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## LONG RANGE PROGRAM PLAN

Florida Department of Education

Tallahassee, Florida

September 29, 2022

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Tallahassee, Florida 32399-1300

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 2023-24 through Fiscal Year 2027-28. The internet website address that provides the link to the LRPP located on the Florida Fiscal Portal is <https://www.fldoe.org/finance/budget/budget-management/long-range-program-plan.stml>.

This submission has been approved by Commissioner of Education, Manny Diaz, Jr.

Sincerely,

Suzanne Pridgeon

Suzanne Pridgeon  
Deputy Commissioner, Finance and Operations



*Florida Department of Education*

# **LONG RANGE PROGRAM PLAN**

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Fiscal Years 2023-24 Through 2027-28

SEPTEMBER 30, 2022



FLORIDA DEPARTMENT OF  
**EDUCATION**  
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# TABLE OF CONTENTS

	Page
<b>Agency Mission, Vision and Goals .....</b>	<b>1</b>
<b>Outcomes and Performance Projections .....</b>	<b>2</b>
<b>Linkage to Governor’s Priorities.....</b>	<b>12</b>
<b>Trends and Conditions .....</b>	<b>13</b>
<b>Policy Alignment.....</b>	<b>68</b>
<b>Advisory Committees and Task Forces .....</b>	<b>72</b>
<b>Exhibit II – Performance Measures and Standards.....</b>	<b>75</b>
Vocational Rehabilitation	
Blind Services	
Private Colleges and Universities	
Student Financial Aid	
Early Learning	
K-12 Education	
Educational Media and Technology	
Career and Adult Education	
Florida Colleges	
State Board of Education	
<b>Exhibit III – Performance Measure Assessment .....</b>	<b>96</b>
<b>Exhibit IV – Performance Measure Validity and Reliability.....</b>	<b>127</b>
<b>Exhibit V – Associated Activity Contributing to Performance Measure .....</b>	<b>237</b>
<b>Exhibit VI – Agency-Level Unit Cost Summary .....</b>	<b>254</b>
<b>Glossary of Terms .....</b>	<b>257</b>
<b>Glossary of Acronyms.....</b>	<b>261</b>

# AGENCY MISSION, VISION, AND GOALS

## Mission

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

The mission of Florida's Early Learning-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 an efficient world-class education system in Florida 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.

## Statutory Goals of the Florida Education System

Section 1008.31, F.S., establishes four goals for Florida's education delivery system:

- Goal 1:** Higher 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.

Florida's 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 2020-2025, 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 *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 2020-2025* 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 for Fiscal Years 2023-24 through 2027-28* provides a detailed look at fiscal needs and information related to programs, activities, and requirements for the agency’s annual Legislative Budget Request (LBR). Goals, objectives, and outcome metrics are aligned for the two plans.

Florida began creating the Benchmarks for Excellent Student Teaching (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics in 2019, with their full implementation into K-12 classrooms beginning in the 2022-23 school year. We are committed to continue seeking innovative ways to improve upon the world-class education we provide to nearly 3 million K-12 students by continuing to build upon our past successes. To the benefit of all students, we prioritize and focus our efforts on meeting the individual needs of students and their families especially populations that have been traditionally underrepresented and underserved. The successful implementation of these student-based strategies and initiatives will undoubtedly enable Florida to reach new heights of academic success to levels never seen before as we continue to strengthen and improve the education we provide to all of our students. To maintain alignment of outcomes, updates approved by the State Board of Education for the strategic plan will then be reflected in the subsequent update of the Department’s Long Range Program Plan.

### GOAL 1: Highest Student Achievement

#### OBJECTIVE 1A: Increase the percentage of kindergarten students scoring “ready” on the Florida Kindergarten Readiness Screener.

Outcome 1A.1: Percent of kindergarten students scoring “ready” for the following subgroups. \*

	Baseline FY 2018-19	FY 2023-24**	FY 2024-25**	FY 2025-26**	FY 2026-27**	FY 2027-28**
VPK Completers	63%	68%	68%	69%	71%	72%
All VPK Participants	61%	66%	66%	67%	69%	70%
VPK and School Readiness Participants	53%	58%	58%	59%	61%	62%
VPK Non-Completers	48%	53%	53%	54%	56%	57%
School Readiness Only Participants	37%	42%	42%	43%	45%	46%

\*Status of students based on program year participation; readiness is measured by the next year’s kindergarten screening.

\*\*House Bill (HB) 419, passed in the 2021 Regular Session, revised the entire accountability system for the VPK program.

VPK will no longer use kindergarten readiness as a measure based on the Florida Kindergarten Readiness Screener.

Beginning with the 2022-23 school year, the Florida Assessment of Student Thinking (FAST) will measure kindergarten readiness based on the policies established under HB 419 and under Senate Bill (SB) 1048, passed in the 2022 Regular Session. The projected rates included here are based on the former accountability system and will be re-evaluated when the new accountability system is in place.

**OBJECTIVE 1B: Reduce the percentage of low-performing voluntary prekindergarten (VPK) providers.**

Outcome 1B.1: Percent of voluntary prekindergarten (VPK) providers with a readiness rate below 60 percent.

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
40%	35%	34%	33%	32%	33%

\*HB 419, passed in the 2021 Regular Session, revised the entire accountability system for the VPK program. VPK will no longer use kindergarten readiness as a measure based on the Florida Kindergarten Readiness Screener. Beginning with the 2022-23 school year, the FAST will measure kindergarten readiness based on the policies established under HB 419 and under SB 1048, passed in the 2022 Regular Session. The projected rates included here are based on the former accountability system and will be re-evaluated when the new accountability system is in place.

**OBJECTIVE 1C: Increase the percentage of students achieving grade-level or above performance on Florida Assessments.**

Outcome 1C.1: Percent of students achieving grade-level or above performance on statewide English Language Arts Assessments in combined grades 3-10.

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
55%	59%	60%	60%	61%	62%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts assessment for students in grade 3-10. These targets are based on the Florida Standards Assessment (FSA) historical trend and may be reevaluated after achievement standards have been established for FAST.

Outcome 1C.2: Percent of students achieving grade-level or above performance on statewide Mathematics Assessments in combined grades 3-8, Algebra 1 and Geometry end-of-course (EOC) assessments.

Baseline FY 2018-19	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2026-27*	FY 2027-28*
58%	66%	67%	69%	70%	72%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized Mathematics assessment for students in grade 3-8, and the Algebra 1 and Geometry EOC assessments will be based on the B.E.S.T. standards. These targets are based on the FSA historical trend and may be reevaluated after achievement standards have been established for FAST.

Outcome 1C.3: Percent of students achieving grade-level or above performance on statewide Science Assessments in combined grades 5, 8, and Biology 1 EOC assessment.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
56%	57%	58%	58%	58%	58%

Outcome 1C.4: Percent of students achieving grade-level or above performance on statewide Social Studies Assessments in combined Civics and US History EOC assessments.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
70%	76%	78%	79%	80%	81%

**OBJECTIVE 1D: Increase the percentage of students achieving grade level or above performance in certain grades and/or subjects.**

Outcome 1D.1: Percent of students achieving grade level or above performance in Grade 3 English Language Arts.

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
58%	64%	66%	67%	68%	69%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts assessment for students in grade 3. These targets are based on the FSA historical trend and may be reevaluated after achievement standards have been established for FAST.

Outcome 1D.2: Percent of students achieving grade-level or above performance in Civics EOC assessment.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
71%	79%	80%	82%	83%	85%

**OBJECTIVE 1E: Increase the percentage of students making continued achievement growth on Florida Assessments.**

Outcome 1E.1: Percent of students making learning gains in English Language Arts.

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
55%	60%	61%	62%	63%	64%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts assessment, and learning gains data will not be available until 2023-24. These targets reflect the FSA-based historical learning gains trend and may be reevaluated when the learning gains data are available for FAST.

Outcome 1E.2: Percent of students making learning gains in Mathematics.

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
58%	68%	70%	72%	74%	76%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized Mathematics assessment, and learning gains data will not be available until 2023-24. These targets reflect the FSA-based historical learning gains trend and may be reevaluated when the learning gains data are available for FAST.

