcome 5A.1: Percentage of children who complete the VPK program who are ready for school when they enter kindergarten based on the Florida Kindergarten Readiness Screener (FLKRS). Children are considered to have completed the VPK Program if they attended at least 70 percent of the available program hours. In fall 2018, the Star Early Literacy assessment was administered and those results were used to evaluate the 2017-18 VPK Program Year (PY).

Baseline FY 2016-17	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
63.3%	N/A	N/A	N/A	N/A	N/A

Outcome 5A.2: Percentage of all 4-year-old children served in the VPK Program. Based on the August 6, 2019, VPK Estimating Conference.

Baseline FY 2016-17	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
76.8%	74.6%	74.0%	74.3%	74.2%	74.3%

## GOAL 6: School Readiness Services

Oversee continuous quality improvement and accountability of School Readiness and Child Care Resource and Referral programs, while practicing responsible stewardship of resources, to enable parents to get information about and access to child care and high-quality, full-choice, affordable early learning opportunities for their children allowing them to work and achieve financial self-sufficiency, Chapter 1002, F.S., Rule 6M-9.300, Florida Administrative Code (F.A.C.).

**OBJECTIVE 6B: Provide high-quality, affordable early learning and child care services to all eligible Florida families.**

Outcome 6B.1: Percentage of families receiving school readiness services for the first time in FY 2017-18 who are offered child care resource and referral services.

Baseline FY 2016-17	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
66.0%	74.5%	76.9%	79.5%	81.9%	84.0%

Outcome 6B.2: Percentage of children who participate in the School Readiness Program who are ready for school when they enter kindergarten based on the Star Early Literacy assessment results. This outcome cannot be measured at this time, as not all School Readiness children have been matched to Star Early Literacy assessments this year.

Baseline FY 2016-17	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
N/A	N/A	N/A	N/A	N/A	N/A

## LINKAGE TO GOVERNOR’S PRIORITIES

Florida’s education goals and objectives are directly linked to Governor Ron DeSantis’ priorities (see Exhibit 1). **Improving Florida’s education system** aligns with objectives to ensure high achievement for students from elementary school through postsecondary education and expand student access to postsecondary options by increasing graduation rates and the percentage of high school graduates completing accelerated courses or industry certifications. **Economic development and job creation** are linked to preparing students for careers and increasing the percentage of students employed in high-demand jobs following graduation. A particular focus is the attainment of skills for STEM fields. Objectives supporting **public integrity** relate to increased accountability, transparency and resource management for Florida citizens and communities. **Public safety** is linked to policies, objectives and programs to enhance the safety and security of Florida students and campuses.

**Exhibit 1. Florida’s Education Goals and State Board of Education Linkages to Governor DeSantis’ Priorities**

DE SANTIS ADMINISTRATION PRIORITY	STATUTORY GOALS	STATE BOARD OF EDUCATION – FLORIDA DEPARTMENT OF EDUCATION
		STRATEGIC PLAN METRICS
<p><b>Priority:</b> <b>Improve Florida’s Education System</b></p> <ul style="list-style-type: none"> <li>• Increase access to and expand options for quality educational choices.</li> <li>• Revamp Florida’s curriculum to lead the nation and expand civics and computer education.</li> <li>• Maintain the Florida higher education system’s status as number one in the nation, while making adjustments to improve it.</li> <li>• Provide quality career and technical education options for Florida’s students and workforce.</li> </ul> <p><b>Priority:</b> <b>Economic Development and Job Creation</b></p> <ul style="list-style-type: none"> <li>• Diversify Florida’s job market, including a focus on expanding the financial services and technology sectors.</li> <li>• Maintain Florida’s status as a low tax state and continue to find opportunities to reduce taxes and fees.</li> <li>• Reduce existing regulations, and stop any new regulations that do not serve the public health, safety and welfare.</li> <li>• Prioritize infrastructure development to meaningful projects providing regional and statewide impact, with a focus on safety and improved mobility.</li> </ul> <p><b>Priority:</b> <b>Public Integrity</b></p> <ul style="list-style-type: none"> <li>• Protect taxpayer resources by ensuring the faithful expenditure of public funds.</li> <li>• Promote greater transparency at all levels of government.</li> <li>• Hold public officials and government employees accountable for failure to serve the public interest at all times.</li> </ul> <p><b>Priority:</b> <b>Public Safety</b></p> <ul style="list-style-type: none"> <li>• Develop and implement comprehensive threat assessment strategies to identify and prevent threats to the public.</li> <li>• Continue efforts to enhance safety in our schools.</li> </ul>	<p><b>Goal 1:</b> <b>Highest Student Achievement</b></p> <p><b>Goal 2:</b> <b>Seamless Articulation and Maximum Access</b></p> <p><b>Goal 3:</b> <b>Skilled Workforce and Economic Development</b></p> <p><b>Goal 4:</b> <b>Quality Efficient Services</b></p>	<p>1A. Increase the percentage of students achieving at grade level or above on Florida Assessments.</p> <p>1B. Increase the percentage of students making continued achievement growth on Florida Assessments.</p> <p>1C. Reduce the achievement gaps between subgroups of students.</p> <p>1D. Increase the high school graduation rate.</p> <p>1E. Increase the high school graduation rate “plus.”</p> <p>1F. Decrease the percentage of low-performing schools.</p> <p>1G. Increase postsecondary completion rates.</p> <p>2A. Increase the postsecondary continuation rate of high school graduates.</p> <p>2B. Increase the associate of arts (AA) degree articulation rate.</p> <p>2C. Increase student access to high-quality K-12 educational options.</p> <p>3A. Increase the employment rate of postsecondary program completers.</p> <p>3B. Increase the initial wages of postsecondary program completers.</p> <p>4A. Calculate each sector’s return on investment to use in monitoring expenditures in relation to the achievement of objectives for Goals 1, 2 and 3.</p> <p>4B. Monitor the effectiveness and efficiency of the Florida Department of Education in using funds and resources related to the achievement of objectives for Goals 1, 2 and 3.</p> <p>As required by s. 1001.11, F.S., the Commissioner of Education oversees compliance with the safety and security requirements of the Marjory Stoneman Douglas High School Public Safety Act, chapter 2018-3, Laws of Florida, by school districts; district school superintendents and public schools, including charter schools.</p>

The Office of Early Learning (OEL) links its goals and objectives to the current administration's priorities as it seeks to ensure all eligible Florida families receive access to early learning services through Child Care Resource and Referral, School Readiness and VPK programs. These programs provide access to quality, affordable early education and child care for children between the ages of birth and five years of age, when children's brains develop as much as 90 percent of their lifetime intellectual potential. The School Readiness Program also provides access to before- and after-school programs for school-age children limiting the time a child would not be supervised by a caregiver. Exhibit 2 shows how OEL's statutory mandate and operational focus matches the administration's priorities.

**Exhibit 2. Office of Early Learning Linkages to Governor DeSantis' Priorities**

DE SANTIS ADMINISTRATION PRIORITY	EARLY LEARNING OPERATIONS
<b>Priority:</b> <b>Public Integrity</b>	Careful stewardship of Florida's resources through monitoring activities of its fraud prevention and recovery unit is a principal focus for OEL.
<b>Priority:</b> <b>Improve Florida's Education System</b>	By promulgating rules deliberately and aggressively in a number of areas, including creating a statewide standardized contract, a curriculum review and approval process, child performance standards, and child screening and assessment, the office continues to ensure consistent, quality services to Florida's children and support the development of a world-class education system. OEL administers a system of quality improvement that disallows low performing providers from offering services to children. Additionally, providers can receive financial incentives to quality performance and implementing child assessments.
<b>Priority:</b> <b>Economic Development and Job Creation</b>	The School Readiness Program supports the state's workforce by providing access to quality affordable child care and early education programs that aid families to gain economic self-sufficiency while preparing children from birth to five for educational success and offering necessary care for school-age children outside of normal school operational hours. Supporting professional development for Florida's early education and child care workforce continues to be a key initiative in the office's operations and plans.

## TRENDS AND CONDITIONS

Florida has a proven track record of education innovation, accountability and continuous improvement. The state is recognized nationally for providing public school students access to a high-quality education that enables them to achieve academic, professional and life goals.

One source of pride for Florida's education leaders is the success of some of the state's most challenged students. Assessments show that Florida's low-income fourth-grade students are the highest-performing low-income students in the nation. Furthermore, students with disabilities have increased their performance on Grade 4 National Assessment of Educational Progress (NAEP) in Reading by 20 percentage points since 2003. The state is a leader in educating English language learners (ELLs) and has a remarkable track record in closing the achievement gap for these students. Florida's education system also has programs to help individuals who are blind, visually impaired or disabled succeed in school settings and careers, thus encouraging independence and self-sufficiency.

While supporting the most challenged students, Florida has not neglected the needs of its highest-performing students. Over the last decade, the number of Florida graduates participating in Advanced Placement (AP) courses during their high school career has almost doubled. Florida ranked first in the nation among states for participation and third in the nation in performance on AP examinations.

Florida is also a national leader in offering a variety of high-quality school choice options to meet the individual learning needs of students. More than 150,000 students currently participate in five K-12 scholarship programs and over 67,000 families are opting for home education. Moreover, there are 658 public charter schools serving nearly 315,000 students statewide. Florida has the largest state virtual school in the nation, and all school districts offer online programs and courses. The number of families choosing the education they believe is best for their children increases every school year.

Under the direction of the State Board of Education, the department is responsible for promoting and sustaining an integrated, high-quality, lifelong learning system for Florida's public school students. The department plans, administers and delivers programs and services through the Office of the Commissioner of Education and eight agency divisions. For purposes of long-range planning and development of legislative budget requests, the department's major programs are:

- Vocational Rehabilitation
- Blind Services
- Private Colleges and Universities
- Student Financial Assistance
- K-12 Education
- Educational Media and Technology
- Career and Adult Education
- Florida Colleges
- State Board of Education
- Early Learning

The department has established ambitious performance measures and standards for each program to assess progress in achieving goals and objectives. Florida's education system is continuing to improve by nearly every measure for students and clients being served. As described in the following program narratives, the department's long range plan for 2020-21 through 2024-25 builds on previous accomplishments while proposing innovative practices to address newly identified needs and prepare for the future.

## Vocational Rehabilitation

The Division of Vocational Rehabilitation (DVR) assists eligible individuals with disabilities to prepare for, enter, engage in or retain employment (Rehabilitation Act of 1973, as amended, and chapter 413, F.S. DVR's mission is to help people with disabilities find and maintain employment, and enhance their independence.

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 disability that causes a barrier to employment, (2) can benefit in terms of an employment outcome from receiving DVR services and (3) requires DVR services to prepare for, retain or regain employment. The Workforce Innovation and Opportunity Act (WIOA), signed into law in July 2014, implicates new federal performance standards and metrics for vocational rehabilitation. DVR continues to implement new program requirements and remains active in statewide implementation efforts in Florida.

### Demographic and Economic Overview

The 2013-17 American Community Survey (ACS) five-year estimates indicate that there are about 2.6 million individuals with disabilities residing in Florida. This number represents about 13.3 percent of the state's population. The survey found that 15.4 percent of working-age people (ages 16 and older) in Florida reported having a disability. These working-age adults with a disability may qualify for vocational rehabilitation services; however, this number far exceeds DVR's service capacity.

In the ACS estimates referenced above, there are approximately 474,028 employed Floridians with disabilities age 16 and older. This equates to 18.8 percent of all working-age Floridians with a disability reporting an employment status. In the ACS, 577,929 individuals with disabilities, age 16 and older, reported earnings in the past 12 months. The median earnings for this group were \$21,580. Florida DVR measures the projected average annual salary at placement. At the end of fiscal year 2018, the average salary was \$18,142 (DVR Performance Report, June 2017).

Florida's overall economic climate continues to influence DVR's program performance. As of June 2019, Florida's unemployment rate was 3.4 percent, slightly lower than the national average of 3.7 percent.

### Current Statewide Needs Assessment Results

Federal regulations require DVR to collaborate with the Florida Rehabilitation Council (FRC) to assess the employment-related needs of individuals with disabilities residing in the state. In Federal Fiscal Year (FFY) 2018-19, DVR completed the required needs assessment and used the results to strategically plan and develop goals for State Fiscal Year (SFY) 2020 and beyond. Research methods used to gather information about the needs of Floridians with disabilities included individual interviews, an electronic survey, focus groups and analysis of state demographic and agency performance data. These methods yielded the following recommendations:

#### Overall Agency Performance

- DVR should identify ways to streamline processes in order to help people get through the applications and eligibility process sooner, as well as reducing time in developing their IPE.
- DVR is encouraged to continue efforts in seeking a new case management system that can eliminate the multiple and complicated systems that must be used currently.

- DVR should consider increasing efforts to enhance public awareness of the agency and its mission through a formalized marketing campaign.

## **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**

**Goal 1:** Ensure customer success and satisfaction by improving business and support processes.

**Goal 2:** Ensure employee success and satisfaction by improving development opportunities and workplace environment.

## **General Program Performance**

During SFY 2018 (2017-18), DVR had an average of 60,072 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 4,752 individuals placed into gainful employment, 92 percent (4,374) were customers with a significant or most significant disability. The projected average annual earnings of DVR customers who were placed in jobs during SFY 2018 were \$18,547, compared to the legislative standard of \$17,500. This represents a slight increase from the SFY 2016-17 earnings of \$17,888.02.

## **Florida Rehabilitation Council**

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

As part of its responsibilities, FRC monitors the effectiveness of Florida's vocational rehabilitation program by contracting with an independent researcher to conduct a customer satisfaction survey. As of June 2018, the overall satisfaction for customers with active and closed cases was 81 percent. In addition, FRC facilitates coordination of activities with other agencies and DVR partners to ensure the effective use of resources in a collaborative manner and maximize access to employment opportunities for persons with disabilities.

## 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.

DBS is analyzing new federal performance objectives and standards established by the WIOA, signed into law in July 2014. As a core partner, DBS played a vital role in developing and submitting the WIOA Unified Plan for Florida, and will collaborate with other core partners and agencies to coordinate planning and implementation.

#### 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 opportunities to achieve success.

#### Primary Strategic Goals

**Goal 1:** Highest Client Achievement

**Objective:** Coordinate and secure high-quality training, education, work experiences and partnerships that create opportunities for blind and visually impaired Floridians to obtain and maintain independence, post-secondary education credentials and successful employment outcomes.

**Goal 2:** Maximum Access

**Objective:** Create a comprehensive service delivery system that fosters accessibility and provides positive experiences for blind and visually impaired Floridians, enabling them to matriculate from school/training to work. Improve outreach methods to reach more consumers, advocates, providers, employers and other stakeholders.

**Goal 3:** Skilled Workforce and Economic Development

**Objective:** Assist blind and visually impaired Floridians with obtaining, maintaining and advancing in competitive integrated employment.

**Goal 4:** Quality Efficient Services

**Objective:** Create an accountable and exemplary division workforce that ensures high-quality services.

Exhibit 3 on the following page shows the mandates under which DBS operates and the authority for its policies and programs.



**Exhibit 3. Division of Blind Services Mandates and Authority**

MANDATES / POLICIES	AUTHORITY
Ensure the greatest possible efficiency and effectiveness of services to individuals who are blind: <ol style="list-style-type: none"> <li>a. Aid individuals who are blind in gaining employment, including the provision of job training, per ss. 423.011(2), F.S., and 413.011(3)(p), F.S.;</li> <li>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.;</li> <li>c. Provide library services to the blind and other physically disabled persons as defined in federal law and regulations, per ss. 413.011(3)(h), F.S., and 413.011(3)(t), F.S.; and</li> <li>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 ss. 413.041, F.S., and 413.051, F.S.</li> </ol>	Chapter 413, F.S.
Expand the specialized early intervention services for visually impaired children, birth through age five, 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)
Increase opportunities for blind or visually-impaired individuals who face barriers to employment, and invest in the connection between education and career development, per the WIOA enacted in 2014.	Title IV, Rehabilitation Act as Amended
Serve children who are blind from age five 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.	Randolph-Sheppard 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 workforce earnings and difficulty for seniors seeking maximum independence. In partnership with community rehabilitation providers, DBS provides services through a combination of state, federal and community funding. In addition, DBS works collaboratively with DVR, the Bureau of Exceptional Education and Student Services, the Division of Career and Adult Education, the Department of Economic Opportunity, CareerSource Florida and other community agencies. All services for individuals are developed based on their particular needs.

Four major DBS program functions serve to meet the diverse needs of individuals who are blind or visually impaired by:

1. Determining eligibility for program services:
  - Provide counseling;
  - Facilitate the provision of rehabilitative treatment, job training and independent living services;
  - Provide job placement assistance to DBS customers; and
  - Provide consultation, training and rehabilitation engineering services to employers of DBS customers.
2. Providing food service vending training, work experience and licensing.

3. Facilitating the provision of developmental services to blind and visually impaired children.
4. Providing 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 sponsored 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 the development of such children to their fullest 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. DBS continues to work with Community Rehabilitation Providers to support other training activities, as provided for in a special legislative appropriation.
- **Blind Babies Program:** Provides community-based, early-intervention education to children from birth to age five who are blind or visually impaired and to their families through community-based provider organizations. The program's goals are to minimize delays in development and prepare children 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 SFY ending June 30, 2019, the program comprised 119 blind and visually-impaired facility managers (vendors) and employed a total of 214 people. Seven out of eight vendors completed 12 months in their first facility during FY 2018-19. Taxable gross sales generated \$23.5 million.
- **Braille and Talking Book Library:** Provides books, magazines, newsletters, movies, newspapers and necessary equipment in accessible formats (audio, Braille, large print and digital download) 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 vocational rehabilitation 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:

- The need for effective marketing and increased awareness of services, including public awareness, employer awareness and prospective client awareness.
- The need to conduct outreach to underserved populations in rural areas.
- In accordance with WIOA, the need to strengthen existing partnerships and develop additional partnerships.
- The need to recruit, maintain and train qualified staff, and to standardize paraprofessional and support positions across the state to reduce turnover.
- 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 trend has led to an increase in the number of people over the age of 50 who receive services via the DBS Independent Living Program.
- The need for increasing employment outcomes for adult DVR clients and for providing transition-age students with exposure to potential careers and providing them with necessary skills to succeed in postsecondary education.

## General Program Performance

Over the past 10 state fiscal years (SFY 2008-09 through SFY 2018-19), DBS has achieved the following:

- Increased the number of successful employment outcomes from 700 to 888, an increase of approximately 27 percent.
- Over 99 percent (881) of clients obtained competitive, integrated employment.
- Increased the number of clients served each year from 11,218 in SFY 2013-14 to 11,977 in SFY 2018-19 (7 percent increase).
- Increased the number of older blind (55+) clients served in the Independent Living Program by 19 percent (3,643 to 4,333).

## Needs Assessment

In July 2019, the San Diego University Interwork Institute completed a final draft of a Comprehensive Statewide Needs Assessment on DBS relating to blind and visually impaired Floridians who are seeking employment. The assessment focused on the following seven areas:

1. The overall performance of DBS as it related to meeting the rehabilitation needs of individuals' blindness and visual impairments in the state;
2. The rehabilitation needs of individuals with the most significant disabilities, including their need for supported employment services;
3. The rehabilitation needs of individuals with blindness and visual impairments who are minorities, and those who have been unserved or underserved by the vocational rehabilitation program;
4. The rehabilitation needs of youth and students with blindness and visual impairments in transition, including their need for pre-employment transition services;
5. The rehabilitation needs of individuals with blindness and visual impairments served through other components of the statewide workforce investment system;
6. The need to establish, develop and/or improve community rehabilitation programs within the state; and
7. The needs of businesses in recruiting, hiring, accommodating and retaining individuals with blindness and visual impairments.

Through this Comprehensive Statewide Needs Assessment, DBS has identified key areas of need and gaps, as well as areas where DBS was performing exceptionally well. The report also noted that DBS has an, “obvious commitment and passion to serving individuals with blindness and visual impairments in Florida. DBS provides essential services to consumers that help them achieve their highest potential in independent living and employment and it is clear that consumers and partners are grateful for the services that DBS provides.” This reflected well on the division’s constant push to incorporate its values into its daily work.

The findings and recommendations from the needs assessment are continuously being reviewed by DBS leadership and will be used to inform future planning and resource allocations in serving Florida’s blind and visually impaired.

### Florida Rehabilitation Council for the Blind

The Florida Rehabilitation Council for the Blind works in partnership with DBS to develop goals and priorities of the vocational rehabilitation program, to evaluate the effectiveness of programs and to analyze customer satisfaction. Depending on vacancy and appointment statuses, the council consists of up to 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 postsecondary education 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. Furthermore, programs at three of Florida’s historically black private colleges promote increased student access to higher education, retention and graduation. Exhibit 4 shows the private colleges and universities that were awarded state program grants or assistance for specific needs in 2018-19.

Exhibit 4. State Program Grants to Private Colleges and Universities, 2018-19

INSTITUTION	PROGRAM GRANTS / ASSISTANCE
<b>Beacon College</b>	<ul style="list-style-type: none"> <li>• Student Financial Assistance</li> </ul>
<b>Embry Riddle Aeronautical University</b>	<ul style="list-style-type: none"> <li>• Aerospace Academy</li> </ul>
<b>Historically Black Colleges and Universities</b>	<ul style="list-style-type: none"> <li>• Bethune Cookman University – Access and Retention Grant</li> <li>• Bethune Cookman University – Petrock College/Health Sciences</li> <li>• Bethune Cookman University — Small, Women and Minority-Owned Businesses</li> <li>• Edward Waters College – Access and Retention Grant</li> <li>• Edward Waters College — Institute on Criminal Justice</li> <li>• Edward Waters College — College Promise Program</li> <li>• Florida Memorial University — Access and Retention Grant</li> <li>• Florida Memorial University — Technology Upgrades Grant</li> <li>• Florida Memorial University — Technology Learning Opportunities Grant</li> <li>• Library Resources</li> </ul>
<b>Jacksonville University</b>	<ul style="list-style-type: none"> <li>• Entrepreneurial Policy and Innovation Center (EPIC)</li> </ul>
<b>Nova Southeastern University Health Programs</b>	<ul style="list-style-type: none"> <li>• Pediatric Feeding Disorders Program</li> </ul>
<b>University of Miami</b>	<ul style="list-style-type: none"> <li>• Medical Training and Simulation</li> </ul>

Independent colleges and universities with academic contracts and student grant programs funded in the General Appropriations Act are under the administrative purview of the department, pursuant to s. 1005.06(1)(c), F.S. The 32 colleges and universities are identified by having students eligible for the William L. Boyd, IV, Effective Access to Student Education (EASE) Grant, which is a tuition equalization program for eligible Florida residents attending a college that meets criteria outlined in s. 1009.89(4), F.S. These colleges and universities, which are members of the Independent Colleges and Universities of Florida, serve more than 157,000 students at 125 sites throughout the state.

Private colleges and universities with academic contracts and student grant programs offer programs at their main campuses, at satellite sites, online and, sometimes, at Florida College System institutions. In addition to the EASE Grant, some of the private colleges and institutions also receive state funds for various academic program contracts that include tuition assistance for students enrolled in programs, research and community outreach in specified areas. Specific appropriations are also made to help three historically black private colleges to boost their access, retention, graduation efforts and library resources.

## 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. OSFA's mission 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:

- **Florida Bright Futures Scholarship Program:** The Florida Bright Futures Scholarship Program, the state's largest merit-based award program, provides scholarships on the basis of high school academic achievement. The program offers the Florida Academic Scholars award, the Florida Medallion Scholars award, the Florida Gold Seal Career and Professional Education (CAPE) Scholars award and the Florida Gold Seal Vocational Scholars award.
- **Benacquisto Scholarship Program:** Provides scholarships to high school graduates who achieve the National Merit or National Achievement Scholar designation and attend an eligible Florida postsecondary institution.

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

- **First Generation Matching Grant Program:** Provides funding to Florida resident undergraduate students enrolled at state universities and 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 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 work experiences to reinforce their educational programs and career goals.
- **José Martí Scholarship Challenge Grant Program:** Provides 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 Program:** Provides scholarship assistance to direct descendants of Rosewood families who were affected by the incidents of January 1923 to enable them to attend eligible state universities, state colleges or public postsecondary vocational technical schools.

Florida's other scholarship and grant programs include:

- **Minority Teacher Education Scholarship Program/Florida Fund for Minority Teachers, Inc.:** 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 service members who died as a result of service-connected injuries, diseases or disabilities sustained while on active duty, or who have been certified by the Florida Department of Veterans Affairs as having service-connected 100 percent permanent and total disabilities, or who have been classified as a Prisoner of War or Missing in Action.

Florida's private tuition assistance programs include:

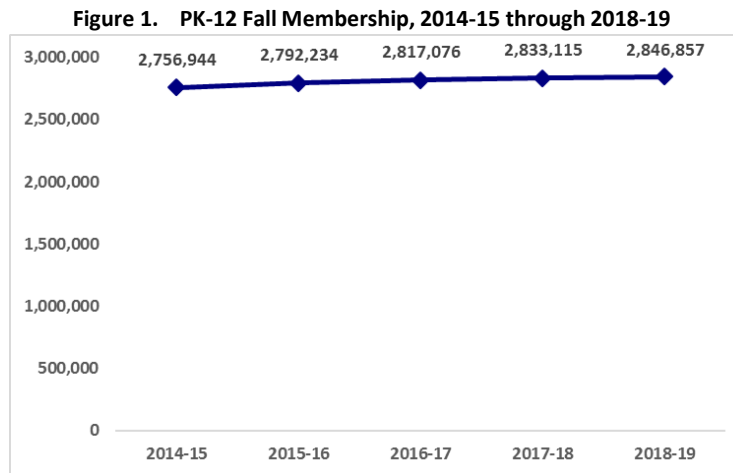
- **Access to Better Learning and Education (ABLE) Grant Program:** Provides tuition assistance to full-time Florida undergraduate students enrolled in degree programs at eligible private Florida colleges or universities.
- **William L. Boyd, IV, Effective Access to Student Education (EASE) Grant:** Provides tuition assistance to full-time Florida undergraduate students enrolled in degree programs at eligible private, non-profit Florida colleges or universities.

## K-12 Public Education

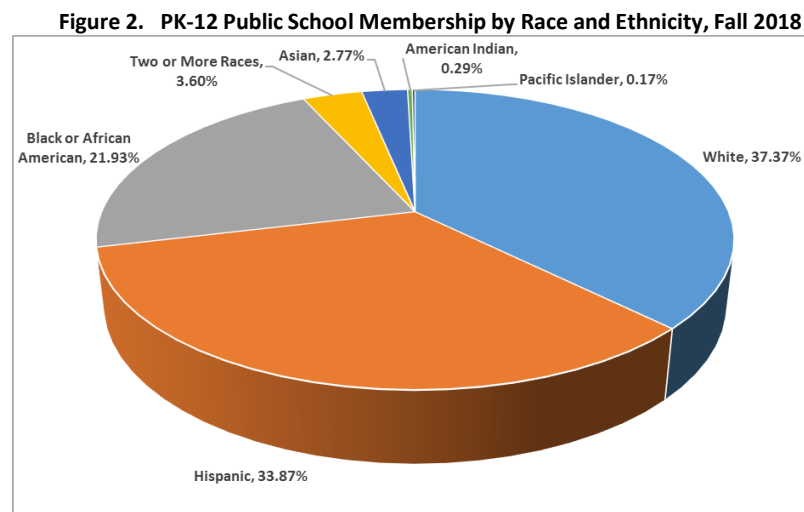
The Division of Public Schools has statutory responsibility for coordinating Florida's kindergarten through grade 12 public education programs. The division provides leadership to ensure a high-quality educational experience for Florida's diverse public school population and provides teachers and principals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

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

As shown in Figure 1, the fall 2018-19 PK-12 student membership for Florida's public schools was 2,846,857. When compared to the fall 2014-15 membership, Florida's PK-12 public school membership over a five-year period has increased by 89,913 students, or about 3.3 percent.



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 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 student membership distribution by race and ethnicity for the 2018-19 school year.



As shown in Exhibit 5, 28 of Florida’s 67 school districts had minority enrollments of more than 50 percent in the 2018-19 school year. 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.

**Exhibit 5. Florida School Districts with Greater than 50 Percent Minority Enrollment, 2018-19**

SCHOOL DISTRICT	PERCENT MINORITY	SCHOOL DISTRICT	PERCENT MINORITY
Gadsden	96.4%	Hamilton	62.4%
Miami-Dade	93.3%	Lee	61.5%
Hendry	80.9%	DeSoto	61.5%
Broward	80.4%	Polk	61.2%
Jefferson	79.1%	Leon	58.6%
Osceola	77.4%	Highlands	57.9%
Orange	74.7%	Alachua	57.4%
Hardee	71.9%	Madison	56.4%
Palm Beach	69.7%	Okeechobee	54.6%
St. Lucie	67.9%	Manatee	54.3%
Hillsborough	67.1%	Monroe	54.3%
Collier	67.1%	Escambia	52.3%
Duval	66.4%	Seminole	51.3%
Glades	65.1%	Marion	51.0%

### Florida Standards—Ensuring Success in College and Careers

Prompted by Governor DeSantis’ Executive Order 19-32, a review of the English Language Arts and mathematics standards began in 2019. Teacher experts from Florida professional organizations worked in groups to complete the review by the deadline of January 2020. Florida continues to implement rigorous performance standards to ensure student success. 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 goals, while allowing districts and schools the flexibility needed to deliver high-quality instruction to students in the classroom through their own adopted curricula.

Florida Standards, which can be accessed on the CPALMS (Collaborate, Plan, Align, Learn, Motivate, Share) website<sup>2</sup>, are intended to ensure that all students, regardless of demography, graduate from high school prepared to enter college or the workforce. The standards are designed to:

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

The State Board of Education adopted the current English Language Arts and Mathematics standards in February 2014, laying the groundwork for the comparison of Florida’s academic progress with the nation and the world. These standards incorporated instructional shifts in focus, coherence and rigor in mathematics; and complex texts and academic vocabulary, building knowledge and text-based evidence in English Language Arts. The department strongly supports districts in the

<sup>2</sup> Access the CPALMS website at: <http://www.cpalms.org/Public/>.



implementation of adopted standards and course descriptions in every content area by providing aligned resources and professional development to district staff and teachers, as appropriate. These standards-aligned resources are also available on the CPALMS website.

Based on HB 807, passed and signed into law in 2019, the statewide civics education course standards will be reviewed in 2020.