**OBJECTIVE 1F: Close the achievement gaps between subgroups of all students in the four core subject areas.**

Outcome 1F.1: Percentage-point gap between all students achieving grade-level or above performance in English Language Arts by subgroup gap.

	Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
White and African American	29%	27%	26%	26%	25%	25%
White and Hispanic	15%	10%	9%	8%	7%	6%
Non-Economically Disadvantaged and Economically Disadvantaged	24%	19%	18%	17%	16%	15%
Students with Disabilities and Students without Disabilities	38%	33%	32%	31%	30%	29%
English Language Learners and Non-English Language Learners	29%	28%	28%	27%	27%	27%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts assessment for students in grade 3-10. These targets are based on the FSA historical trend and may be reevaluated after achievement standards have been established for FAST.

Outcome 1F.2: Percentage-point gap between all students achieving grade-level or above performance in Mathematics by subgroup gap.

	Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
White and African American	29%	28%	28%	28%	27%	27%
White and Hispanic	14%	13%	13%	13%	12%	12%
Non-Economically Disadvantaged and Economically Disadvantaged	21%	18%	17%	17%	15%	14%
Students with Disabilities and Students without Disabilities	33%	29%	28%	27%	25%	24%
English Language Learners and Non-English Language Learners	19%	18%	18%	18%	17%	17%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized Mathematics assessment for students in grade 3-8, and the Algebra 1 and Geometry EOC assessments will be based on the B.E.S.T. standards. These targets are based on the FSA historical trend and may be reevaluated after achievement standards have been established for FAST.

Outcome 1F.3: Percentage-point gap between all students achieving a grade-level or above performance in Science by subgroup gap.

	Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
White and African American	32%	27%	26%	25%	24%	23%
White and Hispanic	18%	13%	12%	11%	10%	9%
Non-Economically Disadvantaged and Economically Disadvantaged	24%	20%	20%	19%	18%	17%
Students with Disabilities and Students without Disabilities	35%	30%	29%	28%	27%	26%
English Language Learners and Non-English Language Learners	31%	24%	22%	21%	19%	18%

Outcome 1F.4: Percentage-point gap between all students achieving grade-level or above performance in Social Studies by subgroup gap.

	Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
White and African American	24%	20%	20%	19%	18%	17%
White and Hispanic	13%	9%	9%	8%	7%	6%
Non-Economically Disadvantaged and Economically Disadvantaged	18%	12%	11%	9%	8%	7%
Students with Disabilities and Students without Disabilities	33%	32%	32%	31%	31%	31%
English Language Learners and Non-English Language Learners	35%	31%	31%	30%	29%	28%

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

Outcome 1G.1: Percent of students graduating from high school with a standard diploma in four years.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
86.1%	100%	100%	100%	100%	100%



**OBJECTIVE 1H: Increase the high school graduation rate “plus.”**

Outcome 1H.1: Percent of graduates who successfully completed one or more accelerated outcomes (i.e., passed an AP, IB, or AICE exam; passed a dual enrollment course; earned 300 or more clock hours in approved career dual enrollment courses; earned an industry certification; or beginning in 2022-23, satisfied ASVAB/JROTC requirements, as outlined in rule 6A-1.09981, F.A.C.).

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
61%	73%	75%	77%	79%	81%

**OBJECTIVE 1I: Support successful transition of English Language Learners (ELLs) by increasing the percentage of students achieving grade-level and above performance and making learning gains on state assessments.**

Outcome 1I.1: Percent of ELLs coded service level LY\* achieving grade-level performance or above on state assessments.

	Baseline FY 2018-19	FY 2023-24**	FY 2024-25**	FY 2025-26**	FY 2026-27**	FY 2027-28**
English Language Arts	17%	20%	20%	21%	22%	22%
Mathematics	32%	40%	42%	43%	45%	46%
Science	16%	21%	22%	23%	24%	25%
Social Studies	29%	39%	41%	43%	45%	47%

\*ELL Code LY: Students classified as limited English proficient and enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model or approach.

\*\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts and Mathematics assessment. These targets are based on the FSA historical trend and may be reevaluated after achievement standards have been established for FAST.

Outcome 1I.2: Percent of ELLs coded service level LY\* making learning gains.

	Baseline FY 2018-19	FY 2023-24**	FY 2024-25**	FY 2025-26**	FY 2026-27**	FY 2027-28**
English Language Arts	47%	54%	55%	56%	58%	59%
Mathematics	52%	64%	66%	68%	71%	73%

\*ELL Code LY: Students classified as limited English proficient and enrolled or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model or approach.

\*\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts and Mathematics assessment, and learning gains data will not be available until 2023-24. These targets reflect the FSA-based historical learning gains trend and may be reevaluated when the learning gains data are available for FAST.

**OBJECTIVE 1J: Reduce the percentage of low-performing schools.**

Outcome 1J.1: Percent of all graded public schools earning a “D” or “F.”

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
5%	0%	0%	0%	0%	0%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts and Mathematics assessment. These targets reflect the FSA-based accountability system and may be reevaluated when the FAST-based accountability system is fully implemented.

Outcome 1J.2: Percent of all graded Title I public schools earning a “D” or “F.”

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
8%	0%	0%	0%	0%	0%

\*Beginning with the 2022-23 school year, the FAST will become the statewide, standardized English Language Arts and Mathematics assessment. These targets reflect the FSA-based accountability system and may be reevaluated when the FAST-based accountability system is fully implemented.

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

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

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
67.7%	83.3%	85.9%	88.5%	91.1%	93.7%

Outcome 1K.2: Percent of students completing a Florida College System degree or certificate program within 150% of program time.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
40%	48.1%	49.5%	50.8%	52.2%	53.5%

**OBJECTIVE 1L: Support conditions contributing to safe and healthy schools by improving the ratio of mental health personnel to students.**

Outcome 1L.1: Ratio of combined number of public school mental health staff (i.e., school counselors, social workers and school psychologists) to students. \*

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
315	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

**OBJECTIVE 1M: Support conditions contributing to safe and healthy schools by improving student engagement.**

Outcome 1M.1: Percent of students chronically absent more than 21 days during the school year.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
11.31%	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

Outcome 1M.2: Percent of students chronically absent more than 10 percent of the school year.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
20.4%	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

**OBJECTIVE 1N: Improve the retention of high-quality teachers.**

Outcome 1N.1: Percent of first-year teachers who are still employed as a classroom teacher or administrator five years later.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
66%	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

Outcome 1N.2: Percent of all teachers who are still employed as a classroom teacher or administrator five years later.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
76%	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

Outcome 1N.3: Percent of all teachers who are rated highly effective on VAM and are still employed as a classroom teacher or administrator five years later.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
47%	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

**OBJECTIVE 1O: Improve teacher compensation.**

Outcome 1O.1: Average salary of beginning classroom teachers in Florida.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
\$40,727	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

Outcome 1O.2: Average salary of classroom teachers in Florida.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
\$48,486	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

**OBJECTIVE 1P: Develop successful school leaders.**

Outcome 1P.1: Percent of principals whose schools improve on the percentage of school grade points earned.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
55%	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

**GOAL 2: Seamless Articulation and Maximum Access****OBJECTIVE 2A: Increase student access to high-quality VPK providers.**

Outcome 2A.1: Percent of four-year-olds enrolled in a VPK provider with a readiness rate of at least 60 percent.

Baseline FY 2018-19	FY 2023-24*	FY 2024-25*	FY 2025-26*	FY 2026-27*	FY 2027-28*
63%	73%	75%	77%	79%	81%

\*HB 419, passed in the 2021 Regular Session, revised the entire accountability system for the VPK program. VPK will no longer use kindergarten readiness as a measure based on the Florida Kindergarten Readiness Screener. Beginning with the 2022-23 school year, the FAST will measure kindergarten readiness based on the policies established under HB 419 and under Senate Bill (SB) 1048, passed in the 2022 Regular Session. The projected rates included here are based on the former accountability system and will be re-evaluated when the new accountability system is in place.

**OBJECTIVE 2B: Increase student access to high-quality K-12 educational outcomes.**

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

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
67%	97%	100%	100%	100%	100%

**OBJECTIVE 2C: Increase student access to high-quality charter schools.**

Outcome 2C.1: Percent of charter schools earning a grade or "A" and "B" compared to the percent of traditional schools earning a grade of "A" and "B."

	Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
Charter Schools	74%	100%	100%	100%	100%	100%
Traditional Schools	61%	88%	93%	99%	100%	100%

**OBJECTIVE 2D: Increase student access to school choice options.**

Outcome 2D.1: Number of students accessing school choice options in an academic year.

	Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
Open Enrollment	273,377	*	*	*	*	*
Charter School	313,532	*	*	*	*	*
Home Education	97,261	*	*	*	*	*
Full-Time Virtual Instruction	11,175	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

**OBJECTIVE 2E: Increase the postsecondary continuation rate of high school graduates.**

Outcome 2E.1: Percent of high school graduates who enroll in postsecondary education.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
60.8%	67%	68%	69%	70%	71%

**OBJECTIVE 2F: Increase the associate of arts (A.A.) degree articulation rate.**

Outcome 2F.1: Percent of students earning an A.A. degree who transfer to the next postsecondary level in a Florida institution.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
61.4%	67%	68%	69%	70%	71%

**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 overall after exiting district postsecondary, Florida College System, Vocational Rehabilitation, and Blind Services programs.

Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
74%	77%	78%	78%	79%	80%

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

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

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
\$33,000	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

**OBJECTIVE 3C: Increase student participation and performance in meaningful accelerated pathways.**

Outcome 3C.1: Percent of graduates participating in and succeeding in acceleration mechanisms, including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, and industry certification programs.

	Baseline FY 2017-18	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
Passed at Least 1 AP Exam	27%	29%	29%	30%	30%	30%
Passed at Least 1 IB Exam	3%	9%	10%	11%	12%	13%
Passed at Least 1 AICE Exam	8%	15%	16%	17%	18%	19%
Passed at Least 1 Dual Enrollment Course	25%	29%	30%	30%	31%	32%
Passed at Least 1 Industry Certification Exam	31%	46%	48%	51%	53%	56%

**OBJECTIVE 3D: Increase access in K-12 computer science.**

Outcome 3D.1: Number of students enrolled in middle grades computer science courses.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
7,326	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

Outcome 3D.2: Number of students enrolled in high school grades computer science courses.

Baseline FY 2018-19	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27	FY 2027-28
31,192	*	*	*	*	*

\*This objective is being monitored for improvement; target outcomes have not been established.

## GOAL 4: Quality Efficient Services

### OBJECTIVE 4A: Improve Florida's national ranking on various educational outcomes.

Tracking Florida's national rankings on various educational outcomes provides valuable information to measure success on how well the state is educating students. National rankings convey expectations about school performance that are easily understood and communicated. Further, the use of national rankings for Goal 4 can spur action and improvement in the efforts of educators, parents, and others who are working to improve education for all Florida students.

Outcome 4A.1: Florida's ranking on various national outcome metrics.

METRIC	BASELINE RANK 2019	YEAR 1 RANK	YEAR 2 RANK	YEAR 2 SOURCE OF RANKING	NEW DATA SINCE YEAR 1 RANK
Preschool Access for Four-Year Olds	#1	#3	#3	"State of Preschool 2020" – National Institute for Early Education Research (NIEER)	Yes
Education Week Quality Counts K-12 Ranking	#4	#3	#3	"Quality Counts 2021: Grading the States" – Education Week, 2021	Yes
Fourth Grade Reading	#6	#6	#6	"National Assessment of Educational Progress (NAEP) 2019 - Grade Four Reading Average Score Rankings" – NAEP, 2019	No
Fourth Grade Math	#4	#4	#4	"NAEP 2019 - Grade Four Math Average Score Rankings" – NAEP, 2019	No
Eighth Grade Reading	#22	#22	#22	"NAEP 2019 - Grade Eight Reading Average Score Rankings" – NAEP, 2019	No
Eighth Grade Math	#35	#35	#35	"NAEP 2019 - Grade Eight Math Average Score Rankings" – NAEP, 2019	No
Fourth Grade Reading – Large School District Rankings	Top 5	Top 5	Top 5	"2019 Trial Urban District Assessment Results" – NAEP, 2019	No
Fourth Grade Math – Large School District Rankings	Top 5	Top 5	Top 5	"2019 Trial Urban District Assessment Results" – NAEP, 2019	No
Eighth Grade Reading – Large School District Rankings	Top 7	Top 7	Top 7	"2019 Trial Urban District Assessment Results" – NAEP, 2019	No
Eighth Grade Math – Large School District Rankings	Top 10	Top 10	Top 10	"2019 Trial Urban District Assessment Results" – NAEP, 2019	No
Education Choice Spending	#1	#1	#1	"States Ranked by Spending on School Choice Programs" – EdChoice, 2021	Yes
Education Choice Share	#2	#2	#2	"2021 EdChoice Share: Where Are America's Students Getting Their Education?" – EdChoice, 2021	Yes
Parent Power! Index	#1	#2	#1	"Parent Power! Index" – Center for Education Reform, 2021	Yes
Student Participation in Advanced Placement Exams	#1	#1	#1	"AP Cohort Data Report - Graduating Class of 2020" – College Board, 2021	Yes
Student Performance in Advanced Placement Exams	#3	#3	#2	"AP Cohort Data Report - Graduating Class of 2020" – College Board, 2021	Yes
Student Improvement on Advanced Placement Exams	#3	#3	#3	"AP Cohort Data Report - Graduating Class of 2020" – College Board, 2021	Yes
Florida Higher Education National Ranking	#1	#1	#1	"10 Best States for Higher Education" – US News and World Report, 2021	Yes
Higher Education Regional Graduation Rate	#1	#1	#3	Southern Regional Education Board Rankings, 2021	Yes
Active Apprentices and Training Administration 2018	Top 13	Top 12	Top 12	"Registered Apprenticeship National Results FY 2010" – US Department of Labor Employment	Yes
Aspen Prize for Community College Excellence	Many Past Winners/Finalists	Many Past Winners/Finalists	Many Past Winners/Finalists	The Aspen Prize, The Aspen Institute – College Excellence Program	Yes
Lumina Foundation Ranking in Credential Attainment Beyond High School	#20	#20	#22	"Stronger Nation" – Lumina Foundation, 2021	Yes
Teacher Prep Programs on the Science of Reading	#7	#7	#7	"Teacher Prep Review: Program Performance in Early Reading Instruction" – National Council on Teacher Quality, 2020	No

# LINKAGE TO GOVERNOR'S PRIORITIES

Florida’s education goals and strategic planning metrics are directly linked to Governor Ron DeSantis’ priorities (Exhibit 1). **Improving Florida’s education system** aligns with objectives to ensure high achievement for students from early learning through postsecondary education, and expanding 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** links to preparing students for careers and increasing the percentage of students employed in high-demand jobs following graduation. Elevating and training Florida’s workforce will pay huge dividends for the state, especially in priority **health care** fields. In 2022, the Governor’s priority on health care resulted in record funding for nursing education programs to reward program performance and incentivize collaboration with healthcare partners. Objectives supporting **public integrity** relate to improved national rankings, increased accountability and careful stewardship of resources for Florida citizens and communities. **Public safety** is linked to policies, programs, and increased funding for school safety and mental health initiatives.