### **Continued Emphasis on Reading**

Just Read, Florida! is based on the latest reading research that includes emphasis on phonemic awareness (knowing that words are made up of sounds), phonics (the link between sounds and letters), vocabulary (what words mean and how to say them), fluency (the ability to read words accurately and quickly) and comprehension (the ability to understand what you read). The Just Read, Florida! Office directs and supports activities to prepare teachers and promote literacy throughout the state:

- Coordinating professional development to enable teachers to earn Reading Endorsements.
- Assisting institutes of high education and districts in revising reading endorsement plans to reflect current research and best practices.
- Collaborating with other department bureaus to revise school district K-12 reading plans to emphasize meeting the literacy instructional needs of all students.
- Assisting school districts in refining their comprehensive reading plans to ensure teachers are implementing best practices in reading and language arts instruction.
- Collaborating with other department bureaus to develop and deliver professional development to districts pertaining to writing, with an emphasis on evaluating student work based on approved writing rubrics and providing meaningful, actionable feedback.
- Conducting literacy institutes to train district and school administrators, teachers and teacher preparation program faculty in strategies, support services and best practices.
- Serving as a liaison on the boards of several professional organizations that provide support and resources for pre-service and in-service teachers.
- Serving as a member of the Regional Education Lab Southeast, which focuses on connecting research to practice. State staff presents Florida stakeholder needs and, in turn, regional laboratory staff provides research and information to be shared among districts.
- Developing K-8 formative assessment tasks to increase teacher knowledge and skill in how to align classroom instruction to the English Language Arts Florida Standards. The tasks provide teachers an opportunity to ask critical questions related to student learning, while the assessments help educators gauge the alignment of instruction to student needs.
- Serving on range-finder committees for the Florida Standards Assessments and working with the Test Development Center to review passages and items for upcoming assessments.
- Visiting school districts to provide support for implementation of the Third Grade Summer Reading Camp and providing feedback and best practices to each district visited.
- Hosting annual reading-focused events designed to motivate students to read more, including Celebrate Literacy Week, Florida!, public service announcement contests and school-based reading challenges.
- Conducting monthly conference calls to share research-based information, professional development opportunities and resources targeting English Language Arts standards.
- Developing and implementing state English Language Arts Standards, collaborating with Florida teacher experts, Florida College and university professors, and incorporating public feedback.
- Providing oversight and guidance for districts in the reporting of the required Reading Intervention Component of automated student information systems.

## Increased Graduation Requirements

Graduation requirements were revised in 2019 to ensure that students graduate or leave high school better prepared to enter the workforce. High school students are required to pass the Algebra 1 end-of-course (EOC) assessment and the grade 10 English Language Arts statewide, standardized assessment to earn a standard diploma. In addition, students must take and pass Geometry, Biology 1 and U.S. History courses. This includes taking the corresponding EOC assessment in each of the courses, and the results of the assessments constitute 30 percent of the students' final course grade. Activities associated with this policy change include the addition of a graduation pathway option with a focus on career and technical education programs, as well as opportunities to substitute mathematics or science course requirements with identified computer science courses.

Since 2013-14, students may also earn a scholar designation on their high school diploma if, in addition to meeting the 24-credit standard high school diploma requirements, they pass the Geometry, Biology 1 and U.S. History EOC assessments; and earn course credits in Algebra 2, or an equally rigorous mathematics course and statistics, or an equally rigorous mathematics course; and course credits in chemistry, physics or an equally rigorous science course; a college credit-bearing course; and two credits in the same world language courses.

## Virtual Education

Online learning is a major component of school choice options in Florida's state education system and an important strategy for achieving state education goals. Florida students have more access to online learning courses than students in any other state. Florida has the largest and most successful state virtual school in the United States, Florida Virtual School (FLVS). All school districts in Florida offer full-time and part-time virtual instruction programs for students in kindergarten through grade 12. Many districts also operate franchises of FLVS, and some school districts offer individual online courses to students in and outside of traditional school settings. All of Florida's virtual schools and programs are designated by state law as school choice options.

- **Florida Virtual School**

FLVS was created in 1997 and had 77 semester enrollments the first year. FLVS currently offers more than 140 online courses, including general education courses, as well as Advance Placement (AP) and Honors Program options for middle and high school students. The school's funding is performance-based, and only students who successfully complete courses are eligible for funding. FLVS offers a limited part-time elementary school program and also operates two full-time schools for Florida's students in kindergarten through grade 12. The full-time high school began issuing diplomas in 2012-13.

- **School District Virtual Instruction Programs**

The 2008 Florida Legislature dramatically altered the online learning landscape by requiring school districts to offer full-time virtual instruction programs for students in kindergarten through grade 12 beginning in the 2009-10 school year. School districts have a number of options for offering this virtual instruction for students, including contracting with FLVS; establishing a FLVS franchise; contracting with virtual program providers approved by the department; entering into an agreement with another school district, virtual charter school or Florida college; entering into a multi-district agreement; or operating their own program.

- **District Franchises of FLVS**

Fifty-six (56) school districts and two university lab schools currently operate franchises of FLVS. District franchises use district teachers to teach FLVS courses. FLVS also provides district franchises with teacher training and mentoring, leadership training and learning resources and

tools. District franchises serve public, charter, home education and private school students in grades 6-12. In addition, district franchises can now offer elementary courses.

- **District Virtual Course Offerings**

School districts may offer individual online courses for students enrolled in the district. In addition, students from other districts may enroll in these courses. The district may offer K-12 online courses for any course included in the Florida Course Code Directory.

- **Florida Online Course Catalog**

Florida launched its Florida Online Course Catalog in July 2014. The catalog includes information about available online courses offered by school districts, FLVS and approved private providers. The catalog provides an opportunity for school districts, FLVS and approved private providers to showcase the online courses they offer, and for parents and students to browse the catalog to see what online course choices are available. The catalog currently includes over 19,000 online courses.

## School Improvement

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. The program placed schools 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, 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 on Florida's school grading system, with schools having failing grades of "D" and "F" identified as "focus" and "priority" schools, respectively.

In 2015, the ESEA was amended by the Every Student Succeeds Act (ESSA). The changes led to the reclassification of schools in need of support as targeted support and improvement (TS&I) or comprehensive support and improvement (CS&I). The Florida Legislature passed House Bill 7069, effective July 1, 2017, specifying which schools require support. Florida identifies "D" and "F" graded schools and graded schools with an overall Federal Index below 41 percent as CS&I Schools. Additionally, any traditional public high school with a graduation rate of 67 percent or less is classified as CS&I, regardless of the school's grade.

Consistent with federal and state legislation, the department's Bureau of School Improvement (BSI) crafted a new mission. BSI staff members serve as district and inter-agency liaisons supporting improved outcomes for students through problem solving and capacity building in three areas:

- Transformational Leadership;
- Standards-based Planning, Instruction and Learning; and
- Positive Culture and Environment.

The 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 school improvement and turnaround plans, and delivery of high-quality professional development designed to build teacher and leader capacity.

Within School Improvement, interventions are provided through a tiered system of support, which escalates in intensity based on school grade history. Tier 1 support is provided to all CS&I schools. Support at this level includes at least monthly meetings with district teams and visits to schools to understand the situation at the site level in order to provide assistance with school improvement planning and problem solving in the completion of a Schoolwide Improvement Plan. School Improvement teams provide feedback on plans and support for identified areas of need throughout the school year, and monitor progress using mid-year reflections that are completed by the school and district teams. Schools limited to only Tier 1 support include schools that are first-time “D” and graduation only schools with a school grade of “A,” “B” or “C.”

Tier 2 support is provided to districts and schools that are required to enter into a turnaround plan, such as a first-time “F” school or one that has a “DD” grade pattern. The team assists these districts in developing and monitoring a two-year turnaround plan that requires approval by the State Board of Education. Teacher and student indicators are also monitored quarterly and schools must adhere to staffing requirements outlined in Rule 6A-1.099811. Tier 2 support includes Tier 1 as well as bi-weekly visits from the School Improvement Team.

School Improvement works 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. BSI staff are collaborative partners that support continuous improvement and improved student outcomes by:

- Modeling and engaging in relevant, aligned professional learning;
- Using data for purposeful planning and problem solving;
- Building relationships and facilitating communication between all stakeholders; and
- Strengthening connections between schools, districts, communities and department offices.

### **Improving Educator Quality**

The department is committed to its efforts to ensure that every student is taught by highly effective teachers and that schools are led by highly effective school leaders. The department supports initiatives designed to ensure that skilled educators can identify students with specific learning needs, including children with disabilities, English Language Learners (ELLs), gifted and talented students, and students with low literacy levels, and ensure that the instructional needs of all students are addressed.

Florida has recently revised its initial and continued approval standards for its state-approved teacher preparation programs that require each program to show evidence towards programmatic improvement as a result of actionable feedback from a revised site review process. As a result of these changes and quantifiable data that guide teacher preparation program providers toward continuous improvement, individuals completing state-approved programs will be better prepared to meet the academic needs of their students and impact student learning. In addition, Florida provides extensive teacher training that leads to a number of content certification endorsements; for example, a reading endorsement for instructional personnel who provide reading instruction, English for Speakers of Other Languages (ESOL) endorsement for those who support ELLs and a gifted endorsement for those who support our gifted and talent students.

Additional efforts will focus on continuing to improve Florida’s certification system to ensure that all teachers are subject content experts and highly skilled in research- and evidence-based pedagogical methods proven to contribute to improved student learning. Resources have been and will continue to be directed toward reforming statewide pre-service preparation, as well as assisting districts in developing high-quality professional learning and support systems resulting from analyses of student

data that will assist in targeting the specific professional development needs of instructional personnel. Evaluation systems will be seen as professional growth systems. The basis on which continued program approval decisions are made will be modified to require institutions to show evidence towards programmatic improvement as a result of actionable feedback from the site visit.

A priority of the department is ensuring that Florida teachers and administrators are professionally qualified through evidence-based certification and capable of helping students to expand their knowledge and skills through high-quality instructional opportunities in public schools. The State Board of Education designates certification subject areas, establishes competencies and skills, determines passing scores for certification exams, sets certification requirements and adopts educator/leadership standards to be met by all school-based personnel. The State Board of Education also establishes the appropriate certifications and other qualifications required for instructional personnel to be assigned to teach specified courses.

Florida requires teacher candidates to pass a series of rigorous examinations prior to the issuance of professional certificates. Candidates must not only demonstrate their general knowledge in reading, English language arts (including a written essay), and mathematics by way of the General Knowledge Test (GKT), they also must pass a pedagogy test, the Professional Education Test, and a Subject Area Exam (SAE) in the area of their expertise and desired certification. The Florida Teacher Certification Examinations (FTCE) are aligned to the Florida K-12 student standards adopted by the State Board of Education. The FTCE program recruits representative content experts from K-12 classrooms, school leadership positions, district curriculum and instructional leaders, as well as college and university faculty from throughout Florida to develop and validate all FTCE materials. These include competencies and skills, test item specifications, test items, test forms and public facing program materials. In addition, these committees of practitioners participate in standard setting activities whereby passing score recommendations are provided to the State Board of Education for review and approval.

### **Barriers to Certification Removed**

The purpose of Florida educator certification is to support the academic achievement of our students by assuring that educators are professionally qualified for highly effective instruction. Florida educators, including classroom teachers, school administrators and other support professionals such as guidance counselors and media specialists must be appropriately certified or qualified to teach in our public schools. The Florida certification system continues to require a full state certificate based on, at a minimum, a bachelor's degree and competence in subject area specialization. The State Board of Education 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 Florida law. Reciprocity options are offered only to applicants with a valid, standard out-of-state teaching certificate equivalent to the Florida Professional Educator's Certificate, a valid National Board for Professional Teaching Standards (NBPTS) certificate or a valid American Board for Certification of Teacher Excellence certificate.

On March 19, 2019, the State Board of Education approved reducing FTCE first-attempt and retake registration fees for most teacher certification exams required to earn a professional certificate. Additionally, during the 2019 Legislative session, Senate Bill 7070 was adopted, requiring fee structure changes articulated in s. 1012.59, F.S. These changes include requiring that retake registration fees for full batteries of subtests not exceed first-attempt registration fees and requiring a proration of test retake fees based on the number of subtests within a given exam.

Prior to the 2019 legislative session, new teachers employed under a three-year temporary educator certificate were required to pass all sections of the general knowledge examination in their first year of employment. To ensure that beginning teachers in Florida are able to teach during the full validity period of their three-year temporary educator certificate while working toward the requirements of the professional educator certificate, the legislature has removed the requirement of passing the general knowledge examination in the first year of employment. New teachers in Florida now have the full validity period of their three-year temporary educator certificate to complete the general knowledge requirement. The removal of this barrier to certification helps school districts recruit and retain new teachers as they work toward their professional educator certificate.

In addition to traditional teacher preparation programs, the department approves Educator Preparation Institutes and Professional Training Options provided primarily by accredited postsecondary colleges and universities for candidates with subject area expertise who need teacher training to demonstrate professional education competence. In addition, Florida school districts, charter schools and charter management organizations may offer professional development certification programs for novice teachers who meet minimum certification requirements to satisfy the requirements for the Florida Professional Certificate. Approval for these programs is contingent upon alignment to the initial and continued approval standards, requirements and educator-accomplished practices 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. The Dale Hickam Excellent Teaching Program (s. 1012.72, F.S.) provides for bonuses to teachers upon completion of the National Board for Professional Teaching Standards certification process and another bonus upon the previous year's average annual statewide teachers' salary; however, payment is contingent upon budget availability, and the program was last funded by the state in 2011-12. Florida ranks second in the nation in the number of teachers holding national board certification, with 13,549 nationally certified teachers.

Teacher recruitment and professional development activities include support for a nationwide teacher recruitment database, 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 73 school districts, one charter school organization (serving more than 10 charter schools) and nine private school organizations have implemented a system of high-quality professional development approved by the department. In 2018-19, Florida adopted revisions to its professional learning standards, outlined in rule 6A-5.071, F.A.C., which are used to evaluate and improve professional learning offered through all school district professional development systems. Currently, the revised standards are used to refine the professional development review protocol described in s. 1012.98, F.S. As a result of department professional development monitoring, school districts receive support in implementing the review protocol, which, through a cycle of inquiry, takes a deep dive into a school district's implementation of the standards and particular professional learning program and guides the school district through a reflection and planning process to ensure continuous improvement in its system of high-quality professional development.

Twenty-three higher education institutions and two school districts have approved Level I School Leadership programs resulting in the participant earning certification in Educational Leadership.

Further, 65 out of 73 school districts have approved Level II School Principal Certification systems as a result of implementation of s. 1012.561, F.S., and revisions to rule 6A-5.081, F.A.C., resulting in the participant earning School Principal certification. These programs are based upon the Florida Principal Leadership Standards established in rule 6A-5.080, F.A.C., and are supported through the William Cecil Golden Professional Development Program for School Leaders (s. 1012.986, F.S.).

All 73 school districts have implemented a performance evaluation system for instructional personnel and school administrators approved by the department, in order to increase student learning growth by improving the quality of instructional, administrative and supervisory services in Florida public schools. Each 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.

## Educational Media and Technology Services

The department recognizes educational media and technology as powerful learning tools for providing information, learning experiences and resources to Florida students and their families. The agency has a history of funding and supporting innovative programs that improve and expand access to a variety of technology and media platforms. The following activities are part of the department's approach to using education media and technology services to support learning.

- The FLORIDA Channel provides statewide governmental and cultural affairs programming that brings Florida's citizens closer to their government. The FLORIDA Channel is the state's primary source for live, unedited coverage of the three branches of Florida's government: the governor and cabinet, the Florida Legislature and the Florida Supreme Court. The FLORIDA Channel produces more than 2,500 hours of original programming annually that can be seen on public broadcast channels; cable systems; and public, education and government access channels across the state. With the addition of remote events crews that travel the state, its coverage has expanded to include meetings of the State Board of Education, the Board of Governors, the Florida Fish and Wildlife Conservation Commission, and other meetings and events relating to state government. During hurricane season and other declared states of emergency, The FLORIDA Channel broadcasts live coverage of briefings from the Emergency Operations Center in Tallahassee. All programming is closed-captioned for the hearing impaired. The channel's live streams and archives can be viewed on all platforms, including personal computers, laptops and most mobile devices.
- The Capitol Technical Center houses the facilities for the production of public television programming, live and prerecorded broadcasting of the state government events, and production assistance for the Florida Department of Education. In addition to monitoring the services and operations of the Capitol Technical Center, the department uses established purchasing processes to acquire and maintain digital audio/video capture, processing and distribution equipment needed by the center.
- Valuable programming and information is provided to 99 percent of the state's citizens as a result of support provided for Florida's 13 public television and 13 public radio stations.

## 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 to improve the employability of Florida's workforce. Florida's career and adult education programs have focused on new initiatives and priorities as a result of recent state and federal legislation. Critical initiatives include the following: increasing rigor and relevance in secondary career education; improving federal and state accountability; and partnering with business and industry to update the career education curriculum to the latest industry standards. Division staff focus on improved access to career education programs, improvements to curriculum and new program development. The following is a description of specific initiatives and strategies 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 Associate in Sciences (A.S.) degrees. These programs are organized into 17 career clusters. The division has developed a process with the following guiding principle: the process will be driven by business and industry, inclusive of all stakeholders, and 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 to facilitate the ease of student transfer among secondary and postsecondary institutions. Currently, 142 Gold Standard Career Pathways articulation agreements have been developed through which students who earn industry certifications will have articulated credit into related associate in science degrees.

### Industry Certifications

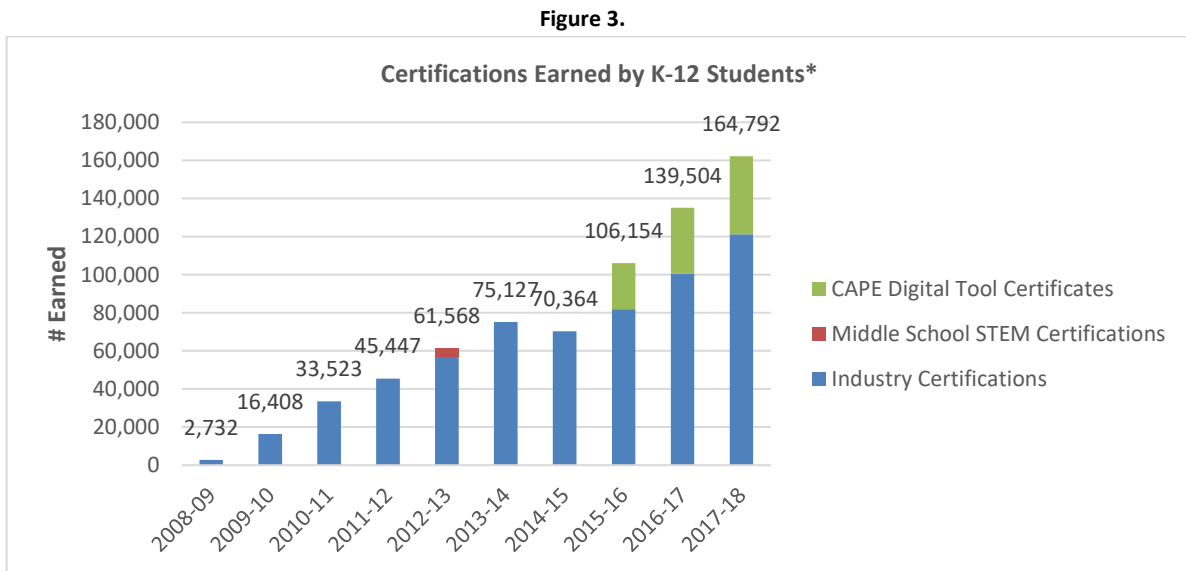
A focus will be on establishing, maintaining and assessing effectiveness of secondary career and professional academy programs that offer student training for high-demand occupations throughout Florida. A key component of career and professional academies is state-approved industry certifications that are determined to be critical to Florida's employers. In 2014, s. 1003.492(2), F.S., was amended to include the following definition of industry certification:

**Industry certification as used in this section is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized and must be at least one of the following:**

- (a) Within an industry that addresses a critical local or statewide economic need;
- (b) Linked to an occupation that is included in the workforce system's targeted occupation list; or
- (c) Linked to an occupation that is identified as emerging.



Figure 3 shows the number of students earning industry certifications that were included on the Industry Certification Funding List for 2008-09 through 2017-18, middle school STEM certifications reported for 2012-13 only and CAPE Digital Tool Certificates reported beginning in 2014-15.



\* Based on final Survey 5 data and includes all industry certifications reported, including those not in registered career-themed courses.

## Education 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 ESOL 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.

## Career and Professional Education Act

In 2007, the Florida Legislature passed the Career and Professional Education (CAPE) Act. 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 act's objectives 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 has partnered with the Florida Department of Economic Opportunity and CareerSource Florida to implement the Career and Professional Education Act. At the local level, the act requires 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. 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 primary mission and responsibility of FCS institutions is responding to community needs for postsecondary academic education and career-degree education.

According to the Lumina Foundation, 60 percent of Americans will need a college degree, workforce certificate, industry certification or other high-quality postsecondary credential to be competitive in the global economy. Florida's Department of Economic Opportunity estimates the state will add six million more residents by 2030, creating the need for two million net new jobs. There are educational attainment gaps that must be closed in order to prepare for the anticipated economic shifts. FCS has a strategic opportunity to close attainment gaps that will have economic and generational benefits for Florida's residents.

During the 2019 legislative session, House Bill 7071 codified Florida's postsecondary attainment goal—by 2030, 60 percent of working-age Floridians will have high-quality postsecondary credentials. The Strengthening Alignment between Industry and Learning (SAIL) to 60 Initiative recognizes Floridians' need to access high-quality training, certificates and degrees. According to the Lumina Foundation, the national rate of educational attainment beyond high school is 47.6 percent.<sup>3</sup> Florida's attainment rate is 49.3 percent, placing Florida number 20 among states in educational attainment beyond high school.

Governor Ron DeSantis issued Executive Order Number 19-31 to chart a course for Florida to become number 1 in the nation in workforce education, with the goal of ensuring that students are prepared to succeed in jobs of the future and satisfy the state's growing workforce demands. Governor DeSantis directed the Commissioner of Education to audit course offerings in Career and Technical Education (CTE). Additionally, the order charged the Commissioner to develop a methodology for annual audits, to include a review of student outcomes and alignment of programs offered at K-12 and postsecondary levels; professional-level industry certifications; and high-growth, high-demand and high-wage employment opportunities. The FCS will continue to excel in providing the highest quality education to serve the state's growing higher education and workforce needs.

A goal of the Florida Higher Education Coordinating Council is to increase Florida's attainment level from 47 percent to 55 percent by 2025. In response to the pressing need to significantly increase educational attainment, the FCS Strategic Plan is aimed at improving how state colleges provide high-quality, affordable and accessible educational opportunities to Floridians. The plan focuses on four key themes related to improving community colleges' educational pipeline: (1) access; (2) affordability; (3) achievement; and (4) articulation and workforce. Strategies and performance metrics assigned to each theme demonstrate FCS's commitment to accountability and measurement.

### Expanding Access

The FCS provides open access to an affordable, high-quality education, fulfilling the promise of American democracy that promotes equal opportunity, leading to upward social and economic mobility. FCS is committed to employing a number of strategies that ensure students are prepared for

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<sup>3</sup> Tracking America's progress toward 2025. Lumina Foundation, 30. S. Meridian St., Indianapolis, IN. 46204. Accessed 08/14/19 at <http://strongernation.luminafoundation.org/report/2019/#nation>.

college, leading to a four-year degree or employment whether still in high school, first-time enrolled, returning adult, military, non-credit or transfer student.

Dual enrollment, distance learning courses, degrees and specialized support programs offer students flexible access to higher education, providing students with multiple options. Additionally, FCS is the primary point of access to higher education for Floridians who seek to upskill their trade or profession through certified training programs and apprenticeships. Such commitment to open access continues to be an important reason that Florida's students choose FCS institutions to pursue academics and training for successful careers.

FCS consists of 28 state and community colleges, enrolling more than 733,000 students in 2017-18. In promoting equal and equitable opportunities, FCS is focused on serving a diverse population of students, including 57 percent minority. Through the dedication of trained faculty and college personnel, students from all backgrounds can have access to receive specialized assistance and support to reach their academic and life goals.

### **College Access and Success**

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.

- **Developmental Education Success Rates**

Since the 2013 developmental education reform, course enrollments in developmental education decreased and success rates, the percent of students earning a "C" and above, increased. At the same time, enrollment in gateway courses, which are the first courses that provide transferable, college-level credit allowing a student to progress in his or her program of study, increased and success rates remained relatively constant. By using alternative pathways, campus resources and proactive advising, including advisors' use of multiple measures for course placement, students in Florida are succeeding in gateway courses. Notably, students who enroll directly into gateway courses experience reduced costs as a result of taking fewer courses.

- **Guided Pathway Development**

Colleges are collaborating and reviewing the student experience, including supporting new students with selecting a major or a meta-major pathway, promoting success, encouraging completion and assisting with the transition to a baccalaureate degree, a university or into the workforce. Exploring practices in each of these areas enhances student achievement.

To promote this work, the Florida Student Success Center (center) is launching the Florida Pathways Institute (FPI) to help FCS institutions advance serious work on the necessary aspects of the design and implementation of structured guided pathways. Guided pathways are an integrated, institution-wide approach to student success, grounded in providing students with a clear roadmap and support to guide them effectively and efficiently from the point of entry through credential completion and career advancement. FPI will consist of a cohort of institutions dedicated to guided pathways work and will involve completing an institutional self-assessment, developing a work plan, identifying college teams, collecting and reporting data through the Postsecondary Data Partnership, and attending in-person events. The format for institute convenings will combine discussion with experts, experiences shared by colleges already implementing pathways and facilitated discussion/planning sessions for college teams.

In 2019, the center collected applications for the first FPI cohort of colleges. Cohort colleges will complete the institutional self-assessment and pre-work, and the first convening will occur in fall 2020.

- **Dual Enrollment**

Dual enrollment programs bring the rigor of college courses to high school students. Students are able to advance in their high school classes while earning college credit, and they do so knowing that tuition and fee costs that they would otherwise be required to pay as enrolled students are waived, which leads to significant cost savings for students and their families.

Between 2011-12 and 2017-18, the annual number of dual enrollment students in Florida colleges increased by more than 20,000, an increase of more than 40 percent. By 2017-18, more than 70,000 students enrolled in a dual enrollment course, a 26 percent increase over the previous two years. More middle and high school students are taking college-level dual enrollment courses than ever before, and they are thriving, with 91 percent passing rate in dual enrollment courses, which translates into approximate tuition and fee savings of \$17.5 million.

For the past several years, school districts have paid the standard tuition rate per credit hour for dual enrollment courses from the Florida Education Finance Program (FEFP) when instruction was provided on the postsecondary institution's campus and the course was taken during fall or spring term. For dual enrollment courses offered on the high school campus by postsecondary faculty, the school district must reimburse the college for costs associated with the proportion of salary and benefits to provide the instruction. For dual enrollment courses offered on the high school campus by school district faculty, the school district is not responsible for payments to the public postsecondary institution.

One opportunity for students to earn dual enrollment credit is through collegiate high schools. FCS institutions must work with each district school board in their designated service areas to establish one or more collegiate high school programs (CHSP). Each CHSP must include, at a minimum, an option for public school students in grades 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 towards the first year of college for an associate degree or baccalaureate degree. In 2017-18, FCS institutions operated more than 60 collegiate high schools.

The funding for dual enrollment is being examined as the significant increases with dual enrollment in public, private and home school are evident, participation increased from 56,245 students in 2015-16 to 63,958 students in 2016-17.

The 2018-20 FCS Strategic Plan seeks to: promote access by ensuring all Floridians have equal and equitable opportunities to pursue a postsecondary education at one of our colleges by removing barriers; maintain affordability, while ensuring quality, by keeping tuition low and ensuring students take advantage of financial aid and other cost-saving resources; promote student achievement so all students have the opportunity to succeed and continuously improve and innovate to support institutional achievement; and prepare students for their next step upon graduation, either through articulation into an upper-division program or direct entry into the workforce with a high-paying job. Florida has taken steps to accelerate student success, foster retention and promote college completion to achieve the goals.

- **"2+2" Statewide Articulation Agreement**

Florida's policies described in statute related to acceleration and articulation facilitate student transitions from one postsecondary 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 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.

- **Targeted 2+2 Pathways**

Targeted articulation agreements have provided the opportunity to create special pathways, such as FUSE (University of South Florida), Direct Connect, TCC 2 FSU and others, which give students a clear path into one's university and program of choice. The result is a high-quality, affordable education that limits excess credit hours and provides students a seamless baccalaureate transition. To date, FCS institutions offer 57 targeted 2+2 articulation agreements. During the 2019 legislative session, Senate Bill 190 established a requirement that each FCS and State University Institution must enter into at least one pathway agreement that provides associate in arts graduates guaranteed admission to a specific program at a specific university.

- **Equity and Civil Rights Compliance**

Section 1000.05(4), F.S., requires public schools and FCS institutions to 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. FCS institutions implement employment equity accountability plans under s. 1012.86, F.S., to increase the employment of minorities and females in positions for senior-level administrative positions, full-time faculty and full-time faculty with continuing contract status.

- **Former Foster Care Youth and Homeless Students Support Initiative**

FCS is committed to supporting former foster care youth and homeless students. Florida statutes provide tuition and fee exemptions to eligible former foster care youth and homeless students to attend Florida's public colleges and universities. Each FCS institution houses foster care and homeless liaisons who are advisors to assist former foster care youth and homeless students with enrollment, completion of college financial aid applications and career exploration. Academic advisors provide students with tools for student success in college academics, information on academic and community resources, scholarship opportunities and other support. Collectively, the goal is to increase access, promote degree completion and prepare former foster care youth and homeless students for transfer into a baccalaureate degree program or entry into the workforce.

- **Florida Student Success Center**

In 2018, Florida became the 15th state in the nation to house a Student Success Center, a statewide organization that supports state colleges' efforts to develop student-centered pathways and increase student completion rates.

During its first year, the center focused primarily on mathematics pathways re-form and established three inter-connected workgroups to identify current challenges in mathematics pathways and develop policy and practice recommendations to improve student achievement across Florida's education system. More than 90 mathematics faculty, administrators and key stakeholders from Florida's K-12 system, the FCS and the SUS served

as members of the workgroups in 2018-19. In June 2019, the center launched a publication that represents a culmination of the mathematics re-design initiative, *Mathematics Re-Design: A Vision for Florida's Future: Recommendations from the Florida Mathematics Re-Design Workgroups*. This publication includes 11 policy and practice recommendations for increasing student success in mathematics, and the center is in the process of appointing a cross-sector steering committee to support implementation of the recommendations.