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

GOVERNOR DE SANTIS’ PRIORITIES	EDUCATION GOALS s. 1008.31, F.S.	STATE BOARD OF EDUCATION STRATEGIC PLAN 2020-2025 METRICS
<p><b>Priority: Improve Florida’s Education System</b></p> <ul style="list-style-type: none"> <li>Increase access to and expand options for quality educational choices, public and private, for Florida’s families.</li> <li>Maintain the Florida higher education system’s status as number one in the nation while increasing accountability for institutions.</li> <li>Provide quality career and technical education options for Florida’s students and workforce. (See also Goal 3 and metrics 3A-D.)</li> </ul> <p><b>Priority: Economic Development and Job Creation</b></p> <ul style="list-style-type: none"> <li>Focus on diversifying Florida’s job market, promoting manufacturing growth, and strengthening our supply chain.</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 that provide regional and statewide impact, especially focused on safety, improved mobility, and reduced traffic congestion for Floridians.</li> </ul> <p><b>Priority: Health Care</b></p> <ul style="list-style-type: none"> <li>Focus resources on continuing to combat the opioid crisis and substance abuse in general, and expand access to mental health services.</li> <li>Promote innovation in health care that reduces the cost of medical procedures and services and increases access to quality care for Floridians.</li> <li>Promote a Florida-focused approach to major issues in health care, including protecting the freedom of speech of physicians and combatting harmful medical practices against our children.</li> </ul> <p><b>Priority: Public Integrity</b></p> <ul style="list-style-type: none"> <li>Protect taxpayer resources by ensuring the faithful expenditure of public funds and return funds to taxpayers through tax relief.</li> <li>Promote greater transparency at all levels of government, and promote the highest standard of ethics for state and local officials.</li> <li>Hold public officials and government employees accountable for failure to serve the public interest at all times.</li> </ul> <p><b>Priority: Public Safety</b></p> <ul style="list-style-type: none"> <li>Continue efforts to enhance safety in our schools.</li> </ul>	<p><b>Goal 1: Highest Student Achievement</b></p> <p><b>Goal 2: Seamless Articulation and Maximum Access</b></p> <p><b>Goal 3: Skilled Workforce and Economic Development</b></p> <p><b>Goal 4: Quality Efficient Services</b></p>	<p>1A. Increase the percentage of kindergarten students scoring “ready” on the Florida Kindergarten Readiness Screener.</p> <p>1B. Reduce the percentage of low-performing VPK providers.</p> <p>1C. Increase the percentage of students achieving at grade level or above on Florida Assessments.</p> <p>1D. Increase the percentage of students achieving grade level or above performance incertain grades and/or subjects.</p> <p>1E. Increase the percentage of students making continued achievement growth on Florida Assessments.</p> <p>1F. Close the achievement gaps between subgroups of students.</p> <p>1G. Increase the high school graduation rate.</p> <p>1H. Increase the high school graduation rate plus.</p> <p>1I. Support successful transition of ELLs.</p> <p>1J. Reduce the percentage of low-performing schools.</p> <p>1K. Increase postsecondary completion rates.</p> <p>1L. Support conditions contributing to safe and healthy schools by improving the ratio of mental health personnel to students.</p> <p>1M. Support conditions contributing to safe and healthy schools by improving student engagement.</p> <p>1N. Improve the retention of high-quality teachers.</p> <p>1O. Improve teacher compensation.</p> <p>1P. Develop successful school leaders.</p> <p>2A. Increase student access to high-quality VPK providers.</p> <p>2B. Increase student access to high-quality K-12 educational outcomes.</p> <p>2C. Increase student access to high-quality charter schools.</p> <p>2D. Increase student access to school choice options.</p> <p>2E. Increase postsecondary continuation rate of high school graduates.</p> <p>2F. Increase the associate of arts (A.A.) degree articulation rate.</p> <p>3A. Increase the employment rate of postsecondary program completers.</p> <p>3B. Increase the initial wages of postsecondary program completers.</p> <p>3C. Increase student participation and performance in meaningful accelerated pathways.</p> <p>3D. Increase access in K-12 computer science.</p> <p>4A. Improve Florida’s national ranking on various educational outcomes.</p> <p>Careful stewardship of Florida’s resources through monitoring activities is a principal focus of the fraud prevention and recovery unit of the Division of Early Learning, as well as for other program areas in the department.</p> <p>As required by s. 1001.11(9), F.S., the Commissioner of Education oversees compliance with safety and security requirements of the Marjory Stoneman Douglas High School Public Safety Act by school districts and public schools, including charter schools.</p>

## Trends and Conditions

Florida continues to lead the nation in providing students with world-class educational options and in protecting parental rights. By putting the individual needs of students and their families first, the state has built a rock-solid foundation for innovation and education success. This approach allows the state's students to thrive academically and outperform their peers in other states in numerous ways, including maintaining Florida's #3 ranking in the nation in terms of K-12 Achievement by Quality Counts for the third year in a row.

While much of the country struggled to even open schools after the global pandemic, Florida was the first state to reopen K-12 public schools in August 2020 and guarantee that in-person instruction would be available to families five days per week during the 2020-21 and 2021-22 school years. Florida's schools operated safely for in-person instruction, with 98.5 percent of early learning programs serving families in person. Further, most of Florida's state colleges and technical institutions never fully stopped providing in-person instruction because of the essential pipeline they supply for Florida's recovery-related workforce professions.

Although Florida's teachers and school leaders used every resource at their disposal to keep schools open and students learning in the classroom, the normal calculations of school accountability measures were not possible for two academic years due to the lack of student assessments in the 2019-20 school year and the opt-in nature of the 2020-21 school grades. In June 2022, Florida released school grades for the 2021-22 academic year, marking the first full school grades data release since 2018-19. Schools statewide exceeded expectations, and 100 percent of schools graded "F" in 2019 improved their grades in 2022, including one that earned a "B" and six that earned a "C." The results further validate Florida's approach to getting schools open and returning to normalcy as quickly as possible, a policy now recognized nationally as critical to students' continued achievement during the pandemic.

The hard work and collective efforts of Florida's students, parents, teachers, and school leaders resulted in school grades that established a foundation for further closing the achievement gaps. Evidence of Florida's success in efforts to keep students in the classroom without disruptions is also provided by the following:

- Florida continues to provide the most Advanced Placement (AP) Exam access among states and continues to be ranked first in the nation for the percentage of 2021 graduates who took an AP Exam during high school.
- Florida is the largest of the 13 states that provided AP program funding for all public school students in 2021. The majority of states either provide AP program funding to low-income students only or not at all.
- Between 2021 and 2022, achievement gaps between African American students and White students narrowed in all subject areas assessed: English Language Arts (ELA) (grades 3-10), Mathematics (grades 3-8 Florida Standards and End-of-Course Assessments combined), Science (grades 5 and 8 and Biology 1), and Social Studies (Civics and U.S. History).
- Achievement gaps between Hispanic students and White students narrowed in ELA (grades 3-10), Mathematics (grades 3-8 Florida Standards and End-of-Course Assessments combined), Science (grade 5), and Social Studies (Civics and U.S. History).
- As further evidence that Florida is providing the tools and supports for our most vulnerable students, students from economically disadvantaged families increased performance in ELA (grades 3-10), Mathematics (grades 3-8 Florida Standards and End-of-Course Assessments combined), Science (grades 5 and 8), and Social Studies (Civics and U.S. History).
- Valuing acceleration to credential opportunities, Florida has invested \$18 million for the Dual Enrollment Scholarship Program to increase and expand student access to dual enrollment opportunities.



- More than 81,000 students were dual enrolled in one or more Florida College System courses in 2021-22.
- For the fifth time in a row since 2017, Florida ranked number one in the nation for its higher education system, according to a 2021 US News and World Report.

Florida will continue to ensure that parents are in the driver's seat when making educational decisions that best meet the needs of their family, and will continue focusing on their individual needs in a data-driven manner. Florida has worked diligently to eliminate the Florida Standards Assessment (FSA), and replace it with a coordinated system of progress monitoring. By abolishing excessive high-stakes testing and becoming the first state in the nation to fully transition to progress monitoring, Florida has drastically reduced the time spent by teachers and students testing in schools, providing teachers with more time to plan their lessons and students with more time to learn.

A major source of pride for Florida's education system is the success of the state's most disadvantaged students. Historically, assessments show that Florida's low-income fourth-grade students are the highest performing low-income students in the nation. The state is a leader in educating English language learners (ELLs) and continues to make progress closing the achievement gap for these students. Florida's education system also includes programs assisting individuals who are blind, visually impaired, or disabled succeed in school settings and careers, thus encouraging their independence and self-sufficiency.

Florida is a national leader in offering a variety of high-quality school choice options to meet the individual learning needs of students. In 2022, Florida saw the largest expansion of K-12 school choice options for students with unique abilities and low-income families to ensure they can access a world-class education. Florida continues to strengthen the Schools of Hope program and allows Florida College System and State University System institutions to sponsor charter schools. More than 218,000 students currently participate in six K-12 scholarship programs, and over 104,000 families are opting for home education. Moreover, there are 703 public charter schools serving 361,939 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 Florida Department of Education (Department) remains constant and consistent in providing leadership for Florida to be recognized as the "Education State." The following programs provide the foundation for long-range planning and budget development to meet the education needs of Florida's students and other individuals who will be served by the Department in 2023-24 through 2027-28:

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

## 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.). The DVR mission is to help people with disabilities find and maintain employment, which in doing so enhances 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. The DVR continues to implement new program requirements and remains active in statewide implementation efforts in Florida.

### Demographic and Economic Overview

The 2018-22 American Community Survey (ACS) five-year estimates indicate that about 2.7 million individuals with disabilities reside in Florida, representing about 13.4 percent of the state's population. The survey found that 10.1 percent of working-age people (ages 18-64) in Florida reported having a disability. These working-age adults with a disability may qualify for vocational rehabilitation services; however, this number far exceeds the DVR's service capacity.

In the ACS estimates referenced above, there are approximately 490,598 employed Floridians with disabilities ages 16 and older. This equates to 19.1 percent of all working-age Floridians with a disability reporting an employment status. In the ACS, 595,224 individuals with disabilities, ages 16 and older, reported earnings in the past 12 months. The median earnings for this group were \$22,241. Florida DVR measures the projected average annual salary at placement. At the end of fiscal year 2021, the projected average annual earnings were \$20,706.

Florida's overall economic climate continues to influence the DVR's program performance. As of June 2022, Florida's unemployment rate was 2.8 percent<sup>2</sup>, which was lower than the national rate of 3.6 percent.<sup>3</sup> These unemployment rates reflect a labor market that is returning to levels prior to the coronavirus (COVID-19) pandemic.

### Current Statewide Needs Assessment Results

Federal regulations require the 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, the 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 related to overall agency performance:

### Overall Agency Performance Recommendations

- DVR should identify ways to streamline processes to help people get through the applications and eligibility process sooner, as well as reducing time in developing their IPE.

<sup>2</sup>Executive Office of the Governor of Florida, News Release, accessed at <https://www.flgov.com/2022/07/22/governor-ron-desantis-announces-floridas-statewide-unemployment-rate-drops-to-2-8-percent-despite-national-economic-conditions/>.

<sup>3</sup>United States Department of Labor, Bureau of Labor Statistics. Economy at a Glance, United States Monthly Data, accessed at <https://www.bls.gov/eag/eag.us.htm>.

- 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 that people with disabilities turn to 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 2022 (2021-22), DVR had an average of 53,393 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 5,669 individuals placed into gainful employment, 5,308 were customers with a significant or most significant disability. The projected average annual earnings of DVR customers who were placed in jobs during SFY 2022 was \$22,032, compared to the legislative standard of \$17,500. This represents a slight increase from the SFY 2020-21 average earning of \$20,706.

## **Florida Rehabilitation Council**

The 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. 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 DBS program and functional objectives are to obtain successful employment outcomes and maximize independence and integration into the community for blind or visually impaired individuals of all ages. This includes the full scope of the division's programs and major activities tailored to meet the needs of families with infants who are blind, students making the transition from school to work, working-age individuals who are blind, and older adults who face age-related blindness.

**Vision**

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

**Mission**

To ensure blind and visually impaired Floridians have the tools, support, and 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, postsecondary 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 2 below provides the mandates under which the DBS operates and the authority for the division's policies and programs.

**Exhibit 2. Division of Blind Services Mandates and Authority**

MANDATES/POLICIES	AUTHORITY
Ensure the greatest possible efficiency and effectiveness of services to individuals who are blind: <ol style="list-style-type: none"> <li>Aid individuals who are blind in gaining employment, including the provision of job training, per ss. 423.011(2) and 413.011(3)(p), F.S.;</li> <li>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>Provide library services to the blind and other physically disabled persons as defined in federal law and regulations, per ss. 413.011(3)(h) and 413.011(3)(t), F.S.; and</li> <li>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 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 Print Disabled.	Pratt-Smoot Act (PL 89-522)

## Programs

DBS programs provide training and services to assist individuals who are blind and visually impaired. Blindness and visual impairment (often called low vision or diminished vision) can lead to developmental delays for babies, poor performance in school for children, reduced workforce earnings, and difficulty for seniors seeking maximum independence. DBS, in partnership with community rehabilitation providers, provides services through a combination of state, federal, and community funding, and works collaboratively with the Division of Vocational Rehabilitation, the Bureau of Exceptional Student Services, the Division of Career and Adult Education, the Department of Economic Opportunity, Career Source Florida, and other community agencies. All services for individuals are developed based on their specific needs.

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

- Determining eligibility for program services, which includes:
  - Assessment and counseling;
  - Facilitating the provision of rehabilitative treatment, job training, and independent living services;
  - Providing job placement assistance to DBS customers; and
  - Providing consultation, training and rehabilitation engineering services to employers of DBS customers.
- Providing food service vending training, work experience, and licensing.
- Facilitating the provision of developmental services to blind and visually impaired babies and children.
- Providing Braille and recorded publications services.

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

- **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.
- **Braille and Talking Book Library**  
Provides audio books, selected audio magazines, newsletters, newspapers as contracted with NFB Newsline and audiobook player equipment. Library materials are provided in accessible formats (e.g., audio, Braille and digital download) for customers who are print disabled, as defined by standards of the National Library Service for the Blind and Print Disabled of the Library of Congress.
- **Business Enterprise Program**  
Provides employment opportunities in food vending service for visually impaired and nondisabled populations. Persons 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, 2022, the program comprised 110 blind and visually impaired facility managers (vendors) and employed a total of 219 people. All three vendors who were awarded their first facility in SFY 2021-22 completed their 12 months during FY 2021-22. Taxable gross sales generated in SFY 2021-22 was \$21.2 million.
- **Children's Program**  
Assists school-age children who have visual impairments to meet current and future challenges. The program also helps them participate fully within family, community, and educational settings,

and works to ensure their development to the fullest potential. A DBS children's program counselor 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.

- **Independent Living Older Blind Program**  
Focuses on individuals 55 years and older who have poor vision that affects both eyes, regardless of their circumstances, and who require training to address activities that are necessary for independence. The program enables participants to live independently in their homes and communities with the maximum degree of self-direction.
- **Vocational Rehabilitation Program**  
Assists individuals who are blind or visually impaired to gain, maintain, or retain employment. Counselors work with each individual to develop a plan of employment including services that provide the education, training, equipment, and skills needed for success. Counselors, local community rehabilitation providers, the Rehabilitation Center, and vocational schools/colleges provide services and training.
- **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, employability, vocational training and computer technology, for which certifications in CompTIA networking and security are available. Participants attend an intensive five-day-a-week program to learn and become self-sufficient in these areas. Clients of DBS's vocational rehabilitation program have the option to attend the center when appropriate.

## Trends

The DBS continues to examine key outcomes for each identified program. There are general trends crossing all areas, with strides being made annually. Goals and measures are in place to ensure progress each fiscal year. These areas include, but are not limited to, the following:

- The need to strengthen existing partnerships and develop additional partnerships, in accordance with WIOA, for effective tracking of co-enrollment and joint planning.
- 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 increase, 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.
- The need for providing transition-age students with exposure to potential careers via participation in apprenticeships and work-based learning experiences, while also providing them with the necessary skills to succeed in postsecondary education.
- The need for greater access to public transportation, most notably in rural areas.
- The need to educate employers about the ability of individuals with visual impairments to work and function independently, and to dispel stereotypes.