Mathematics re-design is a critical component of the broader consideration regarding structured guided pathways, which will be the primary focus of the center moving forward. The center recently introduced Florida Pathways, a statewide, guided pathways implementation effort designed to scale pathways to dramatically boost completion and improve the social and economic mobility of graduates. FCS institutions will have the opportunity to participate in the FPI, through which the center will provide support and resources to help institutions implement structured guided pathways.

### **Access to Baccalaureate Workforce Development Programs**

FCS institutions are an integral part of the answer to increasing attainment and building upon Florida's talent pipeline as the colleges provide programs across the state that prepare students to enter the workforce or continue their education. Academic programs in FCS are developed and updated based on the workforce demand of college service areas. In 2017-18, there were 202,380 enrollments in workforce degree programs in the FCS, a further reflection that students are recognizing there are alternative educational and career paths leading to medium and high wage jobs that do not require bachelor's degrees.

FCS students are among the best in the nation and represent a diversity of backgrounds, life circumstances, skills and talent. Ninety-nine percent of FCS students come from within Florida. FCS institutions provide a range of classes and programs to fit the busy schedules of students, who are often caring for dependents and working full time. Whether through innovations in teaching, advising, transfer or partnering with business and industry, FCS maintains a consistent focus to keep college affordable and accessible with the goal to help students achieve the highest levels of academic success in pursuit of gainful employment and degree attainment.

Finally, to continually monitor student access and student success, the Division of Florida Colleges conducts agency-directed research projects including: reports analyzing baccalaureate accountability, developmental education student success, college affordability and textbook affordability as well as research briefs and dashboards detailing system- and 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 (SBE). The SBE is the chief implementing and coordinating body of public education in Florida, overseeing all systems of public education except for the SUS. The 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 SBE to adopt a strategic plan that specifies goals and objectives for the state's public schools and FCS institutions. In August 2015, SBE adopted the framework shown in Exhibit 6 for use in developing a five-year strategic plan for 2015-2020.

Exhibit 6.

#### FRAMEWORK FOR THE STATE BOARD OF EDUCATION'S STRATEGIC PLAN

##### I. Goals of the Florida Education System (s. 1008.31, Florida Statutes)

1. Highest student achievement, as indicated by evidence of student learning gains at all levels.
2. Seamless articulation and maximum access, as measured by evidence of progression, readiness and access by targeted groups of students identified by the Commissioner of Education.
3. Skilled workforce and economic development, as measured by evidence of employment and earnings.
4. Quality efficient services, as measured by evidence of return on investment.

##### II. System Level Strategies

1. Implement high-quality standards and assessments
2. Improve educator effectiveness
3. Incentivize institutions to provide opportunities
4. Improve accountability systems that promote institution improvements
5. Improve effectiveness of and opportunity for career preparation
6. Promote high-quality educational choice
7. Strengthen stakeholder communication and partnerships
8. Increase the quality and efficiency of services

##### III. Metrics

Section 1008.31, F.S., also describes the characteristics of the metrics used to measure progress on the state's goals.

These measures must be:

- Focused on student success;
- Addressable through policy and program changes;
- Efficient and of high quality;
- Measurable over time; and
- Simple to explain and display to the public.

In keeping with the department's mission, the framework included four overarching statewide goals for education as authorized in s. 1008.31, F.S. System-level strategies with metrics for measuring progress toward the goals were also identified. All four goals included a focus that promotes effective transitions of Florida students from early childhood throughout formal education to prepare students to be college and career ready to pursue postsecondary education in the FCS and/or career and technical endeavors.

At the SBE meeting in September 2016, the proposed targets for each of the strategic plan metrics were reviewed and progress targets to be achieved by fiscal year 2019-20 were approved. The original framework was expanded to include a Science, Technology, Engineering and Mathematics (STEM) focus, with the metrics for Goals 1, 2 and 3 to include tracking and reported STEM data. The expanded framework also requires reporting Florida's status on national and international benchmarks. The following metrics are used to track plan implementation and to provide regular progress reports to SBE:

- Student achievement and continued achievement growth on Florida Assessments;
- Progress in closing the achievement gap;
- High School graduation rate and graduation rate plus;
- Reduction in the percent of low-performing schools;
- Postsecondary completion and continuation rates;
- Associate degree articulation rate;
- Access to high-quality educational options;
- Postsecondary employment rate;
- Initial wages;
- Return on investment; and
- Agency effectiveness.

### **Accountability for Student Performance**

Consistent with Goal 1 of the strategic plan, the department is committed to improving outcomes for all by ensuring every student achieves grade-level or above performance. Section 1008.33, F.S., authorizes SBE to hold all school districts and public schools accountable for student performance. Florida has focused on increased proficiency for every student over time, increasing standards with the adoption of the Next Generation Sunshine State Standards in 2007 and the Florida Standards in 2014. The Florida Standards for mathematics and English language arts stress a broader approach for student learning, including an increased emphasis on analytical thinking. As required by Executive Order 19-32 issued by Governor Ron DeSantis on January 31, 2019, the standards are currently undergoing a comprehensive review.<sup>4</sup>

By placing an emphasis on critical and analytical thinking, SBE continues to raise the education standards bar and drive continued academic improvement by Florida students, as indicated by state and national assessment results and graduation rates. The 2014 Florida Legislature enacted changes to the accountability system and required the transition to a simplified, more transparent school grading system. Activities associated with implementation of the legislation are reflected in the agency's long range planning and legislative budget requests.

In its strategic plan, SBE has established long-term goals for academic achievement in English language arts and mathematics that include both a goal to increase achievement overall and a goal to close the achievement gap in each subject area. These goals work together to improve outcomes for all of Florida's students. For English language arts and mathematics achievement, Florida's goal is to increase the percentage of students achieving grade-level or above performance by six percentage points in each subject area by 2020 from baseline performance in 2014-15 (see aligned Outcomes and Performance Projections on pages 2-7).

The projected increase is ambitious and amounts to more than a one percentage-point increase each year for five consecutive years from the baseline in 2014-15 through 2019-20. This goal is higher than

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<sup>4</sup> Information about the standards review is at <http://fldoe.org/standardsreview/>.



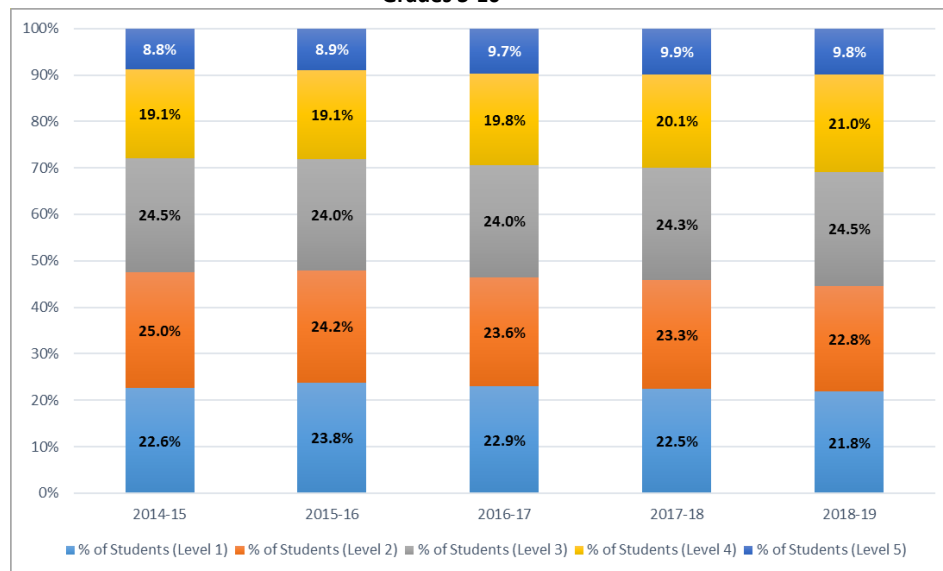
the rate of increase Florida saw from 2010-11 through 2013-14 when using the prior statewide assessment, and in 2018-19, Florida achieved its mathematics goal by increasing six percentage points from 52 percent in 2014-15 to 58 percent in 2018-19. From 2010-11 to 2013-14, Florida grew two percentage points in reading and two percentage points in mathematics on the statewide assessment. Florida currently ranks fourth in the nation for K-12 student achievement, according to *Education Week's Quality Counts 2019* report. The annual report compares state-by-state data and trends to gauge students' opportunities for success and considers achievement levels, achievement gains, poverty gap, achieving excellence, high school graduation and AP results.

### Statewide Assessment Results

In 2014-15, Florida implemented new statewide assessments in English Language Arts and mathematics (mathematics, Algebra 1, Geometry, and Algebra 2) aligned to the Florida Standards adopted by SBE. The Algebra 2 end-of-course (EOC) was discontinued in 2017. Results for the Florida Standards Assessments (FSA) in English Language Arts (ELA) and mathematics were reported by achievement level beginning with the spring 2016 test administration, and results from the 2014-15 school year were retrofitted to the achievement levels established by SBE in January 2016.

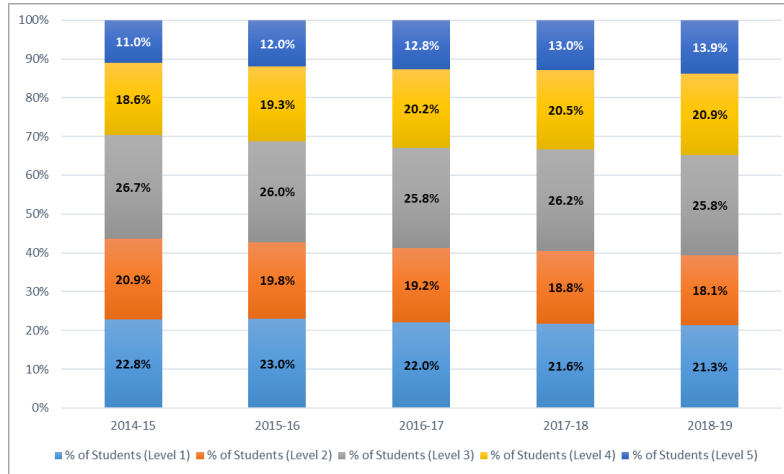
Figures 4 through 12 show the distribution of Levels 1 through 5 for each statewide assessment across years. Overall, as shown in Figure 4, performance at Level 3 and above in grades 3-10 ELA in 2019 increased by 1 percentage point over 2018, with 55 percent of students in grades 3-10 reading and writing at or above satisfactory (Achievement Level 3).

**Figure 4. FSA English Language Arts by Achievement Level  
Grades 3-10**



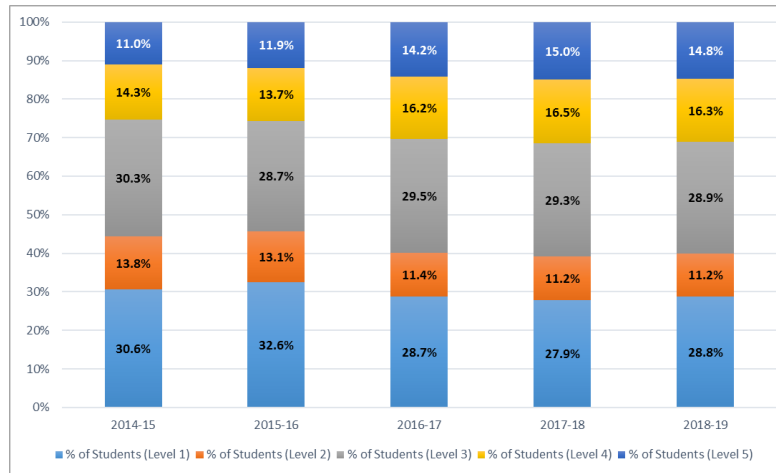
As shown in Figure 5, 61 percent of students in grades 3-8 were performing at or above satisfactory in mathematics, which is an overall increase of 1 percentage point over 2018 results.

**Figure 5. Mathematics Combined (FSA and End-of-Course Assessment) by Achievement Level Grades 3-8**

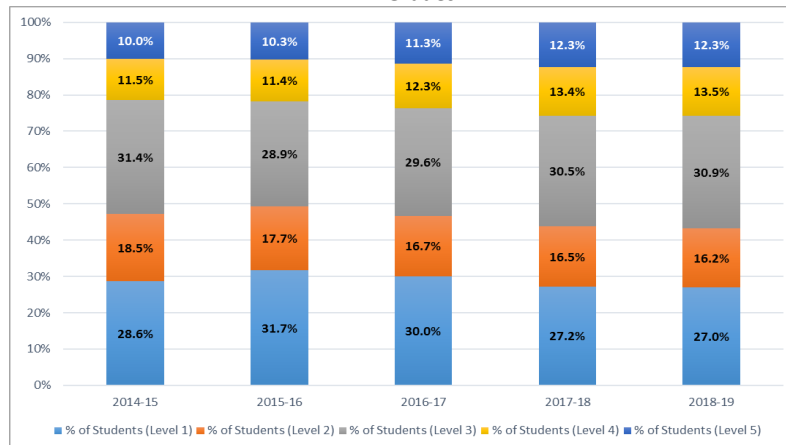


For the 2019 high school level mathematics assessments, as shown in Figures 6 and 7, 60 percent of students performed at or above satisfactory in Algebra 1 and 57 percent were performing at or above satisfactory in Geometry.

**Figure 6. FSA Algebra 1 End-of-Course Assessment by Achievement Level All Grades**

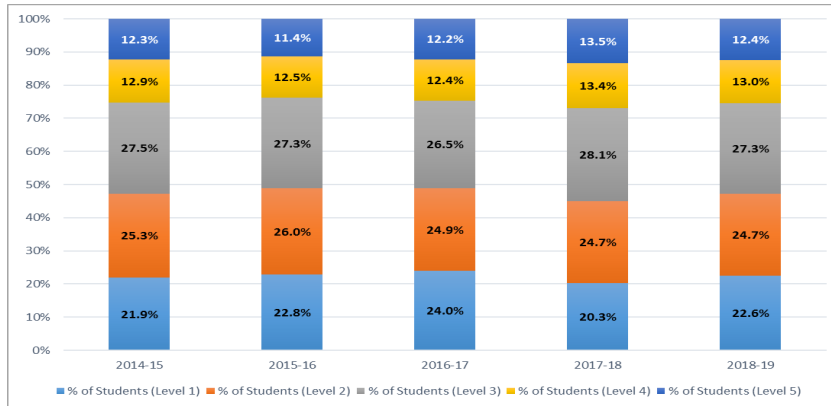


**Figure 7. FSA Geometry End-of-Course Assessment by Achievement Level All Grades**

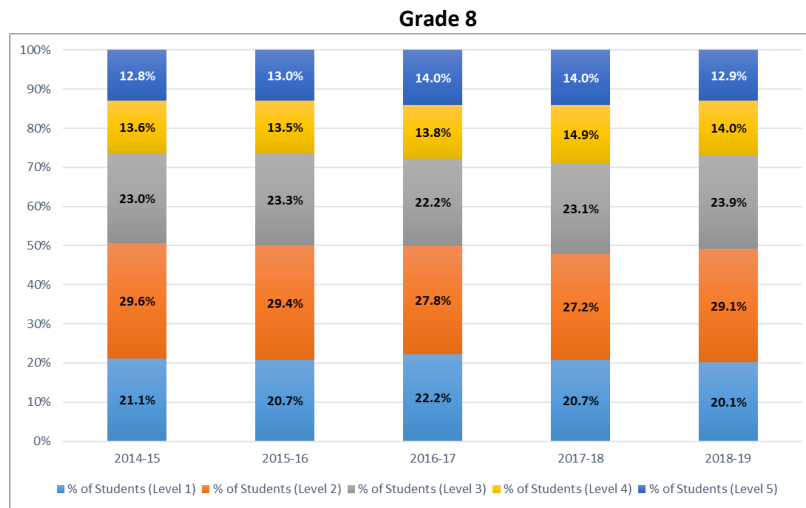


Figures 8 through 10 show that science performance in Biology 1 increased 2 percentage points, while science performance in grade 5 decreased by 2 percentage points and performance in grade 8 decreased by 1 percentage point in 2019. For 2019, 53 percent of students in grade 5 and 51 percent of students in grade 8 were performing at or above Achievement Level 3 (satisfactory) in science. In 2019, 67 percent of students were performing at or above Achievement Level 3 (satisfactory) on the Biology 1 end-of-course assessment.

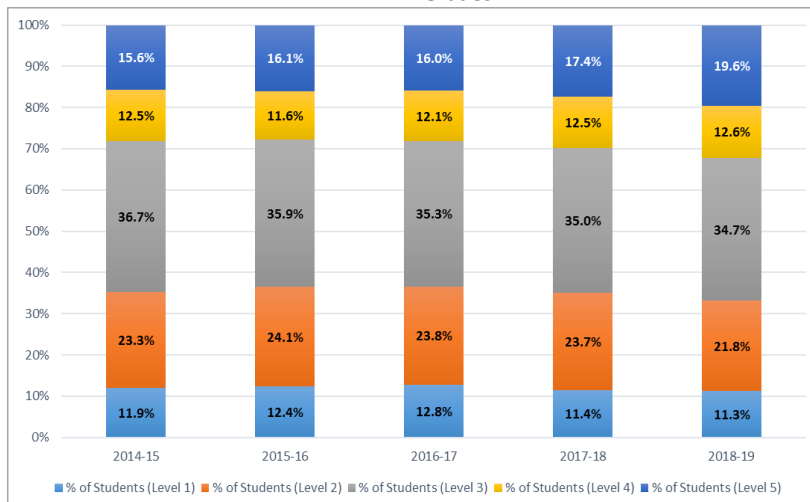
**Figure 8. Statewide Science Assessment by Achievement Level  
Grade 5**



**Figure 9. Science (Statewide Science and End-of-Course Assessments) by Achievement Level  
Grade 8**

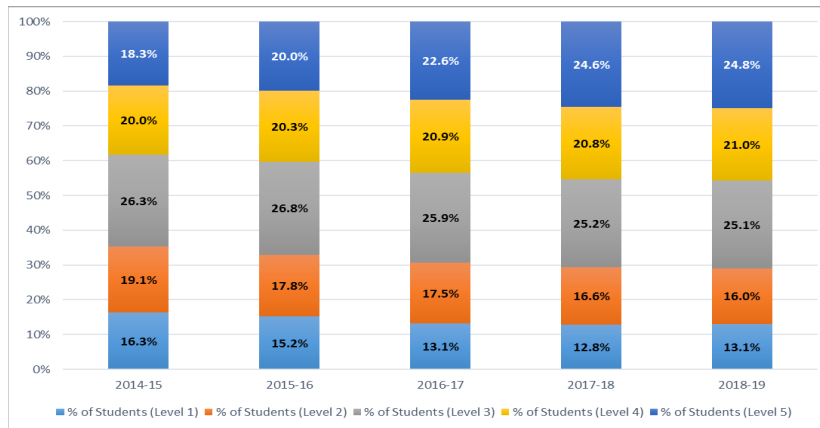


**Figure 10. Biology 1 End-of-Course Assessment by Achievement Level  
All Grades**

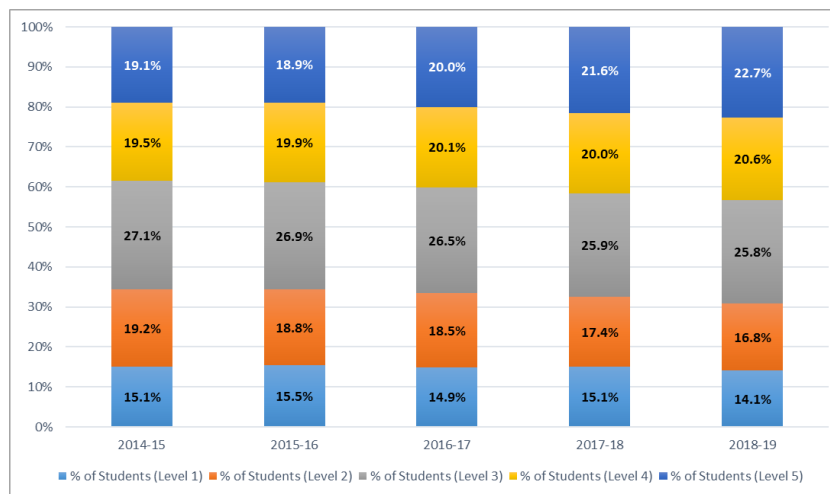


Figures 11 and 12 show social studies performance in U.S. History increased in 2019 over 2018, while performance in Civics remained the same. In Civics, 71 percent of students continued to perform at or above Achievement Level 3, and in U.S. History, satisfactory performance increased 1 percentage point, with 69 percent of students performing at or above Achievement Level 3.

**Figure 11. Civics End-of-Course Assessment by Achievement Level  
All Grades**



**Figure 12. U.S. History End-of-Course Assessment by Achievement Level  
All Grades**



## Improvements on the National Assessment of Educational Progress

Florida has also seen increases in nationally recognized assessments, such as the National Assessment of Educational Progress (NAEP). NAEP is an assessment administered to a representative sample of students across the nation allowing for state-to-state and state-to-national comparisons, as well as some comparisons with large urban districts, with Miami-Dade, Duval and Hillsborough participating in Florida. All states are required by federal law to participate in the Grade 4 and Grade 8 NAEP assessments in reading and mathematics. Since 2003, the assessments have been administered every other year, with 2017 being the most recent administration for which results are currently available. Since NAEP has been administered for a long time period, it allows for longitudinal comparisons of performance.

In 2017, Florida was the only state in the nation to significantly increase its average score on three of the four NAEP assessments. The 2017 NAEP Reading results in Exhibit 7 show that, since 2003,

Florida's fourth and eighth grade students have increased the percentage scoring at or above *Basic* in Reading by 12 and 9 percentage points, respectively, compared to a 5 percentage-point gain by the nation's fourth graders and a 3 percentage-point gain for eighth graders. In 2017, Florida saw a significant average score increase in Grade 8 NAEP Reading compared to the previous 2015 administration (up from 263 to 267).

**Exhibit 7. NAEP Reading Percentage at or Above Basic, Florida Results Compared to the Nation – 2003 and 2017**

	2003	2017	Percentage Point Change
<b>Florida - Grade 4</b>	<b>63%</b>	<b>75%</b>	<b>12%</b>
Nation - Grade 4	62%	67%	5%
<b>Florida - Grade 8</b>	<b>68%</b>	<b>77%</b>	<b>9%</b>
Nation - Grade 8	72%	75%	3%

The 2017 NAEP Mathematics results displayed in Exhibit 8 show that, since 2003, Florida's fourth grade students have increased their overall mathematics performance at or above *Basic* by 12 percentage points, exceeding their national counterparts, and Florida's eighth grade students have increased performance at or above *Basic* by 4 percentage points. Additionally, Florida was the only state to significantly increase its average score in Grade 4 NAEP Mathematics and in Grade 8 NAEP Mathematics compared to the previous 2015 administration (up from 243 to 246 in Grade 4 Mathematics, and up from 275 to 279 in Grade 8 Mathematics).

**Exhibit 8. NAEP Mathematics Percentage at or Above Basic, Florida Results Compared to the Nation – 2003 and 2017**

	2003	2017	Percentage Point Change
<b>Florida - Grade 4</b>	<b>76%</b>	<b>88%</b>	<b>12%</b>
Nation - Grade 4	76%	79%	3%
<b>Florida - Grade 8</b>	<b>62%</b>	<b>66%</b>	<b>4%</b>
Nation - Grade 8	67%	69%	2%

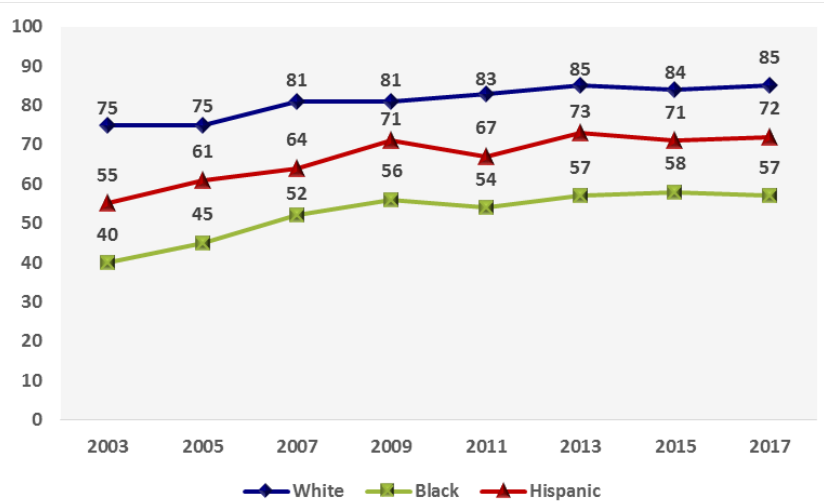
### Reading Achievement Gap Narrows

Not coincidentally, Florida's improvement on NAEP followed the implementation of the education reforms begun in 1998. In 1998, Florida underperformed the nation in the percentage of fourth grade students scoring at or above *Basic* on the NAEP Reading. By 2003, Florida's fourth grade performance had outpaced the nation, and that trend has continued without interruption through the most recent administration of the NAEP in 2017. Whereas, approximately two-thirds (67 percent) of fourth grade students across the country scored at or above *Basic* on NAEP Reading, three-fourths (75 percent) of Florida's fourth grade students scored at or above *Basic* on NAEP Reading.

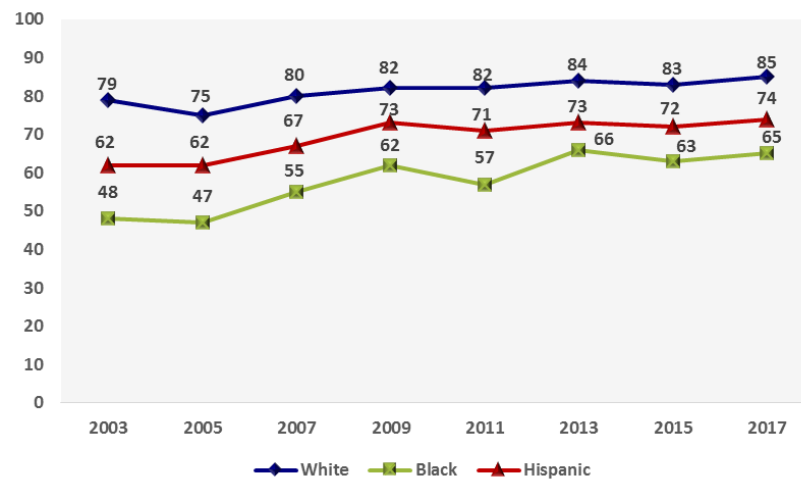
Florida is focused on closing the achievement gap among subgroups to ensure that all students are able to reach their full potential. Department staff use data to identify districts that need more support in closing the achievement gap through its multi-tiered system of support and provide support based on the needs identified in achievement data. Florida has a goal to reduce the achievement gap by one-third between each subgroup in each subject area by 2020 from baseline performance in 2014-15.

NAEP results from the 2017 assessment (most currently available comparative data) shown below in Figures 13 and 14 indicate a narrowing of the reading achievement gap between minority and white students. In grade 4, the achievement gap between African American and White students performing at or above *Basic* is 7 percentage points narrower in 2017 than in 2003 and the achievement gap between White and Hispanic students is 7 percentage points narrower. In grade 8, the achievement gap between African American and White students performing at or above *Basic* is 11 percentage points narrower than in 2003 and the achievement gap between Hispanic and white students is 6 percentage points narrower.

**Figure 13. Narrowing the Reading Achievement Gap**  
Grade 4 NAEP Reading, at or above Basic



**Figure 14. Narrowing the Reading Achievement Gap**  
Grade 8 NAEP Reading, at or above Basic



### SAT, ACT and Advanced Placement

There were 159,416 students in the 2018 graduating class who took the new version of the SAT (first reported in 2017) at some point during their high school career, which is a 21 percent increase over 2017 (27,198 more students). Thirty-two percent of test takers were Hispanic students, and 21 percent were African American students. Approximately 61 percent of test takers indicated they were a minority student.

The number of 2018 graduates taking the ACT decreased compared to 2017. A total of 101,936 of Florida's 2018 graduating public school seniors took the ACT at some point during their high school career, a decrease of 10,073 students over the number reported for 2017. Approximately 58 percent of students taking the ACT in the 2018 graduating class indicated that they were a minority student. Average ACT scores increased in three of the four areas tested for Florida. From 2017 to 2018, Florida increased by two tenths of a point in English, one tenth of a point in Reading and science and decreased by one tenth of a point in mathematics.

According to the AP Data Report released by the College Board in February 2019, Florida ranked first compared to other states in participation in AP exams during high school, third in the nation for successful scores of 3 or higher and third in the nation for improvement over the last decade compared to the other states. The results show that Florida's investments in education are preparing students to begin college and enter the workforce prepared to succeed.

There are significant financial benefits to students who perform well on AP exams. According to the College Board, in May 2018, Florida public high school students took a total of 209,678 AP® Exams that resulted in scores of 3, 4 or 5. Based on students' opportunity to earn at least three college credits for each AP Exam score of 3 or higher, this represents an estimated 629,034 college credits. At an average rate of \$212.00 per credit hour, the total potential cost savings for the state's students and families was \$133,355,208.

Florida highlights of the AP Report include:

- At 55.9 percent, Florida was ranked first among states for the percentage of 2018 graduates who took an AP exam during high school.
- Over the last decade, the number of Florida graduates participating in AP increased by 71 percent, from 53,838 students in 2008 to 91,959 students in 2018.
- At 31.7 percent, Florida's percentage of 2018 graduates who potentially earned college credit with a score of 3 or higher exceeded the national average (23.5 percent).
- Florida is third in the nation for improvement over the past 10 years in the percentage of graduates scoring 3 or higher during high school. Between 2008 and 2018, Florida improved by 12.4 percentage points, from 19.3 percent in 2008 to 31.7 percent in 2018.

### **Florida Pre-College Entrance Examinations for Grade 10 Students**

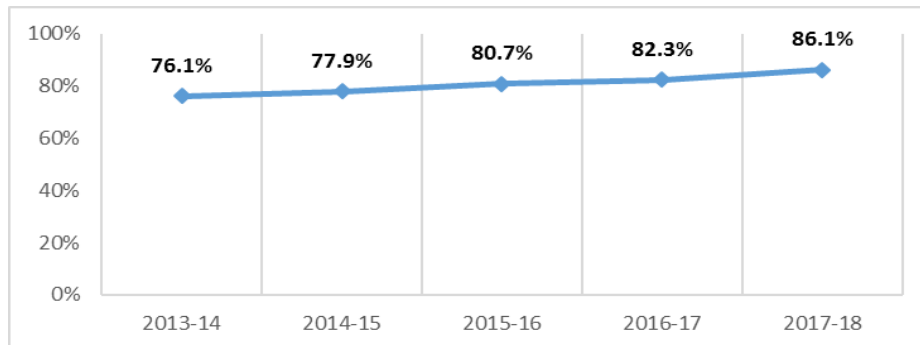
The Florida Legislature has continued to allocate funds to support the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or PreACT pre-college entrance examinations to grade 10 public high school students, including FLVS students. Student assessment data from test results helps high school counselors determine student readiness and potential for success in AP and other college preparatory courses, and identifies students who may need additional instruction before enrolling in such courses. Although students are not required to take one of the pre-college entrance examinations, the provision ensures that as many students as possible are given access to the pre-college entrance examination program and the related services that will be provided.

### **High School Graduation Rate**

Florida's high school graduation rate rose in 2018 to a new mark of 86.1 percent, continuing the upward trend of the percentage of Florida students graduating from high school within four years. Florida's graduation rate has jumped more than 15 percentage points since 2010-11 and more than 26 percentage points since 2003-04. While Florida's graduation rates vary by race and ethnicity, all demographic groups have increased their graduation rates over the last few years. Although Florida's 2018 graduation rate is 86.1 percent, that does not mean that 13.9 percent of students in the cohort

are dropouts. Non-graduates include students who have been retained and are still in school; received certificates of completion, special diplomas or GED-based diplomas; or transferred to a contracted private school and comprised 10.3 percent of the cohort, while the dropout rate was 3.5 percent.

**Figure 15. Florida's Graduation Rates 2014–2018**



### School and District Grades

The department calculates school grades annually for Florida's public schools based on up to 11 components, including student achievement and learning gains on statewide, standardized assessments and high school graduation rate. School grades provide parents and the general public an easily understandable way to measure the performance of a school and understand how well each school is serving its students. In 2015, the Florida Legislature amended s. 1008.34, F. S., to revise Florida's school accountability system, which streamlined the school grading process to enhance transparency and refocus the system on student success measures while maintaining focus on students who need the most support. Additional highlights of the 2018-19 school grades are:

#### Statewide Highlights

- Florida has more than 1,000 "A" schools (1,172 schools), up from 1,043 in 2017-18, 987 in 2016-17 and 763 in 2015-16. The percentage of schools earning an "A" increased to 36 percent, up from 31 percent in 2017-18.
- The percentage of schools earning an "A" or "B" grade increased to 63 percent compared to 57 percent in 2017-18.
- A total of 1,602 schools maintained an "A" grade (896 schools) or increased their grade (706 schools) in 2018-19.
- Elementary schools had the largest increase in the percentage of schools improving their grade, with 28 percent (494 schools) moving up one or more letter grade.
- The number of "F" schools decreased by 1 percent (20 schools), from 35 schools in 2017-18 to 15 schools in 2018-19.

#### Low-Performing Schools

- 81 percent of schools graded "F" in 2017-18 that were also graded in 2018-19 improved their grade one or more letter grades (21 of 26 schools).
- 77 percent of schools that earned a "D" or "F" grade in 2017-18 that were also graded in 2018-19 improved by at least one letter grade (165 schools).
- 63 percent of schools in the second or third year of implementing their turnaround plan improved their letter grade (22 schools).

In addition to school grades, the department also calculates district grades annually based on the same criteria. The following 2019 results are further evidence that Florida's accountability system is integral to ensuring all Florida students have access to the high-quality education they deserve:



- Five districts improved their district grade from a “B” in 2018 to an “A” in 2019;
- Three districts improved their district grade from a “C” in 2018 to a “B” in 2019;
- Fifty-four of Florida 67 school districts were graded “A” or “B,” up from 53 in 2018; and
- No districts were graded “D” or “F.”

### **Commission for Independent Education**

Chapter 1005, F.S., 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 SBE to implement statutory requirements. Some of the specific performances demonstrated by the Commission are described below.

- **Timelines for Licensure**  
Within 30 calendar days of the receipt of an application (all documents are date-stamped upon arrival at the Commission), the Commission reviews and responds to each institutional application with a list of errors and omissions that need to be corrected in order to complete the application for licensure. The Commission must review the application for licensure and place it on its meeting agenda (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 institutions that hold a provisional license or an annual license on an ongoing basis. The purpose of the visits is to evaluate the institution’s compliance with the 12 standards for licensure. The visits often result in reports that notify licensed schools or colleges of areas of noncompliance with s. 1005, F.S., and/or chapter 6E, F.A.C.

## Office of Early Learning

### Mission and Goals

#### Mission:

To administer and deliver a high-quality comprehensive early learning system of services

#### Early Learning Services Goals

- Goal 1:** Oversee continuous quality improvement and accountability for Florida’s Voluntary Prekindergarten (VPK) Education Program, providing every four-year-old child in the state a high-quality early learning opportunity while practicing careful stewardship of resources
- Objective 1:** Provide for availability of information and outreach activities to all families with four-year-old children and all providers of early education services so they may participate in the VPK program, Chapter 1002, F.S.
- Outcome 1.A:** Percentage of children who complete the VPK program who are ready for school when they enter kindergarten based on the Florida Kindergarten Readiness Screener (FLKRS). Children are said to have completed the VPK program if they attended at least 70 percent of the available program hours. In fall 2017, the Star Early Literacy assessment was administered as the sole instrument of FLKRS and those results were used to evaluate the 2016-17 VPK Program Year (PY).
- Outcome 1.B:** Percentage of all four-year-old children served in the VPK program. Based on the August 7, 2018, VPK Estimating Conference
- Goal 2:** Oversee continuous quality improvement and accountability of School Readiness and Child Care Resource and Referral programs, while practicing responsible stewardship of resources, to enable parents to get information about and access to child care and high-quality, full-choice, affordable early learning opportunities for their children allowing them to work and achieve financial self-sufficiency, Chapter 1002, F.S., Rule 6M-9.300, F.A.C.
- Objective 2:** Provide high-quality, affordable early learning and child care services to all eligible Florida families.
- Outcome 2.A:** Percentage of families receiving school readiness services for the first time in FY 2017-18 who are offered child care resource and referral services.
- Outcome 2.B:** Percentage of children who participate in the School Readiness (SR) Program who are ready for school when they enter kindergarten based on the Star Early Literacy assessment results. This outcome cannot be measured at this time, as not all SR children have not been matched to Star Early Literacy assessments this year.

### Introduction

The Office of Early Learning’s (OEL) Long-Range Program Plan (LRPP) for fiscal years 2020–21 through 2024–25 is a goal-based, five-year plan that identifies OEL’s goals, objectives and outcomes, structured around administration of early learning services—the VPK Education Program and the SR Program. OEL reviewed and evaluated past, current and projected performance data for all early learning services and activities. The evaluation used performance data and trends to adjust performance objectives and outcomes where necessary. The LRPP’s intended purpose provides strategic direction for the office to ensure it attains its goals and serves as a resource for Florida citizens, policy makers and stakeholders.

## Office of Early Learning's Primary Responsibilities

### Early Learning Services

In 2001, the Florida Legislature transferred the Florida Partnership for School Readiness and the responsibility for administering school readiness programs to the Agency for Workforce Innovation (AWI). Effective January 2, 2005, the legislature established the OEL within AWI to serve as the state's principal organization responsible for enhancing early childhood education for Florida's children.

On June 14, 2011, Governor Rick Scott approved Senate Bill 2156 referring to Governmental Reorganization. As a result, on October 1, 2011, AWI was transferred to the Department of Economic Opportunity. As part of this transfer, the early learning division became a separate budget entity within the Department of Education with a direct report to the Governor, becoming Florida's OEL.

During the 2013 session, the legislature passed new early learning legislation. Designed to improve quality and bring more accountability and transparency to the state's early learning programs, House Bill 7165 took effect July 1, moving OEL into the Florida Department of Education within the Office of Independent Education and Parental Choice, consolidating operational and programmatic duties and responsibilities for the VPK Education Program in OEL.

Florida made additional progress in this direction with new legislation (HB 1091) signed by Governor Scott in March 2018, which provides: (1) a statewide definition of quality based on program assessment scores, with basic threshold scores required to provide SR (subsidized) care; (2) alignment of a payment differential to incentivize and pay for higher levels of quality; and (3) the ability for early learning coalitions (ELC) to set local eligibility priorities to serve the children most needing care. In the 2018-19 program year, SR programs will be assessed with the Classroom Assessment Scoring System® (CLASS), providing an unprecedented snapshot of the quality of 7,668 SR programs (70 percent of early learning sites serving children ages birth-five). The new "School Readiness Quality Performance" initiative gave OEL opportunities to multiple data elements on the quality of providers offering services as well as limit the entrance of low performing providers.

OEL administers three major early learning programs—the VPK Education Program, the SR Program and the Child Care Resource and Referral Program.

- **Voluntary Prekindergarten Education Program**

In December 2004, the legislature created the VPK Program to fulfill the constitutional requirement that, "Every four-year old child in Florida shall be provided by the State a high quality pre-kindergarten 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." (See Article IX, Section 1(b) of the State Constitution.) OEL administers operational and programmatic requirements of the VPK program, which is universally available to every four-year-old child in the state and to five-year-olds whose fourth birthday falls between February 2 and September 1 of the calendar year.

- **School Readiness Program**

In 1999, the Florida Legislature enacted the School Readiness Act. (See Chapter 1002, F.S.) The act established the SR Program, which consolidated various early childhood education programs into one integrated program. Jointly administered at the local level by early learning coalitions and at the state level by OEL, SR programs are early childhood education and child care programs provided for specific populations of children based on need. As of 2014, this includes children who are economically disadvantaged (i.e., family income does not exceed 150 percent of federal poverty level), who have disabilities, or who are at risk of abuse, neglect or abandonment, homeless or victims of domestic violence. The SR Program prioritizes serving

children from birth to five years of age; however, it offers services through age 13. Through a coordinated system of statewide and local continuous quality improvement initiatives, the program also provides training and technical assistance to child care providers, and works to enhance the quality of care and expand capacity for services.

- **Child Care Resource and Referral (CCR&R) Program**

Mandated by federal and state laws, the CCR&R Program is a free service that helps families locate an early learning provider that meets their needs. The CCR&R state network office is housed in OEL. The program provides consumer education and customized child care listings to individuals seeking child care. State CCR&R network staff provide technical assistance and training in areas including community outreach; consumer education; family engagement; quality customer service; staff development and program oversight; and recruiting and retaining child care providers.

- **Early Learning Coalitions**

OEL administers VPK, school readiness and CCR&R programs at the state level and coordinates local service delivery through 30 early learning coalitions that provide services in each of Florida's 67 counties. Each coalition board is composed of at least 15 but not more than 30 members. The Governor appoints the board chair plus two additional members for each coalition. Remaining members are appointed locally from the coalition's community.

- **Early Learning Advisory Council**

The 2004 legislation also created the Florida Early Learning Advisory Council (ELAC), which is composed principally of the chairs of the early learning coalitions. The Governor appoints the advisory council chair. The presiding officers of the Florida Legislature appoint two additional members. The advisory council submits recommendations to OEL on best practices, including recommendations relating to the most effective administration of the VPK Education Program and the SR Program.

## **Early Learning Services Partners**

OEL and staff members are involved with several initiatives, which include but are not limited to the Children and Youth Cabinet; the Governor's Child Adoption and Permanency Council; the State Advisory Council on Early Childhood Care and Education; the Florida Interagency Coordinating Council for Infants and Toddlers; Help Me Grow Florida; Interagency Agreement to Coordinate Services for Children Served by More than One Agency; PreK Multi-Tiered System of Support (MTSS) Early Childhood; Florida Early Childhood Comprehensive Systems (ECCS); Professional Development Task Force (PDTF); Statewide Inclusion Network; Statewide Preschool Network; Transition to Kindergarten Workgroup and the Florida Afterschool Network, among others.

## **Planning Approach of the Office of Early Learning**

Working with early learning coalitions, providers, educators, policy makers, legislators, early child education advocates, parents, families and other early learning stakeholders, the OEL solicited input to guide development of its strategic plan. Concurrently, during the 2013 legislative session, the Florida Legislature passed House Bill 7165, which moved OEL into the Florida Department of Education and consolidated VPK responsibilities formerly assigned to a department bureau within OEL.

OEL adopted a strategic plan that incorporates its key principles—greater transparency, accountability and quality throughout the state's early learning system. Simply stated, OEL increased accountability and transparency at state and local levels through clear, efficient governance to deliver quality early learning services for children and families.

OEL's mission is to administer and deliver a high-quality comprehensive system of early learning services. Its vision is that every child in Florida has access to quality early learning services.

OEL set forth four strategic goals. The first goal is to increase accountability at state and local levels to best serve Florida's children and families. The second goal is to increase transparency at state and local levels to provide all early learning stakeholders with information that is relevant, accessible, timely and accurate. The third goal is to improve the quality of early learning programs. The fourth goal is to sustain a statewide early learning system with a clear governance structure to maximize efficient use of resources.

### **Trends and Conditions Analysis**

Florida's early learning programs and services provide valuable early educational opportunities for families and their young children to help increase the likelihood of ongoing educational achievement and future success. The office is dedicated to ensuring accessible, affordable and high-quality early learning services for Florida's children and families by supporting the following primary goals for Florida's early learning system:

- Administer operational requirements of Florida's VPK Program in a timely and effective manner so that every eligible four- or five-year-old child can receive a high-quality early learning opportunity.
- Oversee continuous quality improvement and accountability for quality, affordable early education and child care through the SR Program, providing eligible working and underemployed families in Florida the opportunity to achieve economic self-sufficiency, while supporting children at risk of school failure.
- Administer CCR&R programs to provide parents with consumer education on how to identify quality child care settings, full-choice of early learning opportunities for their children, and information on local community resources.

OEL is responsible for administering early learning programs and services at the state level. It is responsible for adopting and maintaining coordinated programmatic, administrative and fiscal policies and standards for all local ELCs. Florida's 30 ELCs are responsible for planning, aligning and implementing early learning programs at the local level. In partnership with 30 ELCs, the Redlands Christian Migrant Association and more than 10,000 child care providers, Florida's early learning programs serve more than 353,000 children and their families annually.

The following trends and conditions exist for administering and delivering Florida's early learning programs:

- Approximately 36 percent of the 1.3 million children younger than age six living in Florida are from low-income families who fall below 150 percent of the federal poverty level. According to the September 2018 Florida Demographic Database and the OEL Fact Book, SR programs serve approximately 29 percent of those children. Funding for SR programs has remained approximately constant.
- With current economic conditions, increased demand for child care (there is a monthly average of slightly more than 16,000 children on SR Program waiting lists statewide), the rising cost of quality child care and increasing demands and requirements for child care providers, early learning coalitions must balance deciding whether to serve more children, pay more to providers or increase child care quality.
- With ongoing delivery of VPK and the demand for higher quality early learning educational programs, ELCs are increasing monitoring and technical assistance activities to child care providers to ensure accountability and improve quality.

- Ongoing delivery of early learning programs has highlighted the need to ensure there are enough willing, able and qualified providers and teachers to serve all of the families who want their children to participate in the programs. Administrative funding limitations at both state and local levels make it difficult to meet that demand.
- During FY 2018-19, over 8,000 program assessments were conducted for SR Program providers. Data showed over 70 percent of providers were in a mid-high range of quality. While promising, this data also showed additional need for targeted quality supports in concert with the statewide approach to quality created by HB 1091. Supports should be addressed in the context of the local community and available resources to providers.
- OEL is in the last phase of the Enhanced Field System (EFS) modernization project. EFS was originally a distributed environment maintained at each early learning coalition. It is now a single environment and state maintained. The new system allows for the following:
  - A centralized database;
  - System enhancements;
  - Increased security;
  - Data and process consistency; and
  - Automation of manual processes.

## POLICY ALIGNMENT

During the 2019 Legislative Session, the Department of Education supported bold education goals to continue Florida's educational reform initiatives and solidify the state's place as a national leader in education. Consistent with the governor's education agenda, the department successfully advocated for policies to improve the lives of Florida's students, parents and teachers, revitalizing its focus in the following key areas:

- Rewarding the state's best teachers for their commitment to the advancement of Florida's students;
- Preparing students for postsecondary education and a career in Florida's globally competitive workforce;
- Expanding school choice options for families across the state;
- Ensuring Florida has the safest schools in the nation; and
- Constructing the best state in the nation for English, math, science, language, and civics.

Going forward, Florida will continue to build on reforms that have proven successful while investing in policy changes needed to meet future education needs. Below are key policy initiatives that will impact planning, budgeting and delivery of the department's programs and services in 2020-21 through 2024-25. These initiatives will help move the department toward meeting the Governor's shared vision to make Florida the best state in the nation for education.

### **Creating Safer Schools**

Every student deserves access to a safe learning environment and families have a right to expect safe schools for their children. In March 2018, the Marjory Stoneman Douglas High School Public Safety Act was signed into law to require reforms designed to make Florida public schools safer and keep firearms out of the hands of mentally ill and dangerous individuals. In 2019, the Florida Legislature passed the Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission to enhance and assure implementation of the safety measures authorized by the 2018 legislation. Mental health funding was also made available for districts and schools to establish care for students and help school personnel identify and understand the signs of mental health and substance abuse problems.

As required by s. 1001.11, F.S., the Commissioner of Education will oversee compliance with the safety and security requirements of the Marjory Stoneman Douglas High School Public Safety Act, chapter 2018-3, Laws of Florida, by school districts; district school superintendents and public schools, including charter schools. The department's Office of Safe Schools serves as a central repository for best practices, training standards and compliance oversight in all matters regarding school safety and security.

### **Ensuring High Quality Academic Standards**

High-quality academic standards are the foundation of a high-quality education system to which assessments and instructional materials must be aligned. As directed by Executive Order Number 19-32, the department is coordinating a comprehensive review of Florida kindergarten through grade twelve academic standards to provide recommended revisions to the Governor. Upon the Governor's approval, the department is ready to act on the recommendations with the goal of making Florida the most literate state in the nation.

## **Creating Pathways for Florida’s Future Workforce**

Florida’s economy will need a skilled labor force for opportunities in health services, education, transportation, trade, utilities, computing, as well as for jobs that require an industry certification or license. Governor DeSantis’ Executive Order Number 19-31 required the department to conduct an audit of the course offerings in the state career and technical education system to ensure that course offerings are aligned to market demands. The audit results will begin the process of ensuring that Florida has the strongest career and technical Education system in the country, aligned to market demand and that Florida students are prepared to fill the high-demand, high-wage jobs of today and the future.

## **Supporting and Elevating Teachers**

An increasing number of Florida schools are struggling to find enough teachers to instruct the millions of Florida's school children who return to classes each academic year. Recruiting highly qualified teachers and creating a valid assessment system for instructional personnel and school administrators is a state education priority. This situation is especially pronounced for certain subject areas, such as mathematics, science and computer science.

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 priority in the instructional evaluation process.

## **Measuring for Accountability**

The primary purpose of Florida’s K-12 assessment system is to measure students’ mastery of Florida’s education standards. Assessments, administered in accordance with s. 1008.22, F.S., support instruction and student learning. Assessment results help Florida’s educational leadership and stakeholders determine whether the goals of the education system are being met and determine whether we have equipped our students with the knowledge and skills they need to be ready to careers and college-level coursework. Most students, including English language learners and exceptional student education students, who are enrolled in subjects and grade levels that are tested participate in the statewide assessment administrations. In addition to supporting instruction and student learning, the statewide assessments provide the basis for school and district accountability systems.

## **Closing the Achievement Gap**

For nearly 20 years, Florida has worked diligently to close the achievement gap. Every student is entitled to an education that prepares them for lifelong success and to tackle life’s challenges. Students today are excelling at rates that far exceed those of two decades ago. With more rigorous standards, higher expectations and high-quality instruction, students of all subgroups have responded with increased achievement.

For example, in 2001 on grades 3-10 FCAT Reading, 59 percent of white students scored Level 3 and above and 26 percent of African American students scored Level 3 and above (gap of 33 points). In 2019, on grades 3-10 FSA ELA, 67 percent of white students scored Level 3 and above and 38 percent of African American students scored Level 3 and above (gap of 29 points). And in 2001, on grades 3-10 FCAT Reading, 59 percent of white students scored Level 3 and above and 35 percent of Hispanic students scored Level 3 and above (gap of 24 points). In 2019, on grades 3-10 FSA ELA, 67 percent of



white students scored Level 3 and above and 52 percent of Hispanic students scored Level 3 and above (gap of 15 points).

### **Enhancing Technology**

The department is working on various technology enhancements. As part of this effort, several reporting capabilities will be developed for stakeholder use and to enhance the analysis and evaluation of education programs and policies. The department continues to support reporting capabilities for stakeholder use and to enhance the analysis and evaluation of educational programs and policies. System enhancements will allow stakeholders to more efficiently and accurately manage, analyze and use student data.

### **Linking Funding to Performance**

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

In 2014, the State Board of Education adopted Career and Professional Education (CAPE) Industry Certification Funding Lists that include new digital tool certificates for students in grades K–8 and CAPE innovation courses for accelerated high school students, as well as additional areas for industry certifications and accelerated industry certifications. The department recommended a new performance funding model for the Florida College System in January 2015. The model focuses on time to degree, college affordability and rates of completion.

### **Addressing Federal Regulations and Policies**

The Every Student Succeeds Act (ESSA) was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing No Child Left Behind provisions. States were required to submit a state plan describing their approach to ESSA compliance. With a strong, proven accountability system, Florida was already ahead of much of the nation in relation to meeting the ESSA requirements. Following the required 30-day public comment period, Florida's ESSA plan was submitted to the United States Department of Education and approved on September 27, 2018.

## ADVISORY COMMITTEES AND TASK FORCES

TITLE	PURPOSE AND ACTIVITIES
<b>Advisory Committee on Florida Alternate Assessment</b>	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 the Florida Standards Alternate Assessment that is based on alternate achievement standards.
<b>African American History Task Force</b>	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.
<b>Articulation Coordinating Committee</b>	Approves common prerequisites across program areas, approves course and credit-by-exam equivalencies, oversees implementation of statewide articulation agreements and recommends articulation policy changes.
<b>Assistive Technology Advisory Council</b>	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.
<b>Charter School Appeal Commission</b>	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, whose charter contracts have not been renewed, or whose charter contracts have been terminated by their sponsors.
<b>College Reach-out Program Advisory Council (CROP)</b>	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.
<b>Commissioner's Task Force on Holocaust Education</b>	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.
<b>Commission for Independent Education</b>	Performs statutory responsibilities in matters related to nonpublic, postsecondary education institutions in areas that include consumer protection, program improvement and the licensure of independent schools, colleges and universities.
<b>Department of Education / Department of Juvenile Justice Interagency Workgroup</b>	Provides structure and process for interagency coordination essential to effective and efficient delivery of educational services to youth in Florida Department of Juvenile Justice programs.
<b>Education Practices Commission</b>	Has the authority to take statewide final action against applicants and educators who violate s. 1012.795, F.S. The Commission is not responsible for investigations or prosecution.
<b>Emergency Medical Services Advisory Council (EMSAC)</b>	The EMSAC was established in s. 401.245(5), F.S., to address emergency services for children. The Florida Emergency Guidelines for Schools are at <a href="http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/documents/egs2011fl-edtion.pdf">http://www.floridahealth.gov/provider-and-partner-resources/emsc-program/documents/egs2011fl-edtion.pdf</a> .
<b>Faith-Based and Community-Based Advisory Council</b>	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 to enable them to promote family involvement in their community schools.
<b>FSA and Statewide Science and Social Studies Assessment Bias Review Committee</b>	Reviews K-12 statewide assessment passages and items for potential bias.
<b>FSA and Statewide Science and Social Studies Assessment Community Sensitivity Committee</b>	Reviews K-12 statewide assessment passages and items for issues of potential concern to members of the community at large.
<b>FSA and Statewide Science Assessment Rubric Validation Committee</b>	Reviews all field-test responses to rubric-scored questions (as applicable) on K-12 statewide assessments to determine if all possible correct answers have been included in the scoring key.
<b>FSA and Statewide Science and Social Studies Assessment Item Content Review Committee</b>	Reviews K-12 statewide assessment passages and items to determine whether or not the passages and items are appropriate for the grade level for which each is proposed.
<b>FSA Mathematics Content Advisory Committee</b>	Advises the department about the scope of the K-12 statewide mathematics assessments.
<b>FSA English Language Arts (ELA) Content Advisory and Passage Review Committee</b>	Advises the department about the scope of the K-12 statewide ELA assessments.
<b>FSA Science Content Advisory Committee</b>	Advises the department about the scope of the K-12 statewide science assessments.
<b>FSA Social Studies Content Advisory Committee</b>	Advises the department about the scope of the K-12 statewide science assessments.
<b>Statewide Science Assessment Expert Review Committee</b>	A committee of science experts reviews all of the science items for scientific accuracy after Item Content Review.
<b>Civics EOC Assessment Content Expert Forms Review Committee</b>	Review each item selected for inclusion on an impending administration of the Civics EOC Assessment for efficacy and suitability for inclusion in a high-stakes assessment.
<b>FSA Special Ad Hoc Focus Groups</b>	Convenes as needed to review various aspects of the K-12 statewide assessment program and to advise the department on appropriate courses of action.
<b>FSA Standard Setting Committees</b>	Recommends achievement level standards for new K-12 statewide assessments.

<b>FSA and NGSSS Technical Advisory Committee</b>	Assists the department by reviewing technical decisions and documents and by providing advice regarding the approaches for analyzing and reporting K-12 statewide assessment data.
<b>FSA ELA Writing Rangefinder Committee</b>	Establishes the range of responses that represent each score point of the rubric for each item or prompt on K-12 statewide ELA assessments.
<b>Florida Standards Alternate Assessment (FSAA) Technical Advisory Committee</b>	Assists the department by reviewing technical decisions and documents and by providing advice regarding the approaches for analyzing and reporting state assessment data.
<b>FSAA Passage Bias Review Committee</b>	Reviews FSAA passages, passage graphics and passage graphic alternate text for potential bias.
<b>FSAA Item Bias Review Committee</b>	Reviews FSAA test items for potential bias.
<b>FSAA Item Content Review Committee</b>	Reviews ELA passages and ELA, mathematics, science and social studies test items to determine whether the passages and items are appropriate for the grade level for which each is proposed.
<b>Florida Children and Youth Cabinet</b>	Charged with promoting and implementing collaboration, creativity, increased efficiency, information sharing and improved service delivery between and within state agencies and organizations providing services to children and youth in Florida.
<b>Florida Council for Interstate Compact on Educational Opportunity for Military Children</b>	Provides advice and recommendations regarding Florida's participation in and compliance with the Interstate Compact.
<b>Florida Early Learning Advisory Council (ELAC)</b>	The council, which was established in 2005, includes private and public sector business and community leaders who bring business and community-focused perspectives to early learning. The governor appoints council members who offer guidance and input to the Office of Early Learning.
<b>Florida Independent Living Council</b>	Federal- and state-mandated council that collaborates with the Florida Department of Education and other state agencies on planning and evaluating the independent living program, preparing annual reports and conducting public forums.
<b>Florida Interagency Coordinating Council for Infants and Toddlers (FICCIT)</b>	Advises and assists Florida's Early Steps Program in the performance of responsibilities, including identifying sources of fiscal and other support for early intervention service programs, promoting collaboration and preparing applications for funding and required reports.
<b>Florida Partnership for Healthy Schools</b>	A volunteer organization that convenes bi-annually to improve the health and wellness of children, adolescents and staff in Florida schools through advocacy and awareness activities that increase health-promoting policies, practices and resources.
<b>Florida Partnership for Homeless Education</b>	Assists the Homeless Education Program in the implementation of ESSA, Title IX, Part A, by (1) identifying barriers to the education of homeless children and youth and (2) recommending strategies to increase the academic success of homeless children and youth.
<b>Florida Rehabilitation Council</b>	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 Florida Statutes.
<b>Florida Rehabilitation Council for the Blind (FRCB)</b>	Assists the department in the planning and development of statewide vocational rehabilitation programs and services for individuals who are blind and/or visually impaired, pursuant to the Rehabilitation Act of 1973, as amended. The FRCB recommends improvements to such programs and services, and performs the functions provided in this section.
<b>Florida School Finance Council</b>	Serves in an advisory role to the Commissioner of Education with respect to public school funding, accounting and related business services.
<b>Florida State Advisory Council on Early Education and Care</b>	Serves as an advisory body to the Florida Children and Youth Cabinet to assist in establishing and facilitating the development or enhancement of high-quality systems of early childhood education and care, designed to improve school preparedness for young children.
<b>Florida State Committee of Vendors</b>	Collaborates with the Florida Division of Blind Services, Business Enterprises Program in major administrative decisions, policy and program development, and 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.
<b>Florida Migrant Parent Advisory Committees</b>	As required by Section 1304(c)(3), ESSA, the Florida Migrant Education Program (MEP) maintains and consults with State Migrant Parent Advisory Committees (SMPACs) about development, implementation and evaluation of the MEP in a language and format that parents can understand.
<b>Florida Migrant Education Program Evaluation Workgroup</b>	Assists in the development and review of the Florida Migrant Education Program evaluation framework, tools, materials and processes. [Section 1304(b)(1), ESSA]
<b>Florida Leadership Outlet for User Recommendations</b>	Serves as a "think-tank type" team of problem-solvers related to Migrant Student Information System issues that affect one or more school districts and helps identify the ways to address them. [Section 1308 (a) and (b), ESSA]
<b>Florida Migrant Education Program Continuous Improvement Management Team</b>	Tasked with reviewing all aspects of the Florida Migrant Education Program's ongoing efforts to improve the services provided to migrant children in the state, to include the Comprehensive Needs Assessment, Service Delivery Plan and the program evaluation. [Section 1306(a), ESSA]

<b>State Committee of Practitioners</b>	As required by section 1603(b) of the ESEA, the State Committee of Practitioners advise Florida in carrying out its responsibilities under the federal law. The duties shall include reviews, before publication, any proposed or final state rule or regulation pursuant to Title I programs.
<b>Special Facilities Construction Committee</b>	Reviews facilities requests submitted by the districts, evaluates the proposed projects and ranks the requests in priority order.
<b>State Advisory Committee for the Education of Exceptional Students</b>	Provides policy guidance with respect to the provision of exceptional education and related services for Florida's children with disabilities.
<b>State Apprenticeship Advisory Council</b>	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.
<b>Statewide Course Numbering System Faculty Discipline Committees</b>	Establishes and evaluates postsecondary course number equivalencies to facilitate the guaranteed transfer of credit.
<b>Student Achievement through Language Acquisition Advisory Committee for English Language Learners</b>	Provides policy guidance with respect to the provision of education and related services for Florida's English language learners.