- DBS has several exciting partnerships using portals and technology, including a three-year partnership with an accessible technology company, Vispero, to offer the JAWS, Zoomtext or Fusion software to active clients. This partnership saves money and allows quicker access to important adaptive technology software. The division has also created a new portal in its AWARE case management system to allow clients to independently log in, update contact information and check basic case status.
- The need for effective marketing, outreach, and increased awareness of services, including public awareness, employer awareness, and prospective client awareness. The External Affairs team has increased awareness efforts statewide and is working on a partnership with a public relations firm to assist in plans and strategic initiatives identified to benefit our targeted populations and underserved populations in rural areas.

### **General Program Performance**

Over the past state fiscal year, DBS has achieved the following:

- The state surpassed its successful closure goals this performance period with 942 closures. This represent the highest number of closures in the employment program's history! The seven-year average is 844, an increase of over 11 percent.
- Median earnings increased from \$23,882 to \$25,840, an increase of 7 percent over the prior year. DBS achieved these goals despite the economic downturn, high vacancy rates, and lingering effects of the pandemic.
- The children's program boasts an 87 percent retention rate with 61 of 70 children transitioning to the vocational rehabilitation (employment) programs.
- Social Security reimbursements reached over \$1 million.

### **Florida Rehabilitation Council for the Blind**

The Florida Rehabilitation Council for the Blind works in partnership with the DBS to assist in the development of goals and priorities for 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.

### **Web Accessibility Apprenticeship**

DBS created a Web Accessibility Registered Apprenticeship framework to serve as an entry-level information technology apprenticeship program designed to train individuals with visual impairments on becoming web accessibility specialists and to serve as a formal introduction to the field of Information Technology.

The web accessibility specialist will review and evaluate websites to actively enhance or improve user accessibility and end-user experience (with specialization in accessibility for blind or visually impaired individuals). They may contribute to the website design process, recommend user flows, collaboratively work with a larger team to troubleshoot accessibility errors, and fix accessibility compliance issues.

The education and skills participants gain in this registered apprenticeship program are designed to allow them to obtain employment and prepare them for additional training in areas such as end-user design, user experience design, or webmaster.

Registered Apprenticeship is a model of job preparation that combines paid on-the-job training (OJT) with related instruction to progressively increase workers' skill levels and wages. As an "earn and learn" strategy, Registered Apprenticeships offer job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path. Graduates of Registered Apprenticeship programs receive nationally recognized, portable credentials, and their training may be applied toward further post-secondary education. Note: **The Apprenticeship program is under final review for approval by the Department's Division of Career and Technical Education, prior to full implementation.**

## 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 selected disciplines and high-demand programs. Most of these colleges and universities are members of the Independent Colleges and Universities of Florida (ICUF), an association of private institutions that are diverse in their students, campuses, and missions. With enrollments ranging from 400 to 21,000, the institutions serve 159,000 students at more than 200 sites in the state.

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 private colleges and institutions 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. Furthermore, programs at three of Florida's historically black private colleges promote increased student access to higher education, retention, and graduation. Exhibit 3 shows the private colleges and universities that were awarded state program grants or assistance for specific needs in 2021-22.

**Exhibit 3. State Program Grants to Private Colleges and Universities, 2021-22**

INSTITUTION	PROGRAM GRANTS/ASSISTANCE
<b>Embry Riddle Aeronautical University</b>	<ul style="list-style-type: none"> <li>• Aerospace Academy</li> <li>• Center for Aerospace Resilience</li> </ul>
<b>Florida Institute of Technology</b>	<ul style="list-style-type: none"> <li>• Biomedical Aerospace Manufacturing</li> </ul>
<b>St. Leo University</b>	<ul style="list-style-type: none"> <li>• Robotics Engineering Degree and Microcredentials Program</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>• Edward Waters College – Access and Retention Grant</li> <li>• Edward Waters College – Institute on Criminal Justice</li> <li>• Florida Memorial University – Access and Retention Grant</li> </ul>
<b>Jacksonville University</b>	<ul style="list-style-type: none"> <li>• Entrepreneurial Policy and Innovation Center (EPIC)</li> </ul>
<b>University of Miami</b>	<ul style="list-style-type: none"> <li>• Medical Training and Simulation</li> </ul>

## Student Financial Assistance

The Office of Student Financial Assistance (OSFA) in the Division of Finance and Operations administers state 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 and grant 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:

- **Benacquisto Scholarship Program:** Provides scholarships to high school graduates who achieve the National Merit Scholar designation and attend an eligible Florida postsecondary institution.



- **Florida Bright Futures Scholarship Program:** The Florida Bright Futures Scholarship Program is the state's largest merit-based award program and provides scholarships on the basis of a student's 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.

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

- **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.
- **Honorably Discharged Graduate Assistance Program:** A supplemental need-based veteran educational benefit. Funds are to be used to assist in the payment of living expenses during holiday and semester breaks for active duty and honorably discharged members of the Armed Forces who served on or after September 11, 2001.
- **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.

Florida's other scholarship and grant programs include:

- **Dual Enrollment Scholarship Program:** Created by the 2021 Florida Legislature to provide reimbursement for tuition and related instructional materials to postsecondary institutions that provide dual enrollment courses to private and home education secondary students in the fall or spring semesters, and to public, private and home education secondary students in the summer semester.
- **Florida Farmworker Student Scholarship Program:** Provides scholarship assistance to farmworkers, or the children of farmworkers, who demonstrate both financial need and academic accomplishment in high school and enroll in an undergraduate degree or certificate program at an eligible Florida postsecondary institution.
- **José Martí Scholarship Challenge Grant Program:** Provides assistance to Hispanic-American students who meet scholastic requirements and demonstrate financial need.
- **Law Enforcement Academy Scholarship Program:** Created by the 2022 Florida Legislature to assist in the recruitment of law enforcement officers within the state by providing financial assistance to trainees who enroll in a commission-approved law enforcement officer basic recruit training program. Awards will be given to students enrolled in a commission-approved basic recruit training program at a Florida College System institution or school district technical center for the purposes of meeting the minimum qualifications for employment or appointment as a law enforcement officer.

- **Law Enforcement Reimbursement Program:** Created by the 2022 Florida Legislature to reimburse eligible applicants who relocate from outside the state or who transition from service in the military special operations forces to become a full-time law enforcement officer within this state for eligible expenses incurred while obtaining a Florida law enforcement officer certification.
- **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 wish to become teachers.
- **Nursing Student Loan Forgiveness Program:** Provides loan reimbursement to eligible nurses to increase employment and retention in specified facilities.
- **Randolph Bracy Ocoee Scholarship Program:** Created by the 2021 Florida Legislature to provide student financial assistance for a maximum of 50 eligible students who are either: (1) a direct descendant of victims of the Ocoee Election Day Riots of November 1920, or (2) a current African-American resident of Ocoee, Florida.
- **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.
- **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 program:

- **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.

## 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 as required by 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's Assessment of Student Thinking (FAST) using Star Early Literacy;

**Outcome 1.B:** Percentage of all four-year-old children served in the VPK program. Based on the August 10, 2022, VPK Estimating Conference.<sup>4</sup>

**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 according to Chapter 1002, F.S., and 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.

**Outcome 2.B:** Percentage of providers that receive a Classroom Assessment Scoring System (CLASS) program score of 5.0 or higher.

## Introduction

The Division of Early Learning (DEL, formerly the Office of Early Learning) long-range program plan for fiscal years 2023-24 through 2027-28 is a goal-based, five-year plan that identifies the DEL's goals, objectives, and outcomes, structured around the administration of early learning services – the VPK Education Program and the School Readiness (SR) Program. The DEL 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 long-range program plan's intended purpose provides strategic direction for the division to ensure that it attains its goals and serves as a resource for Florida citizens, policy makers, and stakeholders.

## Division 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 Office of Early Learning (OEL) within the 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 relating to governmental reorganization, which resulted in the AWI being transferred to the Department of Economic Opportunity on October 1, 2011. As part of the transfer, the early learning division became a separate budget entity within the Department of Education with a direct report to the Governor, thus becoming Florida's OEL.

During the 2013 Regular 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 became effective July 1, moving the OEL to the Florida Department of Education within the Office of Independent Education and Parental Choice, and consolidating operational and programmatic duties and responsibilities for the VPK Education Program in the office.

Florida has made great strides with legislation enacted by the 2021 Florida Legislature (HBs 419, 7011, and 1349) signed by Governor DeSantis in May and June 2021. HB 419 provided for several changes, including: (1) establishing the DEL as a division rather than an office within the Department of Education and placing responsibility for program oversight, including rulemaking authority, with the State Board of Education; (2)

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<sup>4</sup>Early Learning Programs Consensus Estimating Conference, Voluntary Prekindergarten Education Program, August 10, 2022, at: <http://edr.state.fl.us/Content/conferences/vpk/index.cfm>.

requiring that, beginning with the 2022-23 VPK program year, each VPK private provider and public school will participate in a coordinated screening and progress monitoring program and receive a program assessment; (3) transferring the administration of the Gold Seal Quality Care Program from the Department of Children and Families to the Department of Education; (4) creating the Council for Early Grade Success; and (5) authorizing certain students enrolled in the VPK program to receive intensive reading services through school districts.

HB 7011 aligned with requirements in HB 419 and required each early learning coalition to adopt a best practice plan for transitioning prekindergarten students into kindergarten. HB 1349 required DEL to coordinate with the University of Florida's Anita Zucker Center for Excellence in Early Childhood Studies (Center) to conduct an analysis of eligibility requirements for certain assistance programs. The bill further required the Center to provide a report of the findings and establishes a new category that expands school readiness eligibility for families.

Florida continued to make advancements in early learning with legislation enacted by the 2022 Florida Legislature and signed by Governor DeSantis in Senate Bill 2524 and through the General Appropriations Act (GAA). Senate Bill 2524 provides enhanced provider data collection through provider profiles and incentives to school readiness and VPK instructors who possess a reading certification, endorsement, or literacy micro-credential, as well as an updated method to calculate school readiness funding across the state. The GAA includes an unprecedented recurring investment of \$146 million more for the School Readiness Program, as well as \$100 million in additional funds for the VPK Program for providers choosing to increase instructor wages to \$15 per hour.

DEL administers three major early learning programs at the state level, including the Voluntary Prekindergarten (VPK) Education Program, the School Readiness (SR) Program, and the Child Care Resource and Referral (CCR&R) Program. Services in each of Florida's 67 counties are coordinated through 30 Early Learning Coalitions (ELC) and the Redlands Christian Migrant Association (RCMA). Each ELC board is composed of at least 15, but not more than 30 members.

- **Voluntary Prekindergarten Education Program**

In December 2004, the Florida 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.) DEL 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-old children 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 ELCs and at the state level by the DEL, 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 for children through age 13. Standards and benchmarks that address the age-appropriate progress of children have been developed, and 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 a quality early learning provider that meets their needs. The CCR&R State Network office is housed in the DEL. 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; system data for services offered; quality customer service; staff development and program oversight; and recruiting and retaining child care providers.

### **Early Learning Services Partners**

DEL staff members are involved with several initiatives and work collaboratively with other organizations and agencies including, but not limited to, the: Children and Youth Cabinet; Children’s Forum; Florida Afterschool Network; Florida Alliance of Children’s Councils and Trusts; Florida Association for the Education of Young Children; Florida Association for Infant Mental Health; Florida Association of Healthy Start Coalitions; Florida Department of Children and Families; Florida Department of Health; Florida Early Childhood Comprehensive Systems; Florida Head Start Association; Florida Inclusion Network; Florida Interagency Coordinating Council for Infants and Toddlers; Florida State University; Governor’s Child Adoption and Permanency Council; Help Me Grow Florida; Home Instruction for Parents of Preschool Youngsters; Maternal, Infant and Early Childhood Home Visitation; Statewide Preschool Network; Transition to Kindergarten Workgroup; University of Florida; and University of South Florida.

### **Planning Approach of the Division 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 DEL solicited input to guide development of its strategic plan. Concurrently, during the 2013 Regular Session, the Florida Legislature passed House Bill 7165, which moved the former Office of Early Learning into the Florida Department of Education and consolidated it with a bureau within the Department that was assigned responsibility for VPK. During the 2021 Regular Session, HB 419 was passed, which established the Division of Early Learning within the Department of Education and places the responsibility for overseeing the programs, including rulemaking authority, with the State Board of Education.

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

The DEL’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. The DEL set forth four strategic goals to:

1. Increase accountability at state and local levels to best serve Florida’s children and families;
2. Increase transparency at state and local levels to provide all early learning stakeholders with information that is relevant, accessible, timely, and accurate;
3. Improve the quality of early learning programs; and
4. Sustain a statewide early learning system with a clear governance structure to maximize the 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 division is dedicated to ensuring accessible, affordable, and high-quality early learning services for Florida’s children and families by supporting three 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.

The DEL is responsible for administering early learning programs and services at the state level. The division is also 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 the 30 ELCs, the Redlands Christian Migrant Association, and over 9,200 child care providers, Florida’s early learning programs annually serve more than 339,000 children and their families.

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

- Approximately 36 percent of the 1.37 million children younger than age six living in Florida are from low-income families that fall below 150 percent of the federal poverty level. According to unpublished single age population estimates for Florida, SR programs served approximately 27 percent of those children in FY 2021-22.<sup>5</sup> 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 13,300 children on SR Program waiting lists statewide), the rising cost of quality child care, and increasing demands and requirements for child care providers, ELCs 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.
- The DEL has fully implemented the Enhanced Field System (EFS) modernization project; therefore, the system is in operations, maintenance, and enhancements mode. EFS, which was originally a distributed environment maintained at each ELC, 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.

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<sup>5</sup>Data for documentation accessed from Bureau of Economic and Business Research, Table B17024, Age by Ratio of Income to Poverty, July, 2021; American Community Survey, Five-Year, 2019; and Division of Early Learning Enhanced Field System Modernization Database, July 2022.

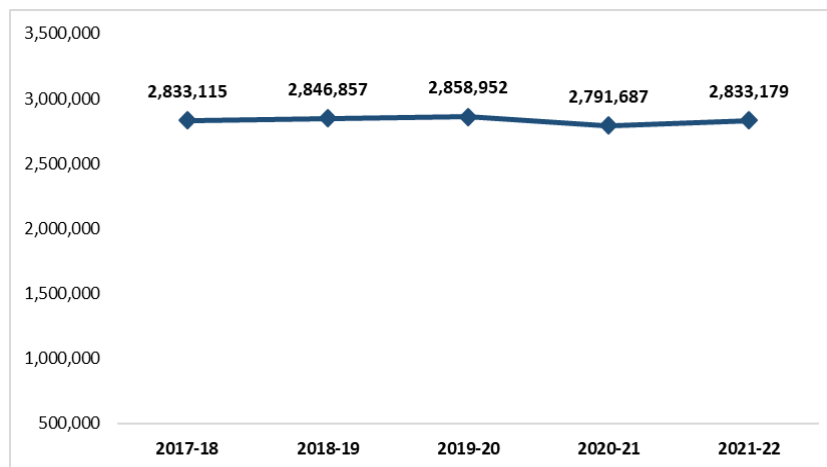
## K-12 Public Education

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 students and provides Florida's teachers and principals the training and tools they need to increase student achievement.

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

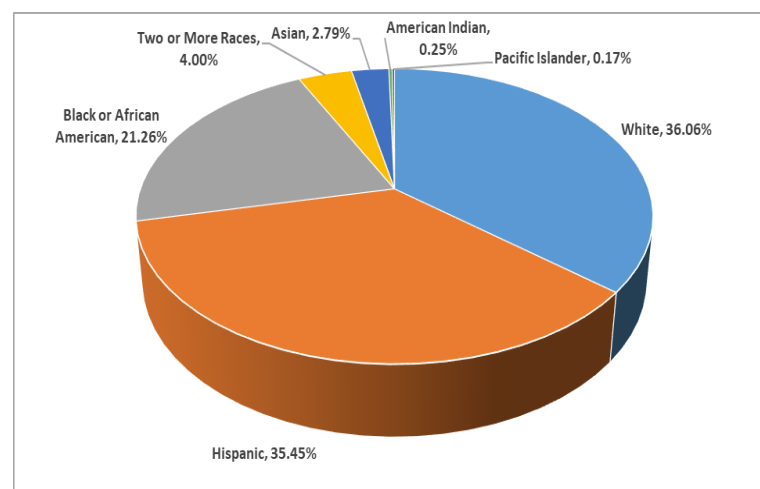
Almost 3 million students attend a public elementary, middle, or secondary school in Florida every year. As shown in Figure 1, the fall 2021-22 PK-12 student membership for Florida's public schools was 2,833,179. When compared to the fall 2017-18 membership, Florida's PK-12 public school membership has increased by 64 students, or by about 0.002 percent. Florida public school membership had been steadily increasing each year until the 2020-21 school year and has started rising again, increasing by 41,492 students from 2020-21 to 2021-22, or by about 1.5 percent.