# **LRPP EXHIBIT II**

## **PERFORMANCE MEASURES AND STANDARDS**

## PERFORMANCE MEASURES AND STANDARDS

The performance measures adopted by the Florida Legislature in 2006 for the Florida Department of Education are reviewed annually as part of the agency's update of the Long Range Program Plan. 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. The proposed and recommended performance measures and standards shown in Exhibit II are pending an approved budget amendment.

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 recommends revisions to 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 Florida Legislature and the Office of the Governor, recommendations for revisions are included in the 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 academic achievement. Additionally, the State Board of Education 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 school performance measures and standards are based on the number and percentage 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 Long Range Program Plan.

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://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

## LRPP Exhibit II - Performance Measures and Standards

<b>Department:</b> Education	<b>Department No.:</b> 48
<b>Program:</b> Division of Vocational Rehabilitation	<b>Code:</b> 48180000
<b>Service/Budget Entity:</b> General Program	<b>Code:</b>

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Number/percent of customers gainfully employed (rehabilitated) in at least 90 days <i>(Recommend Revision)</i>	11,500 / 65%	5,924 / 40.7%	11,500 / 65%	To Be Determined
Number/percent of VR customers with a significant disability who are gainfully employed (rehabilitated) for at least 90 days <i>(Recommend Deletion)</i>	9,775 / 58.5%	5,524 / 39.2%	9,775 / 58.5%	Recommend Deletion
Number/percent of VR customers with other disabilities employed (rehabilitated) at least 90 days <i>(Recommend Deletion)</i>	2,000 / 76%	400 / 85.5%	2,000 / 76%	Recommend Deletion
Number/percent of VR customers placed in competitive employment <i>(Recommend Deletion)</i>	11,213 / 97.5%	5,924 / 100%	11,213 / 97.5%	Recommend Deletion
Number/percent of VR customers retained in employment after 1 year—estimated from three quarters of data <i>(Recommend Revision)</i>	6,300 / 67.5%	3,582 / 75.4%	6,300 / 67.5%	To Be Determined
Projected average annual earning of VR customers at placement <i>(Recommend Revision)</i>	\$17,500	\$18,142	\$17,500	To Be Determined
Average hourly wage of VR customers gainfully employed at employment outcome <i>(Recommend Addition)</i>	NA	\$12.12	N/A	None
Average annual earning of VR customers after 1 year – estimated from three quarters of data <i>(Recommend Revision)</i>	\$18,500	\$19,260	\$18,500	To Be Determined
Percent of case costs covered by third-party payers <i>(Recommend Deletion)</i>	23%	8.74%	23%	Recommend Deletion

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Average cost of case life (to division) for VR customers with a significant disability <i>(Recommend Revision)</i>	\$3,350	\$4,876	\$3,350	Recommend Deletion
Average cost of case life (to division) for VR customers with other disabilities <i>(Recommend Deletion)</i>	\$400	\$3,990	\$400	Recommend Deletion
Number of vocational rehabilitation customers reviewed for eligibility <i>(Recommend Revision)</i>	29,000	22,222	29,000	22,000
Number of written service plans <i>(Recommend Deletion)</i>	24,500	15,577	24,500	Recommend Deletion
Average number of active cases	37,500	61,742	37,500	37,500
Median customer caseload per counselor <i>(Recommend Revision)</i>	125	97	125	100
Percent of eligibility determinations completed in compliance with federal law	95%	97.3%	95%	95.0%
Number of program applicants provided reemployment services <i>(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.)</i>	Not Available	Not Available	Not Available	Not Available / Recommend Deletion
Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment <i>(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.)</i>	Not Available	Not Available	Not Available	Not Available / Recommend Deletion



## LRPP Exhibit II - Performance Measures and Standards

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

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Number/percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)	747 / 68.3%	888 / 63.16%	747 / 68.3%	747 / 68.3%
Number/percent rehabilitation customers placed in competitive employment (at or above minimum wage)	654 / 64.3%	881 / 99.21%	654 / 64.3%	700 / 90%
Projected average annual earnings of rehabilitation customers at placement	\$16,500	\$23,588	\$16,500	\$20,000
Number/percent of successfully rehabilitated Independent Living customers, non-vocational rehabilitation	1,700 / 55.2%	1,642 / 81.98%	1,700 / 55.2%	1,700 / 55.2%
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%	144 / 73.47%	100 / 67.3%	100 / 67.3%
Number/percent of customers exiting the Children's Program who are determined eligible for the Vocational Rehabilitation Transition Services Program	70 / 26.5%	41 / 45.56%	70 / 26.5%	70 / 26.5%
Number of customers (cases) reviewed for eligibility	4,000	4,522	4,000	4,000
Number of initial written service plans	1,425	3,836	1,425	3,500
Number of customers	13,100	11,975	13,100	11,500
Average time lapse (days) between application and eligibility determination for rehabilitation customers	60	28	60	60
Customer caseload per counseling/case management team member	114	89	114	85

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Cost per library customer served	\$19.65	\$51.18	\$19.65	\$52.50
Number of blind vending food service facilities supported	153	119	153	145
Number of existing food service facilities renovated	5	2	5	5
Number of new food service facilities constructed <i>(Recommend Deletion)</i>	5	3	5	N/A
Number of library customers served	44,290	32,790	44,290	35,000
Number of library items (Braille and recorded) loaned	1.35 M	1.12 M	1.35 M	1.35 M
Percentage of licensed vendors retained in their first facility for at least 12 months upon initial placement <i>(Recommend Addition)</i>	To Be Determined	87.5%	To Be Determined	75%

## LRPP Exhibit II - Performance Measures and Standards

<b>Department: Education</b>		<b>Department No.: 48</b>	
<b>Program: Private Colleges and Universities</b>		<b>Code: 48190000</b>	
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Graduation rate of first time in college (FTIC) award recipients, using a 6-year rate (Effective Access to Student Education Grant – EASE), and delineated by overall rate, Independent Colleges and Universities (ICUF), State University System (SUS) and Florida College System (FCS) <i>(Recommend Deletion)</i>	50%	<b>EASE 6-YEAR GRAD RATE:</b> Overall: 47.22% ICUF: 43.04% SUS: 3.81% FCS: 0.45%	50%	Recommend Deletion
Number of degrees granted for EASE recipients and contract program recipients <i>(Recommend Substitution)</i>	9,987	9,048	9,987	9,987
Number of degrees granted to EASE recipients (total number of students who are found in the reporting year as earning a degree and receiving EASE Grant) <i>(Recommended Substitute Measure)</i>	To Be Determined	6,305	To Be Determined	To Be Determined
Retention rate of award recipients (delineate by: Academic Contract, EASE Grant, Historically Black Colleges and Universities (HBCU)) <i>(Recommend Substitution)</i>	53%	<b>EASE</b> Overall: 57.39% HBCU: 46.93%	53%	53%
Retention rate of EASE Grant recipients <i>(Recommend Substitute Measure)</i>	To Be Determined	<b>EASE</b> Overall: 57.39%	To Be Determined	To Be Determined
Graduation rate of award recipients (Delineate by: Academic Contract; EASE Grant; HBCU) <i>(Recommend Deletion)</i>	50%	<b>EASE</b> Overall: 34.17% ICUF: 31.38% SUS: 2.66% FCS: 0.14%	50%	Recommend Deletion

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 (Numbers)
Of those graduates remaining in Florida, the percent employed at \$22,000 or more one year following graduation (Delineate by: Academic Contract; EASE Grant; HBCU) <i>(Recommend Substitution)</i>	To Be Determined	<b>ICUF – Percent employed one year after graduation: 70.63%</b>  <b>HBCU—Percent employed one year after graduation: 56.66%</b>	To Be Determined	To Be Determined
Graduates remaining in Florida (one year after graduation): Of all EASE Grant recipients who graduate in a given year, the number and percent found employed in Florida one year after graduation <i>(Recommended Substitute Measure)</i>	To Be Determined	To Be Determined	To Be Determined	TO Be Determined
Percent of EASE Grant recipients found employed in Florida one year following graduation <i>(Recommend Deletion)</i>	To Be Determined	<b>ICUF:</b> <b>46.40%</b> <b>Remaining in Florida</b>	To Be Determined	Recommend Deletion
Of those graduates remaining in Florida, the percent employed at \$22,000 or more five years following graduation (Delineate by: Academic Contract; FEASE Grant and HBCU) <i>(Recommend Substitution)</i>	To Be Determined	<b>EASE</b> <b>Number and percent employed at \$22,000 or more five years after graduation: 6,866 / 87.19%</b>  <b>HBCU:</b> <b>Number and percent employed at \$22,000 or more five years after graduation: 351 / 80.88%</b>	To Be Determined	To Be Determined

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Graduates remaining in Florida (five years after graduation): Of all EASE Grant recipients who graduate in a given year, the number and percent found employed in Florida five years after graduation <i>(Recommended Substitute Measure)</i>	To Be Determined	Number and percent employed at \$22,000 or more five years after graduation: 6,866 / 40.45%	To Be Determined	To Be Determined
Licensure/certification rates of award recipients (where applicable), (Delineated by: Academic Contract; EASE Grant, HBCU) <i>(Recommend Continued Efforts to Obtain Data)</i>	To Be Determined	To Be Determined	To Be Determined	To Be Determined
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 EASE Grant) <i>(Recommend Deletion)</i>	To Be Determined	To Be Determined	To Be Determined	Not Available / Delete
Number of prior year's graduates (Delineate by: Academic Contract; EASE Grant and HBCU) <i>(Recommend Deletion)</i>	To Be Determined	To Be Determined	To Be Determined	Not Available / Delete
Number of prior year's graduates (EASE Grant) <i>(Recommend Addition)</i>	To Be Determined	To Be Determined	To Be Determined	To Be Determined
Number of prior year's graduates remaining in Florida (Academic Contracts) <i>(Recommend Deletion)</i>	To Be Determined	To Be Determined	To Be Determined	Not Available / Delete
Number of FTIC students, disaggregated by in-state and out-of-state (HBCU) <i>(Recommend Deletion)</i>	To Be Determined	To Be Determined	To Be Determined	Not Available / Delete

## LRPP Exhibit II - Performance Measures and Standards

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

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Percent of high school graduates who successfully completed the 19 core credits (Bright Futures) <i>(Recommend Deletion)</i>	63%	<a href="#">See Following Recommended Measure to be Substituted</a>	63%	Not Available / Delete
Percent of standard diploma recipients who have completed the required courses for Bright Futures <i>(Recommend Measure to be Substituted)</i>	To Be Determined	20.69%	To Be Determined	12.97%
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) <i>(Recommend Deletion)</i>	To Be Determined	<a href="#">See Following Recommended Measure to be Substituted</a>	To Be Determined	Not Available / Delete
Retention rate of FTIC award recipients, by delivery system, using a two-year rate for Florida Colleges and universities (Bright Futures) <i>(Recommended Substitute)</i>	To Be Determined	FCS: 93% SUS: 95%	To Be Determined	To Be Determined
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: 64% SUS: 77%	FCS: 19.9% SUS: 48.1%	FCS: 19.9% SUS: 48.1%
Percent of high school graduates attending Florida postsecondary institutions (Bright Futures) <i>(Recommend Deletion)</i>	52%	<a href="#">See Following Recommended Measure to be Substituted</a>	52%	Not Available / Delete

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
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 Scholars (FAS), Florida Medallion Scholars (FMS), Florida Gold Seal CAPE (GSC) Scholars and Florida Gold Seal Vocational (GSV) Scholars) <i>(Recommend Measure to be Substituted)</i>	Not Determined	FAS: 19,404 FMS: 15,638 GSC: 122 GSV: 378 TOTAL: 35,542 <small>EDR Estimating Conference 08/12/19</small>	FAS: 19,819 FMS: 15,972 GSC: 146 GSV: 386 Total: 36,323 <small>EDR Estimating Conference 08/12/19</small>	FAS: 19,482 FMS: 15,699 GSC: 164 GSV: 380 Total: 36,323
Number of Bright Futures recipients <i>(From August 2019 Estimating Conference, Office of Economic and Demographic Research)</i>	101,291	101,931	107,843	110,470
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) <i>(Recommend Deletion)</i>	FCS: 2.4% SUS: 2.4%	See Following Recommended Measure to be Substituted	FCS: 2.4% SUS: 2.4%	Not Available / Delete
Retention rate of recipients of Florida Student Assistance Grant, using a two-year rate <i>(Recommend Measure to be Substituted)</i>	Not Determined	FCS: 2.0% SUS: 2.0%	To Be Determined	To Be Determined
Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)	FCS: 27.4% SUS: 31.6%	FCS: 1.0% SUS: 5.0%	FCS: 27.4% SUS: 31.6%	FCS: 27.4% SUS: 31.6%
Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program) <i>(Recommend Deletion – The Critical Teacher Shortage Forgivable Loan Program was repealed by the 2011 Florida Legislature)</i>	100%	Program not funded; therefore, no recipients for percentages in work fields.	Program repealed in 2011.	Program repealed in 2011.
Number/percent of EASE Grant recipients who also receive Florida Student Assistance Grant (FSAG); non-need-based grant recipients who also have need-based grants <i>(Recommend Addition)</i>	Not Determined	16,253 / 45,803 = 35.48%	To Be Determined	To Be Determined
Number/percent of Bright Futures recipients who also receive Florida Student Assistance Grant (merit-based grant recipients who also have need-based grants) <i>(Recommend Addition)</i>	Not Determined	18,564 / 101,579 = 18.27%	To Be Determined	To Be Determined

## LRPP Exhibit II - Performance Measures and Standards

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

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Number/percent of teachers with National Teacher's Certification, as reported by district <i>(Recommend deletion; no longer funded as a state activity. Data are reported by the National Board for Professional Teaching Standards and are not included in staff database maintained by the Department of Education)</i>	4,853 / 3%	13,549 <small>As reported in Trends and Conditions statement, page 27.</small>	4,853 / 3%	Not Available / Delete
Number/percent of "A" schools, reported by district	600 / 25%	1,172 / 36%	600 / 25%	1,028 / 32%
Number/percent of "A" schools <i>(Recommend Substitution)</i>	600 / 25%	1,172 / 36%	600 / 25%	1,028 / 32%
Number/percent of "D" or "F" schools, reported by district	300 / 12%	172 / 5%	300 / 12%	223 / 7%
Number/percent of "D" or "F" schools <i>(Recommend Substitution)</i>	300 / 12%	172 / 5%	300 / 12%	223 / 7%
Number/percent of schools declining one or more letter grades, reported by district	193 / 8%	412 / 13%	193 / 8%	551 / 17%
Number/percent of schools declining one or more letter grades <i>(Recommend Substitution)</i>	193 / 8%	412 / 13%	193 / 8%	551 / 17%
Number/percent of schools improving one or more letter grades, reported by district	966 / 40%	706 / 32%	966 / 40%	615 / 26%
Number/percent of schools improving one or more letter grades <i>(Recommend Substitution)</i>	966 / 40%	706 / 32%	966 / 40%	615 / 26%



Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Florida's federal high school graduation rate <i>(Recommend Addition)</i>	76.1%	86.1% (2017-18)	80.7%	82.3%
Percent of graduates taking acceleration mechanisms in high school (AP, IB, AICE, Dual Enrollment, and Industry Certifications) <i>(Recommend Addition)</i>	To Be Determined	61% (2017-18)	To Be Determined	60%
Percent of standard high school diploma recipients who enroll in postsecondary education one year after high school graduation, reported by sector (postsecondary continuation rate) <i>(Recommend Addition)</i>	To Be Determined	SUS: 20% FCS: 37% VOC: 2% ICUF: 4% <b>TOTAL: 60%</b> (2017-18)	To Be Determined	SUS: 20% FCS: 38% VOC: 2% ICUF: 4% TOTAL: 61%

## LRPP Exhibit II - Performance Measures and Standards

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

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Number and percent of persons earning career 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 \$6,406 or more per quarter (Level III) <i>(Recommend Deletion)</i>	2,055 / 53%	2,781 / 63.57%	2,055 / 53%	Recommend Deletion
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) <i>(Recommend Addition)</i>	To Be Determined Pending Approval	To Be Determined Pending Approval	To Be Determined Pending Approval	To Be Determined Pending Approval
Number and percent of persons earning career 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 \$5,590 (Level II) or more per quarter, or are found continuing education in a college credit program (Level II) <i>(Recommend Deletion)</i>	4,700 / 60%	6,774 / 68.14%	4,700 / 60%	Recommend Deletion
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 <i>(Recommend Addition)</i>	To Be Determined Pending Approval	To Be Determined Pending Approval	To Be Determined Pending Approval	To Be Determined Pending Approval

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Number and percent of persons earning career 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) <i>(Recommend Deletion)</i>	21,115 / 70%	1,935 / 75.41%	21,115 / 70%	Per Department of Defense, military data cannot be used for state measures
Number/percent of workforce development programs that meet or exceed nationally recognized accrediting or certification standards for programs that teach subject matter for which there is a nationally recognized accrediting body <i>(Continue Efforts to Obtain Data)</i>	To Be Determined	Not Available	Not Available	Not Available
Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards <i>(Recommend Deletion)</i>	To Be Determined	Not Available	Not Available / Recommend Deletion	Not Available / Recommend Deletion
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 <i>(Recommend Deletion)</i>	73,346 / To Be Determined	5,521 / 67.08%	Not Available / Recommend Deletion	Not Available / Recommend Deletion

## LRPP Exhibit II - Performance Measures and Standards

<b>Department: Education</b>		<b>Department No.: 48</b>	
<b>Program: Florida College Programs</b>		<b>Code: 48400600</b>	
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 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 \$6,406 or more per quarter (Level III) <i>(Recommend Deletion)</i>	5,516 / 35%	8,412 / 58.33%	5,516 / 35%	5,516 / 35%
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 \$5,590 or more per quarter, or are found continuing education in a college-credit program (Level II) <i>(Recommend Deletion)</i>	4,721 / 30%	10,823 / 75.05% <i>(Actual FY 2018-19, 2017-18 Completers)</i>	4,721 / 30%	4,721 / 30%
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) <i>(Recommend Deletion)</i>	3,024 / 19%	11,203 / 86.24% <i>(Actual FY 2018-19, 2017-18 Completers)</i>	3,024 / 19%	Recommend deletion; Department of Defense, military data cannot be used for state measures
Percent of A.A. degree graduates who transfer to a state university within two years <i>(Recommend Modification – below)</i>	62%	48.99%	62%	See Below

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Transfer rates of associate degree graduates who transfer within two years to the upper division at a Florida College System institution or state university <i>(Recommend Modification)</i>	SUS: 44.7% FCS: 13.1% Total: 51.5% (2005-06 AS Degree Graduates Tracked to Upper Division 2005-06, 2006-07, 2007-08)	SUS: 53.6% FCS: 16.3% Total: 45.7%	SUS: 44.7% FCS: 13.1% Total: 51.5%	SUS: 44.7% FCS: 13.1% Total: 51.5%
Percent of A.A. degree transfers to the State University System who earn a 2.5 or above in the SUS after one year <i>(Recommend Modification)</i>	75%	77.7%	75%	75%
Of the AA students who complete 18 credit hours, the percent who graduate in four years. <i>(Recommend Deletion)</i>	33%	42.3%	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%	56.1%	38%	38%
Percent of students exiting the college-preparatory program who enter college-level course work associated with the AA, AS, Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs	74%	65.9%	74%	To Be Determined
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 <i>(Recommend Modification)</i>	75%	75.5%	75%	75%
Percent of prior year Florida high school graduates enrolled in Florida colleges	31%	37%	31%	31%
Number of AA degrees granted	29,880	57,587 (2017-18)	29,880	29,880
Number of students receiving college preparatory instruction	118,471	57,603 (2017-18)	118,471	118,471

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Number of students enrolled in baccalaureate programs offered on Florida college campuses	22,000	42,268 (2017-18)	22,000	22,000
Number of BA/BS graduates of Florida college baccalaureate degree programs <i>(Recommend Addition)</i>	To Be Determined	8,501 (2017-18)	To Be Determined	7,914
Percentage of students earning a grade "C" or better in traditional/campus-based, online/distance learning, or hybrid courses <i>(Recommend Addition)</i>	Traditional: 72.3% Distance: 70.9% Hybrid: 77.3%	Traditional: 76.1% Distance: 72% Hybrid: 77.8% (PERA) Total: 75.3%	To Be Determined	Traditional: 72.3% Distance: 70.9% Hybrid: 77.3%
Retention rates for AA and AAS/AS students <i>(Recommend Addition)</i>	AA: 64.1% AAS/AS: 52.3% (Actual 2015)	AA: 64.49% AAS/AS: 54.71% (Actual 2018)	AA: 64.1% AAS/AS: 52.3%	AA: 64.1% AAS/AS: 52.3%
Total number of degrees and certificates awarded <i>(Recommend Addition)</i>	104,693 (2013-14)	112,536 (2017-18)	To Be Determined	104,693
Of the A.A. graduates who are employed full time rather than continuing their education , the percent who are in jobs earning at least \$12.32 an hour <i>(Recommend Deletion)</i>	59%	68.77% (Actual FY 2018-19, 2017-18 Completers)	59%	Recommend Deletion
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 <i>(Recommend Deletion)</i>	2,900	2,473 / 8.81% (Actual FY 2018-19, 2017-18 Completers)	2,900	2,900

## LRPP Exhibit II - Performance Measures and Standards

<b>Department: Education</b>		<b>Department No.: 48</b>	
<b>Program: State Board of Education</b>		<b>Code: 48800000</b>	
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools <i>(Recommend Deletion)</i>	0.09% / 7.89%	.117% (2018-19)	0.09% / 7.89%	Not Available / Recommend Deletion
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 <i>(Recommend Deletion)</i>	67	67	67	67
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 <i>(Recommend Deletion)</i>	100%	Not Available	100%	Not Available / Recommend Deletion
Issue all audit resolution and management decision letters within six month of receipt of audit findings, with 100 percent accuracy <i>(Recommend Addition)</i>	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 <i>(Recommend Addition)</i>	100%	100%	100%	100%
Post all formal procurements with 100% accuracy within three days of receipt of the final from the designated program office <i>(Recommend Addition)</i>	100%	100%	100%	100%

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 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 <i>(Recommend Addition)</i>	100%	100%	100%	100%
Number of certification applications processed <i>(Recommend Deletion)</i>	109,275	114,224	102,750	102,750
Percent of Educator Certification eligibility evaluation outcomes processed within 30 days or less (90-day statutory requirement) <i>(Recommend Addition)</i>	90%	17%	90%	90%
Average number of days it takes to determine an applicant's eligibility for Educator Certification after receipt of a complete application <i>(Recommend Addition)</i>	15 days	98 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%	26%	90%	90%
Average number of days it takes to issue certificates after receipt of complete application, issue request and mandatory fingerprint clearance <i>(Recommend Addition)</i>	14 days	N/A	14 days	14 days
Percent of program administration and support costs and positions compared to total agency costs and positions <i>(Recommend Deletion)</i>	.71%	.60% (2018-19)	.71%	Recommend Deletion
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) <i>(Recommend Addition)</i>	To Be Determined Pending Approval	To Be Determined Pending Approval	To Be Determined Pending Approval	To Be Determined Pending Approval



## LRPP Exhibit II - Performance Measures and Standards

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

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Percentage of licensure applications received by the Commission that are responded to within 30 days	95%	98%	95%	95%
Percentage of licensure applications deemed complete that are reviewed and placed on an agenda within 90 days	95%	92%	95%	95%
Percentage of complaints received by the Commission that are responded to within 7 days	98%	97%	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%	83%	85%	85%
Percentage of institutions holding a provisional license or an annual license that received an on-site visitation	50%	53%	50%	50%

## LRPP Exhibit II - Performance Measures and Standards

<b>Department: Education</b>		<b>Department No.: 48</b>	
<b>Program: Office of Early Learning</b>		<b>Code: 4822000</b>	
<b>Service/Budget Entity:</b>		<b>Code: 48220400</b>	

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

Approved Performance Measures for FY 2019-20 (Words)	Approved Prior Year Standard FY 2018-19 (Numbers)	Prior Year Actual FY 2018-19 (Numbers)	Approved Standards for FY 2019-20 (Numbers)	Requested FY 2020-21 Standard (Numbers)
Percentage of children completing the VPK Program "ready" for school when they enter kindergarten	N/A	To Be Determined*	To Be Determined	To Be Determined
Number of 4-year-olds enrolled in Voluntary Prekindergarten	178,497 (See Note 1)	174,319 (See Note 2)	177,969 (See Note 2)	180,030 (See Note 2)

\*FLKRS data not available until April 2020.

NOTES:

<sup>1</sup>Office of Early Learning LRPP FY 2019-2020 through 2023-24.

<sup>2</sup>VPK Estimating Conference, August 6, 2019; FY 2019-20 Estimated Total Enrollment, Pg. 6.

**LRPP EXHIBIT III**

**ASSESSMENT OF PERFORMANCE FOR APPROVED  
PERFORMANCE MEASURES**

### 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) for at least 90 days

**Action:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure            |
| <input checked="" type="checkbox"/> Adjustment of GAA Performance Standards          |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
11,500 / 65%	5,924 / 40.7%	5,576 / 24.3%	48% / 37%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input checked="" type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training         |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input type="checkbox"/> Other (Identify)          |

**Explanation:**

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input checked="" type="checkbox"/> Target Population Change                 | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

The standard has been outdated since 2008, when DVR implemented an Order of Selection to ensure that customers with most significant barriers to employment were served first. Serving only customers with most significant barriers requires more time and financial resources, resulting in a decrease in the number of successful rehabilitations.

In addition, the passage of the federal Workforce and Innovation Opportunity Act (WIOA) in 2014 provided new performance measures for VR agencies. In 2015, the Florida Legislature adopted some of these measures in HB 7029 (s. 413.207, F.S.), as did the State Board of Education in the 2016 revision of its strategic plan. To promote consistency, the measure wording should be revised to: *Number/percent of customers gainfully employed (rehabilitated) during the second quarter after they exit the program*. The associated standard should be revised to: *Target to be determined upon approval of the strategic plan*.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

Revise approved standard from 11,500/65% to the standard (TBD) used in the State Board of Education's 2016 revision of the strategic plan; revise measure wording to: *Number/percent of customers gainfully employed (rehabilitated) during the second quarter after they exit the program*.

### 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) for at least 90 days

**Action:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure            |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
9,775 / 58.5%	5,524 / 39.2%	4,251 / 19.3%	43% / 49.2%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input checked="" type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training         |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input type="checkbox"/> Other (Identify)          |

**Explanation:**

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input checked="" type="checkbox"/> Target Population Change                 | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

The standard has been outdated since 2008, when VR implemented an Order of Selection to ensure that customers with most significant barriers to employment were served first. Serving only customers with most significant barriers requires more time and financial resources, resulting in a decrease in the number of successful rehabilitations.

Due to the enactment into policy of this statute and the increased resources required per customer within a relatively fixed resource environment, the standard became out of date and exceeds by several thousand the performance trends experienced in recent years. As such, in order to conform to federal and state standards, the performance measure should be deleted as it does not accurately reflect relevant division standards.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

The measure should be deleted as it does not accurately reflect relevant division standards.

### 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 other disabilities who are gainfully employed (rehabilitated) for at least 90 days

**Action:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure            |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
2,000 / 76%	400 / 85.5%	1,600	80%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input checked="" type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training         |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input type="checkbox"/> Other (Identify)          |

**Explanation:**

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input checked="" type="checkbox"/> Target Population Change                 | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

The standard was implemented at a time when individuals with other disabilities in Category 3 of the waitlist were not being serviced due to the enactment of Order of Selection in 2008 that required priority to serving customers with the most significant barriers. As VR is currently serving individuals on the Category 3 waitlist, the measure is no longer relevant. In addition, the measure is based on a previous federal indicator that is now outdated due to the passage of WIOA. The measure should be deleted.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

The measure should be deleted as it does not accurately reflect relevant division standards.

### 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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure            |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
11,213 / 97.5%	5,924 / 100%	5,289	47.1%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input checked="" type="checkbox"/> Staff Capacity |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training         |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input type="checkbox"/> Other (Identify)          |

**Explanation:**

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

The standard has been outdated since 2008, when VR implemented an Order of Selection to ensure that customers with the most significant barriers to employment were served first. Serving only customers with the most significant barriers requires more time and financial resources, resulting in a decrease in the number of successful rehabilitations.

In addition, the passage of the federal Workforce and Innovation Opportunity Act (WIOA) in 2014 provided new performance measures for VR agencies. In 2015, the Florida Legislature adopted some of the measures in HB 7029 (s. 413.207, F.S.) as did the State Board of Education in the 2016 revision of its strategic plan. To promote consistency, the measure should be deleted as it does not accurately reflect current federal or state standards.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

The measure should be deleted as it does not accurately reflect relevant division standards.

### 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 one year estimated with three quarters of data

**Action:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure            |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
6,300 / 67.5%	3,582 / 75.4%	2,718	43.1%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training           |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

Division performance in the measure fell below the approved standard due to compliance with 29 U.S.C § 721 (5), which requires the division to prioritize customers with the “most significant disabilities.” Due to finite resources, this constrains the number of customers the division can serve.

The 2016 Florida Legislature passed CS/CS/HB 7029, which amended Florida Statutes Chapter 413, thus bringing Florida Statutes in line with federal regulations. In order to conform to both the changes made by the Florida Legislature (s. 413.207(c), F.S.) and Federal Regulations (29 U.S.C § 3141 (2)(A)(I)), the performance measure should be revised to: *Number/percent of Vocational Rehabilitation customers retained in employment during the fourth quarter after they exit the program.*

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

Revise the performance measure to: *Number/percent of Vocational Rehabilitation customers retained in employment during the fourth quarter after they exit the program.* A standard for the measure would be determined on the basis of future baseline data.



### 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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure            |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
23%	8.74%	14.26%	62%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors               | <input type="checkbox"/> Staff Capacity              |
| <input checked="" type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect     | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The performance did not meet the approved standard, as attention to recovery of monies competes with the division's mission of assisting people 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 people with disabilities to obtain gainful employment.

**External Factors** (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Resources Unavailable                                  | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                    | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                               | <input type="checkbox"/> Other (Identify)       |
| <input checked="" type="checkbox"/> This Program/Service Cannot Fix the Problem |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission    |   |

**Explanation:**

The 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.

The division 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 will continue to emphasize the need to recover such monies, where possible.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

Delete the measure since it does not accurately reflect relevant division goals and is based on actions that are prohibited by both state and federal law.

### 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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure            |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
\$3,350	\$4,876	\$1,526	45.5%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors               | <input type="checkbox"/> Staff Capacity              |
| <input checked="" type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect     | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

External factors affect internal factors, as described below.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

Cost of case life is no longer an efficient measure of VR service quality. The federal WIOA requires that once a customer has been determined eligible for VR services and an IPE has been developed and approved, VR agencies must provide all services that the customer needs to successfully accomplish his or her employment goals. WIOA expands current VR services and also increases services available to customers. Given the anticipated changes to VR customer demographics and expanded and additional services now available to VR customers under WIOA, it is recommended that the measure be deleted.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

Delete the approved measure.

### 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 other disabilities

**Action:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure            |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
\$400	\$3,990	-\$3,590	-897%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors               | <input type="checkbox"/> Staff Capacity              |
| <input checked="" type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect     | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The standard was implemented at a time when individuals with other disabilities in Category 3 of the waitlist were not being served due to the 2008 enactment of the Order of Selection, which required priority to serving customers with most significant barriers. As VR is currently serving individuals in Category 3 Order of Selection, the measure is no longer relevant.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

The measure should be deleted as it does not accurately reflect relevant division goals and is no longer relevant due to the improving situation related to the Order of Selection. The previous measure was requested to be revised to measure average case cost for all VR customers (including those costs measured here).

### 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:**

- |   |   |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input checked="" type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input type="checkbox"/> Deletion of Measure            |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
29,000	22,221	6,779	23.3%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors               | <input checked="" type="checkbox"/> Staff Capacity |
| <input checked="" type="checkbox"/> Competing Priorities | <input type="checkbox"/> Level of Training         |
| <input type="checkbox"/> Previous Estimate Incorrect     | <input type="checkbox"/> Other (Identify)          |

**Explanation:**

Division performance fell below the approved standard due to compliance with the Rehabilitation Act, which required the division to prioritize customers with the "most significant disabilities." Due to finite resources, this requirement constrained the number of customers that the division was capable of serving. The Order of Selection was enforced by the division in August 2008, at which time the previously approved standard become outdated. The measure needs to be revised to be more reflective of current division goals and capabilities. As a result, the approved standard should be revised to a goal of 22,000 customers.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

Revise the approved standard to a goal of 22,000 customers.

### 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 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
24,500	16,193	8,307	33.9%

**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:**

An internal factor accounting for the difference in performance is that newly-hired counselors 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. This requirement, in addition to the increased time input serving customers with the most severe disabilities, accounts for the differential in the actual performance and 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:**

In accordance with state laws (ss. 413.24 and 413.42, F.S.) authorizing the division to adopt federal statutes and rules to secure and execute federal grants, the division modified its order of selection for vocational rehabilitation services as compelled by WIOA and associated acts (29 U.S.C § 721 (5)). This compels the division to prioritize individuals with the most significant disabilities, which creates a growing demand for resources within a finite resource environment. As a result, the division is forced by necessity to have fewer service plans. As the measure does not support VR serving its current customer base as mandated by the Rehabilitation Act, it is recommended that the measure be deleted.

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

- Training       Technology  
 Personnel       Other (Specify)

**Recommendation:**

Delete the measure and associated standard.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Division of Vocational Rehabilitation

**Service/Budget Entity:** General Program

**Measure:** Number of Bureau of Rehabilitation and Reemployment Services program applicants provided reemployment services

**Action:**

- |   |   |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input checked="" type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input type="checkbox"/> Deletion of Measure            |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |   |

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

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

On April 20, 2012, Governor Rick Scott signed HB 5203, which abolished the Bureau of Rehabilitation and Reemployment Services of the Division of Vocational Rehabilitation effective July 1, 2012. Responsibilities of the bureau were transferred to the Department of Financial Services, Division of Workers' Compensation. Consequently, the bureau for which the measure was developed no longer exists in the department.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Resources Unavailable                    | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

The measure should be deleted as it does not accurately reflect relevant division standards, as the bureau for which the measure was developed no longer exists.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Division of Vocational Rehabilitation

**Service/Budget Entity:** General Program

**Measure:** Percent of eligible injured works receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment

**Action:**

- |   |   |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input checked="" type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input type="checkbox"/> Deletion of Measure            |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |   |

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

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

On April 20, 2012, Governor Rick Scott signed HB 5203, which abolished the Bureau of Rehabilitation and Reemployment Services of the Division of Vocational Rehabilitation effective July 1, 2012. Responsibilities of the bureau were transferred to the Department of Financial Services, Division of Workers' Compensation. Consequently, the bureau for which the measure was developed no longer exists in the department.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Identify)       |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology      |
| <input type="checkbox"/> Personnel | <input type="checkbox"/> Other (Specify) |

**Recommendation:**

The measure should be deleted as it does not accurately reflect relevant division standards, as the bureau for which the measure was developed no longer exists.

### 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:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
747 / 68.30%	888 / 63.16%	+141 / -5.14%	+15.88% / -7.53%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity    |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other  |

**Explanation:**

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems     |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster           |
| <input checked="" type="checkbox"/> Target Population Change                 | <input checked="" type="checkbox"/> Other (Economy) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

The division exceeded the approved standard goal for the total number of customers gainfully employed and is marginally under the standard percentage. Maintaining this achievement level may be affected by staff turnover, training required for new employment placement specialists, attitudinal barriers to hiring persons with disabilities, competition with Social Security benefits, clients who cannot be contacted after plan development and an increased number of individuals seeking postsecondary education instead of jobs.

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

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Training  | <input type="checkbox"/> Technology                  |
| <input checked="" type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Outreach) |

**Recommendations:**

The division recognizes the following actions will prevent deficiencies in future reporting periods:

1. Ensure employment placement specialists have tools needed to assist customers secure 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. Collaborate with local rehabilitation providers and agencies to serve consumers with secondary disabilities;
6. Work closer with other Workforce Development System components, where possible;
7. Strengthen relationships with postsecondary institutions to ensure customers persist to graduation;
8. Educate customers regarding Social Security benefits and outcomes; and
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.



### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Division of Blind Services

**Service/Budget Entity:** Blind Services

**Measure:** Number/percent of successfully rehabilitated independent living customers, non-vocational

**Action:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
1700 / 55.20%	1,642 / 81.98%	-58 / +26.78%	-3.41% / +48.51%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity    |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other  |

**Explanation:**

The majority of the Independent Living (IL) program is outsourced to community rehabilitation providers and the assessments are provided through those entities. The division attributes the difference identified in SFY 2016-17 to performance results to the following factors:

1. A lower number of individuals were assessed and determined to be qualified for the IL program; and
2. The division is party to the Employment First initiative. One of the initiative's goals is to reevaluate clients who were previously considered to be non-vocational to determine if employment is an option.
3. The federal Workforce Innovation and opportunity Act encourages more individuals with disabilities to seek employment, this is consistent with Florida's practices and Employment First Initiative.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster       |
| <input checked="" type="checkbox"/> Target Population Change                 | <input type="checkbox"/> Other (Economy)        |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

In some areas of the state, the targeted population for the program fluctuates, making it difficult to meet outreach efforts and sometimes extending training times beyond contact cycles.

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Training | <input type="checkbox"/> Technology                  |
| <input type="checkbox"/> Personnel           | <input checked="" type="checkbox"/> Other (Outreach) |

**Recommendations:**

The division has an MOA with the Florida Independent Living Council (FILC) and will continue to coordinate with FILC to ensure the needs of individuals with visual impairments are identified and met. While simultaneously working to increase the number of vocationally inclined clients, the division will also work to increase outreach to this population. New clients who are not ready for employment will receive these services, and the division will encourage them to prepare for employment, where possible. The division will focus outreach efforts to entities that serve the IL population (e.g., doctor's offices, senior living centers, civic groups, pharmacies, churches).

### 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:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
70 / 26.50%	41 / 45.56%	-29 / +19.06%	-41.43% / +71.92%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity    |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other  |

**Explanation:**

The measure is largely based on the age of children and the severity of their other disabilities. The division attributes its inability to achieve the approved standard to the fact that there were a number of customers who did not meet the age criteria, as well an influx of customers with other disabilities that were so severe, they were determined to be unable to benefit from transition services at the time of assessment.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster       |
| <input checked="" type="checkbox"/> Target Population Change                 | <input type="checkbox"/> Other (Economy)        |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                 |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Specify) |

**Recommendation:**

This measure should be realigned because the number of students eligible will vary each year based on 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.

### 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:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
13,100	11,975	-1,125	-8.59%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input checked="" type="checkbox"/> Staff Capacity     |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training             |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Timeliness) |

**Explanation:**

DBS has had an increase in the number of consumers served in this period. However, the number of consumers who apply for VR services has decreased nationally and this trend is also seen in Florida. This is partly the effect of a strong economy. Additionally, the division attributes its inability to achieve this standard (inclusive of all programs) to limited staff capacity to market services and conduct outreach to unserved populations across the state.

For the past six years, the division has consistently served less than 12,000 customers.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Resources Unavailable                    | <input type="checkbox"/> Technological Problems                     |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster                           |
| <input type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Population and Outreach) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

DBS continues efforts to reach more consumers in need for services. A combination of a strong economy and the division's lack of direct statutory authority to expend appropriated funds for "outreach" has hindered the division's ability to fully engage in outreach to the extent that is necessary to reach all consumers.

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                    |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Monitoring) |

**Recommendation:**

In an effort to increase consumer and employer awareness, DBS increased non appropriated outreach efforts. The division is also engaging local chambers of commerce and other entities. The division also expanded partnerships with CareerSource centers throughout the state. The division improved staff training by assessing professional needs and delivering quality training events via a partnership with the Workforce Innovation Technical Assistance Center.

### 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:**

- |   |  |
|---|--|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
\$19.65	\$51.18	+\$31.53	160.46%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Personnel Factors                      | <input type="checkbox"/> Staff Capacity                         |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training                      |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Federal Requirement) |

**Explanation:**

The approved standard for SFY 2018-19 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. The methodology for calculating the cost/library patron has been adjusted to included encumbered expenditures (See Exhibit IV).

**External Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems                      |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster                            |
| <input type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Economy and Rising Costs) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |  |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |  |

**Explanation:**

See previous explanation.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology   |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (See above explanation and Exhibit IV revision) |

**Recommendation:**

The division continues to recommend that this standard be updated. The performance standard for this measure should be increased to a target of \$52.50.

### 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:**

- |   |   |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input checked="" type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input type="checkbox"/> Deletion of Measure            |
| <input checked="" type="checkbox"/> Adjustment of GAA Performance Standards         |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
153	145	-8	-5.23%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity                |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training             |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Timeliness) |

**Explanation:**

Three new facilities were added during the state fiscal year (SFY). However, one facility was closed and two facilities were combined with other facilities. Added 626 (Whiting Field), 627 (Tampa MM), 628 (Lee Co.); Merged 604 (Orlando MM), 605 (Haley VA); Closed 610 (NE State Hospital). This resulted in a net gain of zero facilities for the SFY. The division continues to pursue other locations as well as adding to existing locations in the coming year.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems     |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster           |
| <input type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Economy) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

The division's Bureau of Business Enterprise, working in collaboration 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.

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                                  |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (See Recommendation Below) |

**Recommendation:**

The is aggressively pursuing opportunities where the Randolph-Sheppard Act gives priority to blind vendors, while also consolidating facilities where necessary to maintain financial stability for our blind managers. The division recommends that the standard be adjusted 145 facilities.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Division of Blind Services

**Service/Budget Entity:** Blind Services

**Measure:** Number of new food service facilities renovated

**Action:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> 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):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

Renovations during the SFY included conversion the Snack Bar to a Micro-Market at the Ft. Knox Annex in Tallahassee, installation of new counters to meet ADA requirements at the State Regional Service Center Snack Bar in Jacksonville and at the Dade County Courthouse, and completion of major renovation to the front line and the dining room at the Hurston Building in Orlando. Renovated/Remodeled: 470 (Ft. Knox MM), 401 (Jax Snack Bar), 378 (Hurston Cafeteria), 156 (Dade Courthouse).

**External Factors** (check all that apply):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems     |
| <input type="checkbox"/> Legal/Legislative Change                                       | <input type="checkbox"/> Natural Disaster           |
| <input type="checkbox"/> Target Population Change                                       | <input checked="" type="checkbox"/> Other (Economy) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem                    |   |
| <input checked="" type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

RSA guidelines restrict capital expenditures for renovation of fixed assets.

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                  |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Identify) |

**Recommendation:**

The division has prioritized renovation of facilities based upon urgency of need and resource availability. There does not need to be any changes in the approved standard at this time.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Division of Blind Services

**Service/Budget Entity:** Blind Services

**Measure:** Number of new food service facilities constructed

**Action:**

- |   |   |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input type="checkbox"/> Revision of Measure            |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
5	0	-5	-100%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The division is not aggressively pursuing new locations for cafeterias and snack bars that would require construction; rather, agency efforts are being focused on new locations, primarily for vending and/or micro-market facilities. A micro-market is a store-like concept with product displayed on shelves, self-service hot drink machine, open air coolers, reach-in coolers and freezers. May be attended, un-attended or attended part-time. Consumers make transactions via a self-checkout kiosk.

**External Factors** (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Resources Unavailable  | <input type="checkbox"/> Technological Problems     |
| <input type="checkbox"/> Legal/Legislative Change                                       | <input type="checkbox"/> Natural Disaster           |
| <input checked="" type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Economy) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem                    |   |
| <input checked="" type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

There is not as great a demand for full service food facilities in state and federal locations where the Randolph-Shepherd priority is applicable. Rather than new construction for full service food facilities, the division is concentrating its efforts on installation of micro-market and vending machine facilities. Additionally, RSA limits the use of funds for purposes of physical construction and/or renovation of facilities.

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                  |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (Identify) |

**Recommendation:**

Reduction in building population and consumer demand has required the division to make adjustments in marketing strategies for new vending locations. Focusing on vending facilities and/or micro-markets will allow the division to meet the needs of facilities while requiring minimum construction. DBS recommends deleting this measure and replacing it with a measure that reflects the division's success in placement and retention of new licenses. A recommended goal would be: 75 percent of licensed vendors placed in their first facility remaining active for a minimum of 12 months.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Division of Blind Services

**Service/Budget Entity:** Blind Services

**Measure:** Number of library customers served

**Action:**

- |   |   |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input checked="" type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
44,290	32,790	-11,500	25.97%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input checked="" type="checkbox"/> Staff Capacity   |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training   |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> 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 at institutions, at least five people used each book that was circulated.

**External Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems      |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster            |
| <input type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Identify) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |  |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |  |

**Explanation:**

Under previous library administration (over five years ago), the patron counts were inflated for all deposit collections, which resulted in the higher number being set as a standard. Had the practice been continued, the number of patrons would have continued to be grossly inflated and inappropriate.

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

- |   |   |
|---|---|
| <input type="checkbox"/> Training             | <input type="checkbox"/> Technology       |
| <input checked="" type="checkbox"/> Personnel | <input type="checkbox"/> Other (Identify) |

**Recommendation:**

The division continues to recommend that the standard be updated as strategies are identified to increase the number of library patrons (such as expanding outreach activities) to increase the number of library patrons. Further, the performance standard for the measure should be set to 36,000, which is a more realistic target.



### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Division of Blind Services

**Service/Budget Entity:** Blind Services

**Measure:** Number of library items (Braille and recorded) loaned

**Action:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
1.35 M	1.12 M	-.23 M	-17.04%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity                |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training             |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Technology) |

**Explanation:**

The division attributes the decline in the number of library items loaned to increased technological improvements enabling patrons to access and download materials to their personal computing devices.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems                     |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster                           |
| <input type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Population and Outreach) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

The number of BARD (Braille and Audio Reading Download) users is expected to increase since younger patrons are more familiar with digital technology and request materials in this manner rather than relying on physical items being delivered via the U.S. mail.

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Training  | <input checked="" type="checkbox"/> Technology |
| <input type="checkbox"/> Personnel | <input type="checkbox"/> Other (Identify)      |

**Recommendation:**

The division will continue to develop strategies to increase outreach efforts to target populations to address evolving technical changes in the delivery of downloaded materials.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** State Grants/PreK-12 Program –FEFP

**Service/Budget Entity:** PreK-12 FEFP

**Measure:** Number/percent of schools declining one or more letter grades, reported by district

**Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
193 / 8%	412 / 13%	219 / +5%	N/A

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training           |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The 2018-19 school grade distribution for Florida's public schools is described in the Trends and Conditions section. 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, as well as the timelines for releasing the school grades. These factors make it difficult to determine and report consistent performance results for this standard.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems     |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster           |
| <input checked="" type="checkbox"/> Target Population Change                 | <input checked="" type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

Changes in policies and legislation affecting school accountability and performance have had an impact on school grades. In 2014-15, Florida transitioned to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards. The department is now beginning to see the leveling out of the changes to the calculation system.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                               |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (See above explanation) |

**Recommendation:**

None.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** State Grants/PreK-12 Program –FEFP

**Service/Budget Entity:** PreK-12 FEFP

**Measure:** Number/percent of schools improving one or more letter grades, reported by district

**Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure           | <input type="checkbox"/> Revision of Measure |
| <input checked="" type="checkbox"/> Performance Assessment of <u>Output</u> Measure | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                    |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
966 / 40%	706 / 22%	-206 / -18%	N/A

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training           |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The 2018-19 school grade distribution for Florida's public schools is described in the Trends and Conditions section. 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, as well as the timelines for releasing the school grades. These factors make it difficult to determine and report consistent performance results for this standard.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems     |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster           |
| <input checked="" type="checkbox"/> Target Population Change                 | <input checked="" type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

Changes in policies and legislation affecting school accountability and performance have had an impact on school grades. In 2014-15, Florida transitioned to a simplified, more transparent school grading system designed to promote college and career ready students using the new Florida Standards. The department is now beginning to see the leveling out of the changes to the calculation system.

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                               |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (See above explanation) |

**Recommendation:**

None.

### 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:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure            |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
21,115 / 70%	4,980 / 78.97%	-16,135 / +8.97%	N/A

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |   |  |
|---|--|
| <input type="checkbox"/> Personnel Factors                      | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities                   | <input type="checkbox"/> Level of Training           |
| <input checked="" type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The percentage performance for the measure is below the approved standard due to economic situations that have had an impact on Florida's employment rate. Layoffs, staff reduction and business closing in the state have created a depressed market for job seekers. The criterion-referenced targets do not consider these significant changes in the labor market. Further, the Department of Defense has directed that military data cannot be used for state measures, and a portion of the reported results is found in the number of persons who have enlisted in the military.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems                   |
| <input checked="" type="checkbox"/> Legal/Legislative Change                 | <input type="checkbox"/> Natural Disaster                         |
| <input checked="" type="checkbox"/> Target Population Change                 | <input checked="" type="checkbox"/> Other (Proposed new measures) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology                            |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other (See recommendation) |

**Recommendation:**

Delete the measure because it excludes programs not linked to high-wage/high skill occupations. Proposed new measures will focus on the earning of industry-recognized credentials, which is a more accurate measure of the quality of the education delivered than labor market outcome measures. Attainment of an industry certification validates the instruction delivered in the educational program as meeting industry standards and producing individuals with skill that employers are seeking.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Florida College Programs

**Service/Budget Entity:** Florida Colleges

**Measure:** Percent of AA degree transfers to the State University System who started in developmental education (i.e., "College Prep") and who earn a 2.5 or above in the SUS after one year

**Action:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure            |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
75%	74.4%	-0.6 percentage points	-0.8

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The Florida College System continues to strengthen 2+2 articulation partnerships between the colleges and State University System. This year's rate of 71% is consistent with the previous year's data.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems     |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster           |
| <input type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology       |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other |

**Recommendation:**

The Division of Florida Colleges recommends that this metric continue to be updated and monitored to track the effect of developmental education reform (if any) on transfer and academic performance. The wording of the metric should be edited to reflect the tracking period for the data in the report.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Florida College Programs

**Service/Budget Entity:** Florida Colleges

**Measure:** Percent of AA degree graduates who transfer to a state university within two years

**Action:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure            |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
62%	53%	-9 percentage points	-15

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

The Florida College System continues to strengthen 2+2 articulation partnerships between the colleges and State University System. This year's rate of 53% is consistent with the previous year's data.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems     |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster           |
| <input type="checkbox"/> Target Population Change                            | <input checked="" type="checkbox"/> Other (Specify) |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology       |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other |

**Recommendation:**

AA graduates continuing their education is one of the four metrics in the FCS performance-based funding model. As the model continues to become utilized as a planning and assessment tool, these percentages are expected to increase.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** State Board of Education

**Service/Budget Entity:** 48800000

**Measure:** Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification

**Action:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure             | <input type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards                     |  |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
90%	26%	-64%	-110.34%

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

In the fall of 2018, the Star Early Literacy assessment was administered as the Florida Kindergarten Readiness Screener (FLKRS) and used to measure the 2017-18 VPK Program. The administration established a performance baseline.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Specify)        |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |   |   |
|---|---|
| <input type="checkbox"/> Training             | <input type="checkbox"/> Technology       |
| <input checked="" type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other |

**Recommendation:**

On January 21, 2019, the department had a backlog of 31,666 applications in-hand and eligible for an evaluation, 15,290 of which had been in the department's possession longer than the statutory limit of 90 days. The Commissioner of Education ordered a review of the current operating procedures and immediately implemented actions to clear the backlog. As of May 14, 2019, all of the applications were cleared and new goals were established to complete future applications within fewer days than the 90-day statutory limit.

### LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT

**Department:** Department of Education

**Program:** Office of Early Learning

**Service/Budget Entity:** 48220400

**Measure:** 1.A. & 2.A. – Percent of children completing VPK ready for school

**Action:**

- |   |   |
|---|---|
| <input type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure | <input checked="" type="checkbox"/> Revision of Measure |
| <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure  | <input checked="" type="checkbox"/> Deletion of Measure |
| <input type="checkbox"/> Adjustment of GAA Performance Standards          |   |

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
63.3%	Baseline	N/A	N/A

**Factors Accounting for the Difference:**

**Internal Factors** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Personnel Factors           | <input type="checkbox"/> Staff Capacity              |
| <input type="checkbox"/> Competing Priorities        | <input type="checkbox"/> Level of Training           |
| <input type="checkbox"/> Previous Estimate Incorrect | <input checked="" type="checkbox"/> Other (Identify) |

**Explanation:**

In the fall of 2018, the Star Early Literacy assessment was administered as the Florida Kindergarten Readiness Screener (FLKRS) and used to measure the 2017-18 VPK Program. The administration established a performance baseline.

**External Factors** (check all that apply):

- |  |   |
|--|---|
| <input type="checkbox"/> Resources Unavailable                               | <input type="checkbox"/> Technological Problems |
| <input type="checkbox"/> Legal/Legislative Change                            | <input type="checkbox"/> Natural Disaster       |
| <input type="checkbox"/> Target Population Change                            | <input type="checkbox"/> Other (Specify)        |
| <input type="checkbox"/> This Program/Service Cannot Fix the Problem         |   |
| <input type="checkbox"/> Current Laws Are Working Against the Agency Mission |   |

**Explanation:**

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

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Training  | <input type="checkbox"/> Technology       |
| <input type="checkbox"/> Personnel | <input checked="" type="checkbox"/> Other |

**Recommendation:**

Although a baseline was established, there is no additional data to consider performance trends at this time. OEL will need to monitor future administrations of the FLKRS.



**LRPP EXHIBIT IV**

**PERFORMANCE MEASURE**

**VALIDITY AND RELIABILITY**

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Vocational Rehabilitation  
**Service/Budget Entity:** General Program  
**Measure 1:** Number and /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. 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 without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.

Data are downloaded monthly from the mainframe and a SAS program aggregates the data using well-established operational definitions for gainful employment from the federal regulations for vocational rehabilitation. 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 enter employment and those who do not.

**Validity:**

The methodology used was to examine the relationship between the measure and mission of the division 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 is directly linked to the program's mission: Help people with disabilities find and maintain employment and enhance their independence.

One potential threat to validity is selection; i.e., 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 and 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 the 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. In 1999, redefinition of the measure for alignment with the Federal Rehabilitation Service Administration (RSA) improved its reliability.

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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Vocational Rehabilitation  
**Service/Budget Entity:** General Program  
**Measure 2:** Number and 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:**

The measure addresses a subset of the population addressed in Measure 1—customers with a significant or most significantly disability—and the same protocols and calculations 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 continuous training for staff, coupled with the use of assessment instruments and the counselor's training and experience, assure the reliability of the measure.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Vocational Rehabilitation  
**Service/Budget Entity:** General Program  
**Measure 3:** Number and percent of VR customers with a disability who are gainfully employed (rehabilitated) at least 90 days  
*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 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Vocational Rehabilitation  
**Service/Budget Entity:** General Program  
**Measure 4:** Number and percent of VR customers placed in competitive employment  
*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" 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 Florida 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 ( $\geq 36$  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.

**Department:** Department of Education  
**Program:** Vocational Rehabilitation  
**Service/Budget Entity:** General Program  
**Measure 5:** Number and percent of VR customers retained in employment 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 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; however, data are not 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.

## 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:**

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, i.e., 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.

### 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:**

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.

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 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 activities with other programs and agencies to maximize resources. It is not a valid measure of the division's performance in accomplishing its mission: 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:**

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 for 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 with a disability  
*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:**

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:**

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:**

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:**

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:**

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, and 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.

### 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:**

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 Florida Department of Education and transferred program responsibilities to the Florida Department of Financial Services, Division of Workers' Compensation.

**LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Vocational Rehabilitation</u>
<b>Service/Budget Entity:</b>	<u>General Program</u>
<b>Measure 17:</b>	<u>Percent of eligible injured workers receiving reemployment services with</u>
<i>Recommend Deletion</i>	<u>closed cases during the fiscal year and returning to suitable gainful</u>
	<u>employment</u>

Chapter 2012-135, Laws of Florida, eliminated duties of the Bureau of Rehabilitation and Reemployment Services, Division of Vocational Rehabilitation, in the Florida Department of Education and transferred program responsibilities to the Florida Department of Financial Services, Division of Workers' Compensation.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Blind Services</u>
<b>Service:</b>	<u>Blind Services</u>
<b>Activity:</b>	<u>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.</u>
<b>Measure 18:</b>	<u>Number and percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)</u>

**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 are produced 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 methodology aligns with the Federal Vocational Rehabilitation rate calculation:  $\text{Number of Closed Cases Successful} / (\text{Number of Closed Cases Successful} + \text{Number of Closed Cases SERVED Not Successful})$ . The revised calculation requires that services were actually received under an approved plan, developed with a client. The federal standard only counts cases that have approved plans.

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 as the  $\text{Number of Closed Cases Successful} / (\text{Number of Closed Cases Successful} + \text{Number of Closed Cases Not Successful after Determined Eligible})$ . This calculation did not take into account whether services were actually received or not after being determined eligible. The prior calculation included any Cases Closed Not Successful that had been determined Eligible regardless of Service.

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 a competitive integrated 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 staff in the district offices and by contracted providers. 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 has been revised to align with federal reporting requirements.

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Blind Services</u>
<b>Service:</b>	<u>Blind Services</u>
<b>Activity:</b>	<u>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.</u>
<b>Measure 19:</b>	<u>Number and percent of rehabilitation customers placed in competitive employment</u>
<b>Action</b> (check one):	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure	
<input checked="" type="checkbox"/> Change in Data Sources or Measurement Methodologies	
<input type="checkbox"/> Requesting New Measure	
<input checked="" type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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 Integrated 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.	
"Competitive Integrated Employment" employed cases are all cases that are closed successfully and that are greater than or equal to the higher of the Federal or State Minimum Wage, in an integrated setting. 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.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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 staff in district offices and contracted providers. Edits in AWARE ensure 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 were developed to validate the integrity of established Performance Based Program Budgeting Measures generated by AWARE. Detailed extract reports are created so results can be independently validated by the division. A revision to the standard is requested. Due to the hiring of additional employment specialists throughout the state, additional customers are anticipated to be employed at or above minimum wage. Based on anticipated growth of customers gainfully employed, an additional number of customers who will be employed at or above minimum wage is anticipated.	

## 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 staff in the district offices and by contracted providers. 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. Revision to the standard is requested.

## 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 and 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 staff in the district offices and by contracted providers. 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. A revision to the standard is requested.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Blind Services</u>
<b>Service:</b>	<u>Blind Services</u>
<b>Activity:</b>	<u>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.</u>
<b>Measure 22:</b>	<u>Number and percent of Early Intervention/Blind Babies customers successfully transitioned from the Blind Babies Program to the Children's Program (preschool to school)</u>

**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/Blind Babies Cases with a plan date during the reporting period.

The percent portion is calculated by dividing Successfully Transitioned Early Intervention/Blind Babies Cases with a plan date by the sum of Unsuccessful Early Intervention/Blind Babies Closures with a plan date and Successfully Transitioned Early Intervention/Blind Babies Cases with a plan date.

Unsuccessful Early Intervention/Blind Babies 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/Blind Babies 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 staff in the district offices and by contracted providers. 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.

### 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 and percent of customers exiting the Children's Program who are determined 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 number of 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). The measure's verbiage was clarified; the programming logic has been corrected.

**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 staff in the district offices and by contracted providers. 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. Revision to the standard is requested. The number of children who transitioned into the VR transition services program is anticipated to fluctuate.



### 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 staff in the district offices and by contracted providers. 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.

## 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 staff in the district offices and by contracted providers. 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.

### 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 (Blind Babies, Children's Program, Independent Living and Vocational Rehabilitation) 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 staff in the district offices and by contracted providers. 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.

Due to realignment of DBS Client Services policies related to services, (i.e., 8.19 – Cataract Surgery Procedure, 6.07 – Purchase of Access and Rehabilitation Technology and 2.10 - Self-Employment Services), the number of customers served is not expected to increase as rapidly.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Blind Services</u>
<b>Service:</b>	<u>Blind Services</u>
<b>Activity:</b>	<u>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.</u>
<b>Measure 27:</b>	<u>Average time lapse (days) between application and eligibility determination for rehabilitation customers</u>

**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.

The 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 staff in districts offices and by contracted providers. 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 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.

### 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; and 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 the measure conforms to that used by the Division of Vocational Rehabilitation for a similar measure. Data from the Accessible Web-based Activity Reporting Environment (AWARE) are used. Data from the measure will be produced directly from AWARE using a programmed reporting process to extract data entered on clients at the field office level.

The 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 15<sup>th</sup> of every month and dividing this total by the number of counselors and supervisors who maintain caseloads (the average caseload from the 15<sup>th</sup> 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 division's Personnel Department. There are currently 13 VR supervisors, 53 VR counselors, and 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 a 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 staff in the district offices and by contracted providers. 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. A revision to the standard is requested. Caseloads have been adjusted downwards over the past five fiscal years to better serve clients. In FY2010-11, 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.

### 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) expenditures and encumbrances 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 the 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 numbers used were taken from the Quality Performance Information System (QPIS) budget analysis for the state fiscal year.

KLAS contains consistent data elements that were designed to track library services and usage.

The library adjusts the 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 expenditures and encumbrances are 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.

### 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.

The 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 Division of Blind Services. 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.

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 for a specific time period, usually less than one year, to meet the needs of the facility for stability and transition to its next permanent operator.

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).

The division requests that the standard be revised. Due to cutbacks at both state and federal facilities, the division has seen an overall decrease in the number of facilities.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Blind Services</u>
<b>Service:</b>	<u>Blind Services</u>
<b>Activity:</b>	<u>Provide food service vending training, work experience, and licensing.</u>
<b>Measure 31:</b>	<u>Number of existing food service facilities renovated</u>

**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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Blind Services</u>
<b>Service:</b>	<u>Blind Services</u>
<b>Activity:</b>	<u>Provide food service vending training, work experience and licensing.</u>
<b>Measure 32:</b>	<u>Number of new food service facilities constructed</u>

**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:**

To be determined.

**Validity:**

To be established.

**Reliability:**

There is not as great a demand for full service food facilities in state and federal locations where the Randolph–Shepherd priority is applicable. Rather than new construction for full service food facilities, the division is concentrating its efforts on installation of micro-market and vending facilities. Additionally, RSA limits the use of funds for the purposes of physical construction and/or renovation of facilities.

Staff recommends deleting this measure and replacing it with a completely different, more applicable measure that reflects the division’s success in placement and retention of new licenses. A recommended goal would be: 75 percent of licensed vendors placed in their first facility remaining active for a minimum of 12 months.

## 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.

**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 (e.g., nursing home, school) 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).

The majority of items loaned by the Library include reading materials in Braille, and recorded digital books on audio cartridges. There is a smaller number of cassette, disk, large type, and descriptive video formats that are loaned. All items circulated to patrons were counted.

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. Data pertaining to patron use of Braille and Audio Reading Downloads (BARD) materials is also reported from statistics available through the National Library Services for the Blind and Physically Handicapped (NLS) website.

**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:** Student Financial Assistance, Finance and Operations  
**Measure 35:** Graduation rate of FTIC (first time in college) award recipients, using a six-  
*Recommend Substitution* year rate (Effective Access to Student Education Grant – EASE)

**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:** PreK-20 Education Data Warehouse.

**Methodology:**

Data on independent colleges and universities residing in the PreK-20 Education Data Warehouse do not include a first-time in college indicator. Therefore, a proxy was used to identify any student who received an EASE disbursement in one year, but not in the prior year.

Denominator:

Includes any initial EASE recipient in a given year.

Numerator:

The numerator includes any student in the denominator who graduates from an EASE eligible privatepostsecondary institution within six years following initial enrollment at an EASE eligible private postsecondary institution; reported by delivery system.

**Validity:**

One purpose of the EASE is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive an EASE 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:**

The 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:** Private Colleges and Universities  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure 36:** Number of degrees granted for EASE Grant (formerly FRAG) recipients and  
*Recommend Substitution* contract program recipients (Effective Access to Student Education Grant – EASE)

**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:**

Data are reported by the Florida Education and Training Placement Information Program (FETPIP) through a data-sharing agreement with the Independent Colleges and Universities of Florida (ICUF).

**Methodology:**

FETPIP-linked student records of bachelor degree recipients (beginning in 2006-07) from ICUF institutions to the last six years of EASE Grant data.

Graduates are reported only for EASE 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 recipients who earned a degree in the following year.

**Validity:**

The measure has validity as an indicator of the effectiveness of the EASE Grant in increasing the number of college graduates. It would not be a valid measure for contract program recipients since data are not available or reported for that purpose.

The measure requires clarity. Generally, 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.

Revising the measure to “Number of degrees granted for EASE Grant recipients” is recommended.

**Reliability:**

The 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:** Private Colleges and Universities  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure 37:** Retention rate of award recipients (delineate by Academic Contract; Effective  
*Recommend Substitution* Access to Student Education (EASE) 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:**

The measure requires clarity. Generally, 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 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.

Deleting the measure for contract programs and revising it to 'Retention rate of students who receive an EASE Grant', using a two-year rate, is recommended.

**Data Source:**

Data to report the measure for recipients of the EASE Grant are compiled by the K20 Education Data Warehouse.

**Methodology:**

Denominator:

Includes all initial EASE recipients in a given year.

Numerator:

Numerator includes those in denominator found as EASE 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 EASE Grant in increasing the number of college graduates, the 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:**

The 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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Private Colleges and Universities</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 38:</b>	<u>Graduation rate of award recipients (Delineate by Academic Contract; Effective</u>
<i>Recommend Deletion</i>	<u>Access to Student Education (EASE) Grant; Historically Black Colleges and Universities)</u>

**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:** PreK-20 Education Data Warehouse.

**Methodology:** (Data are reported for EASE recipients only.)

Data on Independent Colleges and Universities residing in the K-20 Education Data Warehouse do not include a first-time in college indicator. Therefore, a proxy was used to identify any student who received an EASE disbursement in one year, but not in the prior year.

Denominator:

All EASE initial recipients in a given year.

Numerator:

Of the denominator, those students who are found as having earned a bachelor's degree from any sector in the prior year.

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 (e.g., B.S., M.S., MSW, Ph.D. and M.D.). As a result, data cannot be generalized for all graduates. 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, making aggregated performance data misleading.

Students in the three Historically Black Private Colleges and Universities are not the direct recipients of 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 EASE Grant is to enable students to access the higher education system and graduate. Therefore, graduation from any sector by those who initially receive an EASE 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure 39:** Of those graduates remaining in Florida, the percent employed at \$22,000 or more one year following graduation (Delineate by Academic Contract; Effective Access to Student Education Grant; Historically Black Colleges and Universities)  
*Recommend Substitution*

**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 K20 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 equipment. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would thus be misleading.

Deleting this measure for contract programs and revising it to reflect all ICUF graduates who remain in Florida is recommended. 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.



## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure: 40** Of those graduates remaining in Florida, the percent employed at \$22,000 or more five years following graduation (Delineate by Academic Contract; Effective Access to Student Education Grant; Historically Black Colleges and Universities)  
*Recommend Substitution*

**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 K20 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 equipment. Further, only a limited number of private colleges and universities receive contract program funds. An aggregation of performance data would be misleading.

Deleting this measure for contract programs and revising it to reflect all ICUF graduates who remain in Florida is recommended. 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure 41:** Licensure/certification rates of award recipients, (where applicable),  
*Recommend Deletion* Delineate by Academic Contract; Effective Access to Student Education 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.

The measure is recommended for deletion or revision 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Private Colleges and Universities</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 42:</b>	<u>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 Effective Access to Student Education Grant)</u>
<i>Recommend Deletion</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 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.

Deletion of this measure is recommended.

**Validity:**

The measure is not valid. If any ICUF graduates were found employed in an occupation requiring a technical certificate or AS degree, that employment would not necessarily be related to the baccalaureate degree.

**Reliability:**

Not yet established.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Private Colleges and Universities  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure 43:** Number of prior year's graduates (Delineate by Academic Contract; Effective Access to Student Education Grant; 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:**

**Note:**

This is not the same as measure # 36 for the Effective Access to Student Education Grant

**Data Source:**

Data are reported by Florida Education and Training Placement Information Program through a data-sharing agreement with the ICUF.

**Methodology:**

Florida Education and Training Placement Information Program linked student records of bachelor degree recipients from ICUF institutions to the last six years of Effective Access to Student Education Grant. Graduates are reported only for EASE 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 EASE recipients in a given year.

Numerator:

Of the denominator, those recipients who earned a degree in a given year.

**Validity:**

As an indicator of the effectiveness of the EASE 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. However, the 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.

Recommend revising this measure to "Number of degrees granted for EASE Grant recipients."

**Reliability:**

The 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:** Private Colleges and Universities  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure 44:** Number of prior year's graduates remaining in Florida (Academic Contract)  
*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:**

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 equipment.

Additionally, Historically Black Colleges and Universities should also report this measure.

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 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Private Colleges and Universities</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 45:</b>	<u>Number of FTIC students disaggregated by in-state and out-of-state</u>
<i>Recommend Deletion</i>	<u>(Historically Black Colleges and Universities)</u>

**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 ICUF data residing in the K20 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 fully reviewed and implemented; validity not yet established.

**Reliability:**

Methodology has not yet been fully reviewed and 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Student Financial Assistance Program</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 46:</b>	<u>Percent of high school graduates who successfully completed the 19 core credits (Bright Futures)</u>
<i>Recommend Substitute</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 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:**

K20 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; the student can earn high school credit in all 15 courses but not be eligible for scholarship because of the 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Student Financial Assistance Program</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 47:</b>	<u>Retention rate of FTIC award recipients, by delivery system, using a 4-</u>
<i>Recommend Substitute</i>	<u>year rate for Florida state colleges and a six-year rate for universities</u>
	<u>(Bright Futures)</u>

**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 K20 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., 2017-18) excluding those who graduated.

Numerator:

Of the denominator, those found enrolled in the following academic year (e.g., 2018-19).

**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 state 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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Student Financial Assistance Program</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 48:</b>	<u>Graduation rate of FTIC award recipients, by delivery system (Bright Futures)</u>

**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 state 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 state 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Student Financial Assistance Program</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 49:</b>	<u>Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)</u>
<i>Recommend Deletion</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 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., 2018-19).

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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Student Financial Assistance Program</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 50:</b>	<u>Number of Bright Futures recipients</u>
<i>Recommend Deletion</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 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Student Financial Assistance Program  
**Service/Budget Entity:** Student Financial Assistance, Finance and Operations  
**Measure 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)  
*Recommend Substitute*

**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:**

Data to report this measure for recipients of the Florida Student Assistance Grant are compiled by the K20 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 state 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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Student Financial Assistance Program</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 52:</b>	<u>Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)</u>

**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: K20 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 state 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 state 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 as compared to a state university.

Numerator:

Of the denominator, the percent who earned a degree at any time in the following four years (for state colleges) or six years (for state universities). The 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 state 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Student Financial Assistance Program</u>
<b>Service/Budget Entity:</b>	<u>Student Financial Assistance, Finance and Operations</u>
<b>Measure 53:</b>	<u>Percent of recipients who, upon completion of the program, work in</u>
<i>Recommend Deletion</i>	<u>fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)</u>

**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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Grants/Pre-K-12 Program—FEFP Code: 48250300</u>
<b>Service/Budget Entity:</b>	<u>K-12 Public Schools</u>
<b>Measure 54:</b>	<u>Number/percent of teachers with National Teacher's Certification,</u>
<i>Recommend Deletion</i>	<u>reported by district</u>

**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>.

Funding is available through a federal subsidy grant from the United States Department of Education and some Florida school districts. National data are used since teachers may relocate without notifying the Department of Education.

**Methodology:**Denominator:

Number of teachers in Florida in a specific academic year (e.g., 2018-19 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 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:**

See concerns described under validity. Reliability cannot be determined since the data is not a source data element collected by the department.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Public Schools  
**Service/Budget Entity:** Standards and Instructional Support; School Improvement; Assessment and Evaluation  
**Measure 55:** Number/percent of "A" schools, reported by district  
*Request changing measure's title to delete "..., 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:**

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades>.

**Methodology:**

Denominator:

Total number of graded schools ("A" through "F") in 2019.

Numerator:

Of those, the number of schools with grade of "A" in 2019.

**Validity:**

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Schools are assigned a grade based primarily upon student achievement data from the Florida's statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the Florida standards, the progress of the lowest performing students and other criteria.

**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:** Public Schools  
**Service/Budget Entity:** Standards and Instructional Support; School Improvement; Assessment and Evaluation  
**Measure: 56** Number and percent of "D" and "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:**

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

**Methodology:**

Denominator:

Total number of graded schools ("A" through "F") in 2019.

Numerator:

Of the total number of graded schools, the number of schools with grade of "D," plus the number with a grade of "F" in 2019.

**Validity:**

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Schools are assigned a grade based primarily upon student achievement data from Florida's statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the Florida standards, the progress of the lowest performing students and other criteria.

**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:** Public Schools  
**Service/Budget Entity:** Standards and Instructional Support; School Improvement; and Assessment and Evaluation  
**Measure 57:** Number and 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:**

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/schoolgrades/>.

**Methodology:**

Denominator:

Number of schools that earned a grade of “A” through “F” in both 2018 and 2019, minus the schools graded “F” in 2018 that also earned a grade in 2019 (unable to decline one or more grades).

Numerator:

Of those, the number of schools that declined one or more grades.

**Validity:**

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Schools are assigned a grade based primarily upon student achievement data from Florida’s statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the Florida standards, the progress of the lowest performing students and other criteria.

**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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Public Schools</u>
<b>Service/Budget Entity:</b>	<u>Standards and Instructional Support (ACT0565)</u> <u>School Improvement (ACT0605)</u> <u>Assessment and Evaluation (ACT0635)</u>
<b>Measure 58:</b>	<u>Number and percent of schools improving one or more letter grades, reported by district</u>

### Data Sources and Methodology:

#### Data Sources:

Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <http://www.fldoe.org/accountability/accountability-reporting/schoolgrades/>.

#### Methodology:

##### Denominator:

Number of schools that earned a grade of “A” through “F” in both 2018 and 2019, minus the schools graded “A” in 2018 that also earned a grade in 2019 (unable to improve because already at the top).

##### Numerator:

Of those, the number of schools that improved one or more grades.

#### Validity:

Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of *Highest Student Achievement*.

Schools are assigned a grade based primarily upon student achievement data from Florida’s statewide assessment system. School grades communicate to the public how well a school is performing relative to state standards. School grades are calculated based on annual learning gains of each student toward achievement of the Florida standards, the progress of the lowest performing students and other criteria.

#### 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

<b>Department;</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Grants/K-12 Program— FEFP Code: 48250300</u>
<b>Service/Budget Entity:</b>	
<b>Measure:</b>	<u>Florida's High School Graduation Rate</u>
<i>Recommend Addition</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 and Methodology:**

**Data Source:**

Data to report this measure are compiled by the Bureau of Accountability Reporting, and are available in an interactive database at <http://edstats.fldoe.org/>.

**Methodology:**

Florida's graduation rate is a cohort graduation rate. A cohort is defined as a group of students on the same schedule to graduate. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, students who transfer out or pass away are removed from the calculation. Entering transfer students are included in the graduation rate for the class with which they are scheduled to graduate, based on their grade level when they enroll in the public school system.

Denominator: Students who entered grade 9 for the first time and do not transfer out of Florida's public school system include those students who transferred in during the fourth year of the cohort.

Numerator: Those students who graduate within the four years of the cohort with a standard high school diploma.

**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.

## 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 and percent of persons earning career certificate occupational completion points, at least one of which is within a program identified as high wage/high skill on the Statewide Demand Occupations list and are found employed at \$6,162 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 Workforce Education Data Systems (WEDS) and the Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned career 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 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 Statewide Demand Occupations list; data obtained by Florida Education and Training Placement Information Program from WEDS and CCTMIS files.

Numerator: Of those, the number found employed at \$6,162 or more per quarter in the 4<sup>th</sup> 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 of the Long Range Program Plan.

**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.

**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 and percent of persons earning career certificate occupational completion points, at least one of which is within a program identified for new entrants on the Statewide Demand Occupations list and are found employed at \$5,590 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 Workforce Education Data Systems (WEDS) and Community College and Technical Center Management Information System (CCTMIS) provided data on students who earned career 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 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 career certificates in a program on the statewide demand occupations list for matching year; data obtained by Florida Education and Training Placement Information Program from WEDS and CCTMIS files.

**Numerator:** Of those, the number found employed at \$5,590 or more per quarter in the 4<sup>th</sup> 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 (\$6,406 or more per quarter) were subtracted from both the numerator and the denominator. Level III is reported in Measure 59 of the Long Range Program Plan.

**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. In addition, the links between education programs and occupations were updated for the 2004-05 reporting year. 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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Workforce Education/Career and Adult Education</u>
<b>Service/Budget Entity:</b>	
<b>Measure 61:</b>	<u>Number and percent of persons earning career certificate completion points, at least one of which is within a program not included in Levels II or III and are found employed or are continuing their education at the career certificate level (Level I)</u>

**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 Workforce Education Data Systems (WEDS) and 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.

**Note:** Data on military enlistments were originally reported in this measure; however, the Department of Defense has issued a directive that military data can no longer be used for state measures.

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 WEDS and 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 career certificate level.

**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 and earnings is the best available at this time. However, there are some gaps in the data.



### 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 and 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 Source:**

No database is currently available.

**Methodology:**

Has not been established without database.

**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.

### 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 and 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:**

Has not been established; pending availability of database.

**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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Workforce Education/Career and Adult Education</u>
<b>Service/Budget Entity:</b>	
<b>Measure 64:</b>	<u>Number and percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards</u>

**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:**

### 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 Workforce Education Data Systems (WEDS) and 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 of students 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 of students 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.

### 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 Workforce Education Data Systems (WEDS) and 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 students, 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 state 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 inaccurate data matches. Self-employed individuals also will not be found in the match.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Workforce Education/Career and Adult Education</u>
<b>Service/Budget Entity:</b>	
<b>Measure:</b>	<u>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</u>
<i>Recommend New</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 and Methodology:**

The Workforce Education Data Systems (WEDS) and 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Workforce Education/Career and Adult Education</u>
<b>Service/Budget Entity:</b>	
<b>Measure:</b>	<u>Number and percent of adult education completers who are found</u>
<i>Recommend New</i>	<u>employed full time or continuing their education</u>

**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 Workforce Education Data Systems (WEDS) and 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 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:** Students enrolled in the highest level of adult basic education who earn a literacy completion point.

**Numerator:** Of those, the numbers who were found employed at any level or who were found enrolled in any level of education.

**Validity:**

The highest level of skills.

**Reliability:**

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. All tests are proctored and certified using written procedures to ensure test validity. Students completing an educational functioning level are reported to the department with a literacy completion point. Students who have been pre- and post-tested are reported to the department for accountability purposes.

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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Workforce Education/Career and Adult Education</u>
<b>Service/Budget Entity:</b>	
<b>Measure:</b>	<u>Number and percent of students in career certificate and credit hour technical programs who took a Florida Department of Education approved industry certification or technical skill assessment examination</u>
<i>Recommend New</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 and Methodology:**

The Workforce Education Data Systems (WEDS) and 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 state 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 those students, 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.



### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Workforce Education/Career and Adult Education</u>
<b>Service/Budget Entity:</b>	
<b>Measure:</b>	<u>Number and percent of students taking an approved industry certification or technical skill attainment exam who earned a certification or passed a technical assessment exam</u>
<i>Recommend New</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 and Methodology:**

The Workforce Education Data Systems (WEDS) and 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 state colleges report industry certifications and third-party technical skill assessments taken and earned by these students to CCTMIS.

**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 Postsecondary Funding List.

Numerator:

Of those students, 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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 66:</b> <i>Recommend Deletion</i>	<u>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 \$6,406 or more per quarter (Level III)</u>

**Action** (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure. Need measure that aligns with current FCS strategic plan and performance funding metric.
- Backup for performance measure.

**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 \$6,162 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.

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Program:</b>	<b>Florida Colleges</b>
<b>Service/Budget Entity:</b>	<b>Postsecondary Educational Services</b>
<b>Measure 67:</b> <i>Recommend Deletion</i>	<b>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 \$5,590 or more per quarter, or are found continuing education in a college-credit level program (Level II)</b>
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure. <input type="checkbox"/> Change in data sources or measurement methodologies. <input checked="" type="checkbox"/> Requesting new measure. Need measure that aligns with current FCS strategic plan and performance funding metric. <input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are 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 in the Student Data Base (SDB) Data Element Dictionary at: <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionarymain.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionarymain.asp</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are 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 the Florida Education and Training Placement Information Program databases.</p>	
<b>Methodology:</b>	
<u>Denominator:</u>	
Number of AS and college-credit certificate program completers who finished programs identified for new entrants.	
<u>Numerator:</u>	
Number of those found by FETPIP to be employed for at least \$5,590 per quarter and number of those found continuing education in a college-credit level program.	
<b>Validity:</b>	
The objectives do not address college continuation for AS or college-credit certificate students. Therefore, this is not a valid measure of the objective.	
<b>Reliability:</b>	
The occupations on the Comprehensive Industry Certification List as new entrants may change from year to year. The occupational data are not tracked longitudinally.	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 68:</b>	<u>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 or continuing their education at the career certificate level (Level I)</u>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting revision to approved performance measure.	
<input type="checkbox"/> Change in data sources or measurement methodologies.	
<input type="checkbox"/> Requesting new measure.	
<input type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Source:</b>	
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 in the Student Data Base (SDB) Data Element Dictionary posted to: <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a> .	
Discussions of the changes in the elements of the SDB from the previous year are 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.	
<b>Methodology:</b>	
<u>Denominator:</u>	
Number of A.S. and college-credit certificate program completers who finished programs not identified as high wage/high skill and not identified as new entrants.	
<u>Numerator:</u>	
Number of those found by FETPIP to be employed and the number of those found continuing their education at the career certificate level.	
<b>Note:</b> Data on military enlistments were originally reported in this measure; however, the Department of Defense has issued a directive that military data can no longer be used for state measures.	
<b>Validity:</b>	
The objective only addresses the placement portion of this measure.	
<b>Reliability:</b>	
The occupations on the Workforce Estimating Conference list as new entrants may change from year to year. The occupational data are not tracked longitudinally.	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 69:</b>	<u>Percent of Associate in Arts (A.A.) degree graduates who transfer to a state university within two years.</u>
<b>Action</b> (check one):	
<input type="checkbox"/> Requesting revision to approved performance measure.	
<input type="checkbox"/> Change in data sources or measurement methodologies.	
<input type="checkbox"/> Requesting new measure.	
<input checked="" type="checkbox"/> Backup for performance measure.	
<b>Data Sources and Methodology:</b>	
<b>Data Source:</b>	
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 in the Student Data Base (SDB) Data Element Dictionary at: <a href="http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp">http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp</a> .	
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.	
<b>Methodology:</b>	
<u>Denominator:</u>	
Number of students enrolled in a Florida college who earned the A.A. degree in an academic year.	
<u>Numerator:</u>	
Of those, the number found enrolled in a Florida public baccalaureate program in the year of graduation or the year following.	
<b>Validity:</b>	
The objective seeks to increase the transfer rate of students with A.A. degrees 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.	
<b>Reliability:</b>	
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.	

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 70:</b>	<u>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</u>

**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 (SDB) Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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 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 students with AA degrees who transfer to state universities and 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 AA 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 71:</b>	<u>Of the Associate in Arts (A.A.) graduates who are employed full time</u>
<i>Recommend Deletion</i>	<u>rather than continuing their education, the percent who are in jobs earning at least \$12.32 an hour</u>

**Action** (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure. Need measure that aligns with current FCS strategic plan and performance funding metric.
- 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 (SDB) Data Element Dictionary at: [http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.htm](http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm).

Discussions of the changes in the elements of the SDB from the previous year are undertaken during the Management Information Systems Advisory Taskforce (MISATFOR) 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 students' employment 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

Numerator:

Of those, the number found by FETPIP to be employed and earning at least \$12.32/hour

**Note:** The amount changes year to year; the hourly rate is from FETPIP's Annual Outcomes Report.

**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 \$12.32/hour or more. Therefore, this is a valid measure.

**Reliability:**

This measure currently uses \$12.32/hour, while the Performance Based Program Budgeting and the objective linked to this measure both use a different number. Therefore, this measure is not currently reliable because the use of different numbers creates an inconsistency in reporting. However, if this correction is made, this measure will be consistent with the Performance Based Program Budgeting measure.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 72:</b>	<u>Of the Associate in Arts (A.A.) students who complete 18 credit hours,</u>
<i>Recommend Deletion</i>	<u>the percent of whom graduate in four years</u>

**Action** (check one):

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure. Need measure that aligns with current FCS strategic plan and performance funding metric.
- 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 (SDB) Data Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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 state colleges. This measure should be changed to include the retention of students in the state college system. Measure 1, Part 2 of the Community 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.



## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 73:</b>	<u>Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of degree requirement</u>

**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 (SDB) Data Element Dictionary at: [http://www.fl DOE.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fl DOE.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 74:</b>	<u>Percent of students exiting the college-preparatory program who enter</u>
<b>Request modification</b>	<u>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</u>

**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 (SDB) Data Element Dictionary at: [http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.htm](http://www.firn.edu/doe/arm/cctcmis/pubs/ccdictionary/dictionary_main.htm).

Discussions of the changes in the elements of the SDB from the previous year are 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 = XXXX

D.E. 1028 Term = 2 – Fall, 3 – Winter/Spring

**OR**

D.E. 1028 Year = XXXX

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')

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.

The metric needs to be modified due to the legislatively mandated changes in developmental education in the Florida College System. New data elements to collect information are relatively new. Data collection, reporting and analysis are being refined.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 75:</b>	<u>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</u>
<i>Request Modification</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 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 at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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 Long Range Program Plan. Request modification to the wording of the metric to reflect the tracking period for these data.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 76:</b>	<u>Number/Percent of Associate in Arts (A.A.) partial completers</u>
<i>Recommend Deletion</i>	<u>transferring to the State University System (SUS) with at least 45 credit hours</u>

**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 at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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 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. Request deletion of the metric—data for the metric are no longer run.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

**Department:** Department of Education  
**Program:** Florida Colleges  
**Service/Budget Entity:** Postsecondary Educational Services  
**Measure 77:** Number and percent/FTEs of Associate in Arts (A.A.) students who do not complete 18 credit hours within four years  
*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:**

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 (SDB) Data Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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.

**Methodology**

This shows Number, FTE, percent of First Time in College A.A. degree students from the fall term who have not completed at least 18 college credits during the tracking period. 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:**

<u>Data Element</u>	<u>Name</u>	<u>Criteria</u>
10	First Time Student Flag	'Y' – Yes
10	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 2003-09-01 and 2004-08-0

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' (AA, AS, AAS, PSVC, ATD)

**FTIC AA Cohort** Of the Cohort, select those whose most recent Program Level (D.E. 2005) = '0' – AA

**FTIC AA Cohort with less than 18 hours** Of the FTIC AA 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 AA Students with less 18 hours / (Number AA students with 18 Hours (M1P2) + Number AA Students with less than 18 Hours).

**Validity:**

There are problems inherent in defining an AA student. For example, oftentimes students will declare themselves an AA 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. Request deletion—this metric was used in past performance-based budgeting (early 2000s) and is no longer run. Additionally, this metric is recommended for deletion in LRPP Exhibit II.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measures 78, 79, 80 and 81:</b>	<u>Of the economically disadvantaged Associate in Arts (A.A.) students</u>
<i>Recommend Deletion</i>	<u>who complete 18 credit hours, the number and percent who graduate with an A.A. degree within four years</u>

### Action:

- Requesting revision to approved performance measure.
- Change in data sources or measurement methodologies.
- Requesting new measure. Request modification using metric that reflects FCS strategic plan and performance funding.
- Backup for performance measure.

### 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 at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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.

### 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 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. 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 the designated fall term 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 an 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' - (AA)

**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. (AA = Fall or Winter/Spring)

**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. (AA = Fall or Winter/Spring)

**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. (AA = Fall or Winter/Spring)

**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 designated fall term and at least one other 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)

**Validity:**

The cohorts needed to calculate these measures are too small to provide meaningful information.

**Reliability:**

The cohort needed to calculate this measure is too small to provide meaningful information. This measure should be eliminated. Request new measure involving Pell students.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 82:</b>	<u>Of the Associate in Arts (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</u>
<i>Recommend Deletion</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 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 (SDB) Data Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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 state 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.

**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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<b><u>Department of Education</u></b>
<b>Program:</b>	<b><u>Florida Colleges</u></b>
<b>Service/Budget Entity:</b>	<b><u>Postsecondary Educational Services</u></b>
<b>Measure 83:</b>	<b><u>Percent of prior year Florida high school graduates enrolled in Florida state colleges</u></b>

**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 (SDB) Data Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

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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 state 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 84:</b>	<u>Number of Associate in Arts (A.A.) degrees granted</u>

**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 (SDB) Data Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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.

## 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 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 (SDB) Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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 state 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Division of Florida Colleges</u>
<b>Program:</b>	<u>Florida College Programs</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure 86:</b>	<u>Number of students enrolled in baccalaureate programs offered on state college campuses</u>

**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 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 (SDB) Data Element Dictionary, which is posted to:

[http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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%.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	<u>Postsecondary Educational Services</u>
<b>Measure:</b>	<u>Percentage of students earning a grade "C" or better in traditional/campus based, online/distance learning, or hybrid courses.</u>
<i>Recommend Addition</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 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 (SDB) Data Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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.



## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Florida Colleges</u>
<b>Service/Budget Entity:</b>	
<b>Measure:</b>	<u>Percentage of developmental education completers who go on to</u>
<i>Recommend Modification</i>	<u>complete a college-level course in the same subject within two</u> <u>academic years of entry</u>

**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 at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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 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 a designated fall term 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; data are pulled from the designated term 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. Request modification to metric due to legislatively mandated changes to developmental education in the Florida College System. Data collection, reporting and analysis are being refined.

## 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 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 (SDB) Data Element Dictionary at: [http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary\\_main.asp](http://www.fldoe.org/arm/cctcmis/pubs/ccdictionary/dictionary_main.asp).

Discussions of the changes in the elements of the SDB from the previous year are 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education -- PK 20 Executive Budget</u>
<b>Service/Budget Entity:</b>	<u>Executive Direction (ACT0010)</u>
<b>Measure 87:</b>	<u>Percent of program administration and support costs and positions</u>
<i>Recommend Deletion</i>	<u>compared to total agency costs and positions (Division of Public Schools)</u>

**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 K20 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<b><u>Department of Education</u></b>
<b>Program:</b>	<b><u>State Board of Education -- PK 20 Executive Budget</u></b>
<b>Service/Budget Entity:</b>	<b><u>Teacher Certification (ACT0630)</u></b>
<b>Measure 88:</b>	<b><u>Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification</u></b>
<i>Recommend Revision</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 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 that are issued certificates 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

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – Teacher Quality</u>
<b>Service/Budget Entity:</b>	<u>Professional Training (ACT0610)</u>
<b>Measure 89:</b>	<u>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</u>
<i>Recommend Deletion</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 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – Bureau of Contracts, Grants and Procurement</u>
<b>Service/Budget Entity:</b>	<u>Grants Management (ACT0190)</u>
<b>Measure 90:</b> <i>Recommend Deletion</i>	<u>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</u>

**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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – Bureau of Contracts, Grants and Procurement</u>
<b>Service/Budget Entity:</b>	<u>Office of Grants Training and Development</u>
<b>Measure:</b>	<u>Participant feedback will rate training provided by the Grants Training and Development Office as excellent or very good a minimum of 97% of the time</u>
<i>Recommend Addition</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 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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – Bureau of Contracts, Grants and Procurement</u>
<b>Service/Budget Entity:</b>	<u>Office of Auditing and Monitoring Resolution</u>
<b>Measure:</b>	<u>Issue all audit resolution and management decision letters within six months of receipt of the audit reporting package with 100% accuracy</u>
<i>Recommend Addition</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 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.



### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – Bureau of Contracts, Grants and Procurement</u>
<b>Service/Budget Entity:</b>	<u>Office of Grants Management</u>
<b>Measure:</b>	<u>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</u>
<i>Recommend Addition</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 and Methodology:****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.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – Bureau of Contracts, Grants and Procurement</u>
<b>Service/Budget Entity:</b>	<u>Office of Grants Management</u>
<b>Measure:</b>	<u>Post all formal procurements with 100% accuracy within three days of receipt of the final from the designated program office</u>
<i>Recommend Addition</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 and**

**Methodology: 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.

### 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:** Process, with 100% accuracy all contract documents received by Contract Administration within an average of two calendar days from the data of receipt from the designated program office  
*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:**

Contract Management System – an electronic tracking system maintained by the Department of Education

**Methodology:**

Denominator:

Number of contracts issued within the Department of Education annually.

Numerator:

Number of contracts received annually in Contract Administration, with 100% accuracy and within two 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.

### 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – Bureau of Educator Certification</u>
<b>Service/Budget Entity:</b>	<u>Teacher Certification (ACT0630)</u>
<b>Measure 91:</b>	<u>Percent of Educator Certification eligibility evaluation outcomes</u>
<i>Recommend Substitution</i>	<u>processed within 30 days or less after receipt of a complete application</u>

**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 is 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 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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education 48800</u>
<b>Program:</b>	<u>State Board of Education – Bureau of Educator Certification</u>
<b>Service/Budget Entity:</b>	<u>Teacher Certification (ACT0630)</u>
<b>Measure 91:</b>	<u>Average number of days it takes to determine an applicant's</u>
<i>Recommend Substitution</i>	<u>eligibility for Educator Certification after receipt of a complete application</u>

**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 is then calculated for all files completed.

**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.

## LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>State Board of Education – PK Executive Budget</u>
<b>Service/Budget Entity:</b>	<u>Executive Direction</u>
<b>Measure 92:</b> <i>(Recommend Deletion)</i>	<u>Percent of program administration and support costs and positions compared to total agency costs and positions</u>

**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 the Department of Education.

Numerator:

Costs for the 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 K20 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 K20 administration, many employees who have some administrative responsibilities also have program responsibilities.

### LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY

<b>Department:</b>	<u>Department of Education</u>
<b>Program:</b>	<u>Office of Early Learning</u>
<b>Service/Budget Entity:</b>	<u>48220400</u>
<b>Measure:</b>	<u>Percentage of children who have been in the School Readiness</u>
<i>(Recommend Addition)</i>	<u>Program determined "ready" for kindergarten</u>

**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 source is the Florida Kindergarten Readiness Screener.

**Methodology:**

Staff is currently revising performance measure methodology.

**Validity:**

Validity will be established.

**Reliability:**

Reliability will be determined.



**LRPP EXHIBIT V**

**ASSOCIATED ACTIVITY CONTRIBUTING TO  
PERFORMANCE MEASURES**

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
<b>Division of Vocational Rehabilitation</b>		
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
1	Number and percent of customers gainfully employed (rehabilitated) in at least 90 days	Vocational Rehab – General Program (ACT1625)
2	Number and percent of VR significantly disabled who are gainfully employed (rehabilitated) at least 90 days	Vocational Rehab – General Program (ACT1625)
3	Number and percent of all other VR disabled who are gainfully employed (rehabilitated) at least 90 days	Vocational Rehab – General Program (ACT1625)
4	Number and percent of VR customers placed in competitive employment	Vocational Rehab – General Program (ACT1625)
5	Number and percent of VR customers retained in employment after one 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 one 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.

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Division of Blind Services</b>	
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
18	Number and 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 and 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 and 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 and 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 and 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)

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
<b>Division of Blind Services</b>		
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
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)

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
<b>Private Colleges and Universities</b>		
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
35	Graduation rate of FTIC (first time in college) award recipients, using a six-year rate (Effective Access to Student Education Grant - EASE)	Effective Access to Student Education Grants (ACT1962)
36	Number of degrees granted for EASE recipients and contract program recipients (Effective Access to Student Education Grant)	Effective Access to Student Education Grants (ACT1962)
37	Retention rate of award recipients (Delineate by: Academic Contract; Effective Access to Student Education Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> <li>Effective Access to Student Education Grants (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
38	Graduation rate of award recipients (Delineate by: Academic Contract; Effective Access to Student Education Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> <li>Florida Resident Access Grants (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
39	Of those graduates remaining in Florida, the percent employed at \$22,000 or more one year following graduation (Delineate by: Academic Contract; Effective Access to Student Education Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> <li>Florida Resident Access Grants (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
40	Of those graduates remaining in Florida, the percent employed at \$22,000 or more five years following graduation (Delineate by: Academic Contract; Effective Access to Student Education Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> <li>Effective Access to Student Education Grants (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
41	Licensure/certification rates of award recipients, where applicable (Delineate by Academic Contract; Effective Access to Student Education Grant; and Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> <li>Effective Access to Student Education Grants (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>

42	Number and 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 Effective Access to Student Education Grant)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> <li>Effective Access to Student Education Grants (ACT1962)</li> </ul>
43	Number of prior year's graduates (Delineate by Academic Contract; Effective Access to Student Education Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> <li>Effective Access to Student Education Grants (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>
44	Number of prior year's graduates remaining in Florida (Academic Contracts)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1901, 1904, 1906, 1914, 1918, 1920, 1922, 1924, 1935, 1944, 1946, 1952, 1956, 1964)</li> </ul>
45	Number of FTIC students, disaggregated by in-state and out-of-state (Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940, 1960)</li> </ul>

PRIVATE COLLEGES AND INSTITUTIONS WITH ACADEMIC CONTRACTS	PROGRAM
<b>Beacon College</b>	<ul style="list-style-type: none"> <li>Student Financial Assistance (ACT1902)</li> </ul>
<b>Embry Riddle Aeronautical University</b>	<ul style="list-style-type: none"> <li>Aerospace Academy (ACT1926)</li> </ul>
<b>Historically Black Colleges and Universities</b>	<ul style="list-style-type: none"> <li>Bethune-Cookman University: Access and Retention Grant; Petrock College/Health Sciences; Small, Women and Minority Owned Businesses (ACT1936)</li> <li>Edward Waters College: Access and Retention Grant; Institute on Criminal Justice; College Promise Program (ACT1938)</li> <li>Florida Memorial University: Access and Retention Grant; Technology Upgrades; Technology Learning Opportunities (ACT1940)</li> <li>Library Resources (ACT 1960)</li> </ul>
<b>Jacksonville University</b>	<ul style="list-style-type: none"> <li>Entrepreneurial Policy and Innovation Center</li> </ul>
<b>Nova Southeastern University Health Program</b>	<ul style="list-style-type: none"> <li>Pediatric Feeding Disorders Program (ACT1965)</li> </ul>
<b>University of Miami</b>	<ul style="list-style-type: none"> <li>Medical Training and Simulation (ACT1904)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Student Financial Assistance Program</b>	
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
46	Percent of high school graduates who successfully completed the 19 core credits (Bright Futures)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
47	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)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
48	Graduation rate of FTIC award recipients, by delivery system (Bright Futures)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
49	Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
50	Number of Bright Futures recipients	<ul style="list-style-type: none"> <li>• Florida Bright Futures Scholarship Program (ACT2014)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
51	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)	<ul style="list-style-type: none"> <li>• Postsecondary Student Assistance Grant (ACT2038)</li> <li>• Private Student Assistance Grant (ACT2042)</li> <li>• Public Student Assistance Grant (ACT2044)</li> <li>• Leadership and Management – State Programs (ACT2001)</li> </ul>
52	Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)	<ul style="list-style-type: none"> <li>• Postsecondary Student Assistance Grant (ACT2038)</li> <li>• Private Student Assistance Grant (ACT2042)</li> <li>• Public Student Assistance Grant (ACT2044)</li> </ul>
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.

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Public Schools, State Grants / PreK-12 FEFP</b>	
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
54	Number and percent of teachers with National Teacher's Certification, reported by district	<ul style="list-style-type: none"> <li>• State Grants to School Districts / Non-Florida Education Finance Program (ACT0695)</li> </ul>
55	Number and percent of "A" schools, reported by district	<ul style="list-style-type: none"> <li>• Standards and Instructional Support (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>
56	Number and percent of "D" and "F" schools, reported by district	<ul style="list-style-type: none"> <li>• Standards and Instructional Support (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>
57	Number and percent of schools declining one or more letter grades, reported by district	<ul style="list-style-type: none"> <li>• Standards and Instructional Support (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>
58	Number and percent of schools improving one or more letter grades, reported by district	<ul style="list-style-type: none"> <li>• Standards and Instructional Support (ACT0565)</li> <li>• School Improvement (ACT0605)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>



<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance</b>		
	<b>Career and Adult Education</b>	
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
59	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 \$6,162 or more per quarter (Level III)	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
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 \$5,590 or more per quarter, or are found continuing education in a college credit program (Level II)	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
61	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)	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
62	Number and 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	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>
63	Number and percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>
64	Number and percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>

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 )	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
New	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	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
New	Number and percent of adult basic education completers who are found employed full-time, in the U.S. Armed Forces, or continuing their education	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> </ul>
New	Number and percent of students in career certificate and credit hour technical programs who took a Florida Department of Education approved industry certification or technical skill assessment exam	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>
New	Number and percent of students taking an approved industry certification or technical skill attainment exam who earned a certification or passed a technical assessment exam	<ul style="list-style-type: none"> <li>• Funding and Support Activities (ACT3010)</li> <li>• Instruction and Assessment (ACT3015)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance</b>		
<b>Florida Colleges</b>		
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
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 \$6,162 or more per quarter (Level III) Request deletion/Request new measure that aligns with FCS strategic plan and performance funding metric.	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
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 \$5,590 or more per quarter, or are found continuing education in a college-credit level program (Level II) Request deletion/Request new measure that aligns with FCS strategic plan and performance funding metric.	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
68	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) Request deletion/Request new measure that aligns with FCS strategic plan and performance funding metric.	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
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.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
70	Percent of AA degree transfers to the State University System who earn a 2.5 GPA or above in the SUS Request modification to reflect tracking period of data report.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
71	Of the AA graduates who are employed full time rather than continuing their education, the percent which are in jobs earning at least \$12.32 an hour Request deletion/Request new measure that aligns with FCS strategic plan and performance funding metric.	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>
72	Of the AA students who complete 18 credit hours, the percent of whom graduate in 4 years Request deletion/Request new measure that aligns with FCS strategic plan and performance funding metric.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT30000)</li> </ul>

73	Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
74	Percent of students exiting the college-preparatory program who enter college-level course work associated with the AA, Associate in Science (AS), Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs. Request modification. Developmental education has been legislatively reformed (1008.02, F.S.). Data collection and reporting are still being refined	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
75	Percent of AA degree transfers to the State University System who started in College Prep and who earn a 2.5 GPA or above in the SUS Request modification. Developmental education has been legislatively reformed (1008.02, F.S.). Data collection and reporting are still being refined. Also request modification of metric that reflects tracking period of data report	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
76	Number and percent of AA partial completers transferring to the State University System with at least 45 credit hours/ Request deletion of metric; data for metric are no longer run	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
77	Number and percent/FTEs of AA students who do not complete 18 credit hours within four years/ Request deletion—this metric was used in past performance-based budgeting (early 2000s) and is no longer run; additionally, this metric is no longer listed in LRPP Exhibit II	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
78	Of the economically disadvantaged AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within four 4 years/ Request deletion; request new measure that aligns with FCS strategic plan and performance funding metric; request new measure involving Pell students	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
79	Of the disabled AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within four years/ Request deletion; request new measure that aligns with FCS strategic plan and performance funding metric; request new measure involving Pell students	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
80	Of the black male AA students who complete 18 credit hours, the number and percent who graduate with an AA degree within four years Request deletion/ Request new measure that aligns with FCS strategic plan and performance funding metric; request new measure involving Pell students	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>

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 four years/ Request deletion; request new measure that aligns with FCS strategic plan and performance funding metric; request new measure involving Pell students	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
82	Of the AA 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/ Request deletion	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
83	Percent of prior year Florida high school graduates enrolled in Florida colleges	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
84	Number of AA degrees granted	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
85	Number of students receiving college preparatory instruction	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>
86	Number of students enrolled in baccalaureate programs offered on Florida college campuses	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT 3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Academic and Student Services (ACT3000)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
<b>State Board of Education</b>		
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
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)
New	(Recommend Addition) Percentage of licensure applications received by the Commission for Independent Education (CIE) that are responded to within 30 days	Commission for Independent Education (ACT0656)
New	(Recommend Addition) Percentage of licensure applications deemed complete that are reviewed and placed on an agenda within 90 days	Commission for Independent Education (ACT0656)
New	(Recommend Addition) Percentage of complaints received by the CIE that are responded to within seven days	Commission for Independent Education (ACT0656)
New	(Recommend Addition) Percentage of institutional responses to complaints that are received the CIE within 20 calendar days of the institution's receipt of the CIE letter	Commission for Independent Education (ACT0656)
New	(Recommend Addition) Percentage of institutions holding a provisional license or an annual license that received an on-site visitation	Commission for Independent Education (ACT0656)

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Office of Early Learning</b>	
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
New	Percentage of children completing VPK ready for school	Provide Voluntary Prekindergarten Services and System Support (ACT0930)
New	Percentage of children who have been in the School Readiness Program determined "ready" for kindergarten	Provide School Readiness Services (ACT0920)

# **LRPP EXHIBIT VI**

## **AGENCY-LEVEL UNIT COST SUMMARY**



EDUCATION, DEPARTMENT OF	FISCAL YEAR 2018-19			
	SECTION I: BUDGET	OPERATING	FIXED CAPITAL OUTLAY	
TOTAL ALL FUNDS GENERAL APPROPRIATIONS ACT		23,512,506.604	1,745,991.125	
ADJUSTMENTS TO GENERAL APPROPRIATIONS ACT (Supplementals, Vetoes, Budget Amendments, etc.)		497,765.904	406,254.551	
FINAL BUDGET FOR AGENCY		24,010,272.508	2,152,245.676	
SECTION II: ACTIVITIES * MEASURES	Number of Units	(1) Unit Cost	(2) Expenditures (Allocated)	(3) FCO
Executive Direction, Administrative Support and Information Technology (2)				1,889,310.511
Educational Facilities * Students served	2,846,857	0.96	2,720,491	
Funding And Financial Reporting * Students served	2,846,857	1.01	2,887,878	
School Transportation Management * Students transported.	1,041,058	0.56	578,492	
Recruitment And Retention * Students who complete state-approved teacher preparation programs.	5,346	494.46	2,643,361	
Curriculum And Instruction * Students served	2,846,857	2.91	8,278,551	
Community College Program Fund * Students served	733,080	1,675.86	1,228,541,003	
School Choice And Charter Schools * Students served.	2,846,857	1.28	3,638,491	
Education Practices Commission * Final orders issued.	420	1,649.87	692,944	
Professional Practices Services * Investigations completed	3,663	731.55	2,679,657	
Teacher Certification * Subject area evaluations processed.	92,748	64.66	5,997,497	
Assessment And Evaluation * Total tests administered.	7,692,128	15.36	118,182,340	
Exceptional Student Education * Number of ESE students.	577,670	7.80	4,508,356	
Postsecondary Education Coordination * Number of institutions.	90	8,038.23	723,441	
Commission For Independent Education * Number of institutions.	967	4,514.28	4,365,305	
Florida Education Finance Program * Number of students served.	2,846,857	4,174.04	11,882,894,452	
State Grants To School Districts/ Non-florida Education Finance Program * Number of students served.	2,846,857	187.48	533,724,478	
Determine Eligibility, Provide Counseling, Facilitate Provision Of Rehabilitative Treatment, And Job Training To Blind Customers * Customers served	11,975	4,201.76	50,316,082	
Provide Food Service Vending Training, Work Experience And Licensing * Facilities supported	119	67,235.29	8,000,999	
Provide Braille And Recorded Publications Services * Customers served	32,790	78.70	2,580,528	
Federal Funds For School Districts * Number of students served.	2,846,857	633.98	1,804,863,109	
Capitol Technical Center * Number of students served.	2,846,857	0.08	224,624	
Public Broadcasting * Stations supported.	25	382,344.24	9,558,606	
Provide School Readiness Services * Number of children (FTE) served in School Readiness Program	110,231	6,755.61	744,677,921	
Provide Voluntary Prekindergarten Services And System Support * Number of children (FTE) served in VPK program (program year)	155,813	10.95	1,706,547	
Provide Voluntary Prekindergarten (vpk) Education Services * Number of children (FTE) served in VPK program (program year)	155,813	2,591.93	403,856,979	
Projects, Contracts And Grants * Students Served	2,846,857	0.18	520,480	
Florida Alliance For Assistive Service And Technology * Number of clients served	290,673	3.94	1,145,296	
Independent Living Services * Number of clients served	17,151	347.90	5,966,754	
Vocational Rehabilitation - General Program * Number of individualized written plans for services	16,193	15,570.54	252,133,828	
Beacon College - Tuition Assistance * Students served.	137	1,824.82	250,000	
Able Grant * Grants awarded.	2,299	2,619.08	6,021,259	
Medical Training And Simulation Laboratory * Students served	18,336	218.15	4,000,000	
Embry Riddle - Aerospace Academy * Students served.	7,127	701.56	5,000,000	
Bethune Cookman * Students served.	910	5,258.41	4,785,155	
Edward Waters College * Students served.	197	18,076.21	3,561,013	
Florida Memorial College * Students served.	938	4,483.39	4,205,416	
Library Resources * Students served.	80,855	12.01	970,959	
Florida Resident Access Grants * Students served.	45,841	2,994.08	137,251,482	
Leadership And Management- State Financial Aid * Students Served	2,846,857	1.34	3,809,670	
Leadership And Management- Federal Financial Aid * N/A	2,846,857	3.22	9,168,981	
Children Of Deceased/Disabled Veterans * Number of students receiving support.	1,684	4,621.79	7,783,097	
Florida Bright Futures Scholarship * Students served.	101,583	5,506.75	559,392,553	
Florida Education Fund * Students served.	458	6,550.22	3,000,000	
Florida Work Experience Scholarship * Students served.	792	4,631.02	3,667,765	
Jose Marti Scholarship Challenge Grant * Students served.	65	1,907.69	124,000	
Mary Mcleod Bethune Scholarship * Students served.	136	2,360.29	321,000	
Minority Teacher Scholarships * Students served.	270	3,399.25	917,798	
Florida National Merit Scholars Incentive Program * Students served.	1,153	14,762.81	17,021,521	
Postsecondary Student Assistance Grant * Students served.	6,278	4,702.28	29,520,935	
Prepaid Tuition Scholarships * Students served.	1,357	5,158.44	7,000,000	
Private Student Assistance Grant * Students served.	16,345	2,734.03	44,687,661	
Public Student Assistance Grant * Students served.	157,001	1,184.45	185,960,247	
Rosewood Family Scholarship * Students served	28	8,905.18	249,345	
John R Justice Loan Repayment Program * Number of awards.	19	3,944.63	74,948	
Honorably Discharged Graduate Assistance Program * Students served.	1,703	1,371.89	2,336,327	
First Generation In College - Matching Grant Program * Students served.	11,913	891.24	10,617,326	
Career Education * Students served.	4,306	1,356.17	5,839,670	
Nursing Student Loan Forgiveness Program * Students served.	566	2,151.00	1,217,468	
Academic And Student Affairs * N/A	343,821	17.88	6,145,913	
Funding And Support Activities * Students served.	480,000	7.11	3,412,382	
State Grants To Districts And Community Colleges * Students Served	249,414	1,914.84	477,588,911	
Facilities Management *	343,821	1.49	513,990	
Equal Opportunity And Diversity * Students Served	2,846,857	0.15	433,960	
TOTAL			18,635,459,242	1,889,310,511
SECTION III: RECONCILIATION TO BUDGET				
PASS THROUGHS				
TRANSFER - STATE AGENCIES				
AID TO LOCAL GOVERNMENTS				
PAYMENT OF PENSIONS, BENEFITS AND CLAIMS				
OTHER			3,119,803,187	
REVERSIONS			2,113,912,316	262,935,165
TOTAL BUDGET FOR AGENCY (Total Activities + Pass Throughs + Reversions) - Should equal Section I above. (4)			23,869,174,745	2,152,245,676

## 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.

# 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. Unit cost information is determined using the outputs of activities.

**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 (OJT) and classroom instruction.

**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.

**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.

**Contracts and Grants:** Budget entities which deal primarily with sponsored research activities and federally funded educational grants.

**Curriculum Planning and Learning Management System:** An online toolbox of information, vetted resources and interactive tools that help educators effectively implement teaching standards; most often referred to as CPALMS.

**Designated State Unit:** In 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.

**District Grade:** A grade assigned to a school district pursuant to s. 1008.34, F.S., and Rule 6A-1.09881, F.A.C.

**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.

**First-Time-in-College (FTIC):** A student enrolled for the first time in a postsecondary institution.

**Fixed Capital Outlay:** Real property (e.g., land, buildings including appurtenances, fixtures and fixed equipment, structures), 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.

**Florida Standards Alternate Assessments (FSAA):** Statewide, standardized assessments for students with significant cognitive disabilities whose participation in the general statewide assessment, even with accommodations, is not appropriate. The FSAA measures student academic performance on the Access Points in Language Arts, Mathematics, Science and Social Studies through the following assessments: grade 3–10 ELA, grades 3–8 Mathematics, grade 5 and 8 Science, and end-of-course assessments in Civics, Algebra 1, Geometry, Biology 1 and U.S History.

**Florida Standards Assessments (FSA):** Statewide, standardized assessments that measure whether students have made progress on the English Language Arts (ELA) and Mathematics standards which include assessments in grades 3–10 ELA and grades 3–8 Mathematics standards which include assessments in grades 3–10 ELA and grades 3–8 Mathematics, as well as end-of-course assessments in Algebra 1 and Geometry.

**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.

**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.

**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 Request:** A request to the Florida Legislature, filed pursuant to s. 216.023, F.S., or supplemental detailed requests filed with the Florida 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.

**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 of Florida 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):** Also known as "the Nation's Report Card," the NAEP 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 in mathematics, reading, science, writing, U.S. history, geography, civics, the arts and other subjects.

**Next Generation Sunshine State Standards (NGSSS) Assessments:** Statewide, standardized assessments that measure whether students have made progress on the Social Studies and Science standards, which include the grades 5 and 8 Statewide Science Assessments and end-of-course assessments in Civics, Biology 1 and U.S. History.

**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 (PERT):** The nation's first fully customized placement test, designed to determine whether students are ready for college-level work.

**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.

**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:** A grade assigned to a school pursuant to s. 1008.34, F.S., and Rule 6A-1.09881, F.A.C.

**Standard:** The level of performance of an outcome or output.

**Statewide, Standardized Assessments:** Assessments required pursuant to s. 1008.22, F.S., which include comprehensive and alternate assessments in English Language Arts (grades 3–10), Mathematics (grades 3–8, Algebra 1 and Geometry), Science (grades 5 and 8 and Biology 1), and Social Studies (Civics and U.S. History).

**STAR Early Literacy Assessment:** The assessment tool procured as the sole instrument of the Florida Kindergarten Readiness Screener.

**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.

**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.

**Weighted Full-Time Equivalent Student Membership (WFTE):** Unweighted FTE times program cost factors.

## GLOSSARY OF ACRONYMS

- 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
- ACS** – American Community Survey
- ACT** – American College Testing Assessment
- ADA** – Americans with Disabilities Act
- AP** – Advanced Placement
- A.S.** – Associate in Science degree
- ATC** – Advanced Technical Certificate
- ATD** – Advanced Technical Diploma
- B.A.** – Bachelor of Arts degree
- BARD** – Braille and Audio Reading Download
- BBE** – Bureau of Business Enterprise
- BEC** – Bureau of Educator Certification
- BEP** – Business Enterprise Program
- BSI** – Bureau of School Improvement
- BSA** – Base Student Allocation
- CAPE** – Career and Professional Education
- CBO** – Community-Based Organization
- CCEP** – Child Care Executive Partnership
- CCPF** – Community College Program Fund
- CCR&R** – Child Care Resource and Referral
- CIE** – Commission for Independent Education
- CIP** – Capital Improvements Program Plan
- CCTIMS** – Community College and Technical Center Management Information System
- CPALMS** – Curriculum Planning and Learning Management System
- CPT** – Common Placement Test
- CROP** – College Reach-Out Program
- CS&I** – Comprehensive Support and Improvement
- DA** – Differentiated Accountability
- DBS** – Division of Blind Services

**DCAE** – Division of Career and Adult Education

**DOE** – Department of Education (Florida)

**DVR** – Division of Vocational Rehabilitation

**EASE** – Effective Access to Student Education Grant

**EDW** – Education Data Warehouse

**ELA** – English Language Arts

**ELLs** – English Language Learners

**EMSC** – Emergency Medical Services for Children

**EOC** – End –of-Course assessment

**EFS** – Enhanced Field System

**EH** – Emotionally Handicapped

**EOG** – Executive Office of the Governor

**ELC** – Early Learning Coalition

**EPC** – Education Practices Commission

**EPI** – Educator Preparation Institute

**EPIC** – Entrepreneurial Policy and Innovation Center

**ESE** – Exceptional Student Education

**ESEA** – Elementary and Secondary Education Act of 1965, as amended

**ESOL** – English for Speakers of Other Languages

**ESSA** – Every Student Succeeds Act

**F.A.C.** – Florida Administrative Code

**FAS** – Florida Academic Scholars

**FASTER** – Florida Automated System for Transferring Educational Records

**FCO** – Fixed Capital Outlay

**FCS** – Florida College System

**FDLN** – Florida Distance Learning Network

**FDLRS** – Florida Diagnostic and Learning Resources System

**FDOE** – Florida Department of Education

**FEFP** – Florida Education Finance Program

**FETPIP** – Florida Education Training and Placement Information Program

**FFY** – Federal Fiscal Year

**FILC** – Florida Independent Living Council

**FISH** – Florida Inventory of School Houses

**FLAIR** – Florida Accounting Information Resource Subsystem

**FLKRS** – Florida Kindergarten Readiness Screener

**FLVC** – Florida Virtual Campus

**FLVS** – Florida Virtual School

**FMS** – Florida Medallion Scholars

**FRC** – Florida Rehabilitation Council

**FSA** – Florida Standards Assessments

**FSAA** – Florida Standards Alternate Assessments

**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)

**GKT** – General Knowledge Test

**GPA** – Grade Point Average

**GR** – General Revenue Fund

**GSC** – Gold Seal CAPE

**GSV** – Gold Seal Vocational

**HBCU** – Historically Black Colleges and Universities

**ICUF** – Independent Colleges and Universities of Florida

**IDEA** – Individuals with Disabilities Education Act

**IEP** – Individual Educational Plan

**IL** – Independent Living

**ILAP** – Independent Living Adult Program

**IPE** – Individualized Plan for Employment

**KLAS** – Keystone Library Automation System

**LAS/PBS** – Legislative Appropriations System/Planning and Budgeting Subsystem

**LBR** – Legislative Budget Request

**LEA** – Local Educational Agency



**LEaRN** – Literacy Essentials and Reading Network

**LEP** – Limited English Proficiency

**LOF** – Laws of Florida

**LOFA** – Licensed Operated Facility Agreements

**LRPP** – Long Range Program Plan

**MEP** – Migrant Education Program

**MIS** – Management Information Systems

**MISATOR** – Management Information Systems Advisory Taskforce

**MPAC** – Migrant Parent Advisory Committee

**NAEP** – National Assessment of Educational Progress

**NBPTS** – National Board for Professional Teaching Standards

**NGSSS** – Next Generation Sunshine State Standards

**NWRDC** – Northwest Regional Data Center

**OEL** – Office of Early Learning

**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

**PSAT/NMSQT** – Preliminary SAT/National Merit Scholarship Qualifying Test

**PWD** – Person with a Disability

**QPIS** – Quality Program Information System

**RES** – Reemployment Services

**RIMS** – Rehabilitation Information Management System

**RSA** – Rehabilitation Services Administration

**SAT** – Scholastic Aptitude Test

**SACS** – Southern Association of Colleges and Schools, School Advisory Council

**SAE** – Subject Area Expert

**SBE** – State Board of Education

**SCNS** – Statewide Course Numbering System

**SDB** – Student Data Base

**SFY** – State Fiscal Year

**SOLAR** – Student On-Line Advisement and Articulation System

**SPD** – Staff and Program Development

**SR** – School Readiness

**SSFAD** – State Student Financial Aid Database

**STEM** – Science, Technology, Engineering, and Mathematics

**TANF** – Temporary Assistance to Needy Families

**TF** – Trust Fund

**TS&I** – Targeted Support and Improvement

**VR** – Vocational Rehabilitation

**VPK** – Voluntary Prekindergarten Education

**WIOA** – Workforce Innovation and Opportunity Act