Figure 1. PK-12 Fall Membership, 2017-18 through 2021-22



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 2021-22 school year.

Figure 2. PK-12 Public School Membership by Race and Ethnicity, Fall 2021



Twenty-nine of Florida’s 67 school districts had minority enrollments of 50 percent or more in the 2021-22 school year as shown below in Exhibit 4. 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 4. Florida School Districts with 50 Percent or More Minority Enrollment, 2021-22**

SCHOOL DISTRICT	PERCENT MINORITY	SCHOOL DISTRICT	PERCENT MINORITY
Gadsden	96.1%	Polk	64.4%
Miami-Dade	93.7%	Lee	64.3%
Broward	82.2%	Hamilton	64.1%
Jefferson	79.2%	Leon	61.9%
Osceola	78.8%	Alachua	59.2%
Hendry	76.0%	Highlands	59.1%
Orange	75.2%	Madison	57.6%
St. Lucie	71.5%	Monroe	56.4%
Palm Beach	71.1%	Okeechobee	55.8%
Hardee	69.9%	Manatee	55.5%
Hillsborough	68.8%	Seminole	55.4%
Duval	68.3%	Escambia	54.5%
Collier	67.4%	Marion	53.9%
Glades	65.4%	Lake	52.3%
DeSoto	65.4%		

### Florida’s Student Performance Standards – Ensuring Success in College and Careers

Prompted by Governor DeSantis’ Executive Order 19-32, a review of Florida’s English Language Arts (ELA) and mathematics standards began in 2019. Teacher experts from Florida professional organizations worked collaboratively in groups to complete the standards review by a deadline of January 2020. On February 12, 2020, the State Board of Education adopted the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) and Mathematics for grades K-12.<sup>6</sup> For 2022-23, Florida classrooms will have fully transitioned to the B.E.S.T. Standards for ELA and mathematics, including aligned instructional materials and assessments.

Following the ELA and mathematics review and adoption, the signing of House Bill 807 in 2019 directed the Department to conduct a review of the civics education course standards. In 2020, the Department assembled teacher expert workgroups, and following the model established by the work with ELA and mathematics standards, revised the civics education standards adopted in 2021. Concurrently, in 2020, House Bill 1213 was signed directing the Department to develop new standards for Holocaust education that were also adopted in 2021. The Department also developed new character education and substance use and abuse standards adopted by the State Board of Education in 2021.

Florida’s state academic standards continue to implement rigorous performance expectations to ensure student success. They 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. Florida’s state academic standards, which can be accessed on the CPALMS (Collaborate, Plan, Align, Learn, Motivate, Share) website<sup>7</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;

<sup>6</sup>The Florida B.E.S.T. Standards are posted at: <http://www.fldoe.org/standardsreview>

<sup>7</sup>Access the CPALMS website at: <http://www.cpalms.org/Public/>



- 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 Department strongly supports districts in the 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.

### **Civic Education**

In July 2021, Governor DeSantis announced \$106 million to establish the Civic Literacy Excellence Initiative. The funding will be used to create and award qualified teachers with the Florida Civics Seal of Excellence, which includes a \$3,000 bonus for educators who complete training to earn the endorsement. Funding will also be used for Florida's civics curriculum and to expedite the implementation of Florida's state academic standards in K-12 public schools. The Bureau of Standards and Instructional Support directs and supports activities to prepare teachers and promote civic literacy throughout the state by:

- Creating the Florida Civics Seal of Excellence, a new professional licensure endorsement for educators in civics education.
- Awarding a \$3,000 bonus for educators who complete training and earn the Civics Seal of Excellence endorsement.
- Allocating \$16.5 million for additional training, professional development, and classroom support for educators and principals seeking to elevate civics education in Florida schools.
- Locating regional civics coaches to provide supports for teachers in building out civics programs.
- Investing over \$17 million to bolster Florida's civics curriculum and expedite the implementation of Florida's B.E.S.T. Standards into K-12 public schools.
- Providing \$6.5 million for a career pathway program to launch pilot programs for public service incubators to develop partnerships between secondary schools and government institutions, allowing students to explore government and public administration and inspire the next generation of leaders in Florida.

### **Continued Emphasis on Reading**

Just Read, Florida! work is based on the latest reading research that includes emphasis on oral language development, phonological awareness, phonics, vocabulary, fluency, and comprehension. The Just Read, Florida! Office directs and supports activities to prepare teachers and promote literacy throughout the state by:

- Working collaboratively with Florida educators and college and university professors to develop reading endorsement competencies.
- Coordinating professional development to enable teachers to earn reading endorsements.
- Assisting institutes of higher education and districts in revising reading endorsement plans to reflect current research and evidence-based practices.
- Collaborating with other Department bureaus and offices to emphasize meeting the literacy instructional needs of all students and deliver professional development pertaining to the B.E.S.T. Standards for ELA, with emphasis on the science of reading.
- Assisting school districts in refining their K-12 comprehensive reading plans to ensure teachers are implementing evidence-based practices in reading and language arts instruction.
- Conducting literacy institutes to train district and school administrators, teachers, and teacher preparation faculty in strategies, support services and evidence-based practices in reading.

- Serving as a liaison on the boards of several professional organizations that provide support and resources for pre-service and in-service teachers.
- Collaborating with the Regional Educational Laboratory Southeast, the Florida Center for Reading Research, and the UF Lastinger Center for Learning, which focus on connecting research to practice. State staff presents Florida stakeholder needs and, in turn, the literacy partners provide research and resources across the state.
- Training, supporting, and deploying State Regional Literacy Directors to support all districts with implementation of the B.E.S.T. ELA Standards grounded in the science of reading, professional learning and scaling up school-based literacy leadership teams, prioritizing schools with the largest reading achievement gaps.
- Serving on advisory and review committees for the B.E.S.T. ELA Standards and working with the Test Development Center to review passages and items for upcoming assessments.
- Conducting site visits to provide support for implementation of K-12 comprehensive reading plans and providing feedback 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 information, professional development opportunities, and resources targeting ELA standards.
- Working collaboratively with Florida educators and college and university professors to develop instructional resources for the B.E.S.T ELA Standards grounded in the science of reading.
- Managing, in partnership with the UF Lastinger Center, the New Worlds Reading Initiative to ensure books are distributed directly to the home of K-5 public or charter school students who are reading below grade level.
- Upskilling literacy coaches through development and implementation of high-quality literacy coach training that supports educators with earning a Literacy Coach Endorsement.
- Providing oversight and guidance for districts in the reporting of the required Reading Intervention Component of automated student information systems.
- Managing federal and state literacy grants that allow districts to apply for funding that will help improve literacy outcomes for students.

### **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.

In 2021, legislation was passed that requires all students enrolled in the U.S. Government Course as part of their graduation requirements under s. 1003.4282(3)(d), F.S., to take the Florida Civic Literacy Exam (FCLE), and students who earn a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5), F.S. In 2022, Senate Bill 1054 added a new graduation requirement for one-half credit in personal financial literacy and money management beginning with students entering ninth grade in 2023-24.

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.

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in rule 6A-1.09422, F.A.C.

## **Virtual Education**

Online learning is a major component of school choice options in Florida and an important strategy for achieving state education goals. Florida students have more access to online learning courses than students in any other state. Additionally, Florida has the largest and most successful state virtual school in the United States, the Florida Virtual School (FLVS). All school districts in Florida offer full-time and part-time virtual 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 190 online courses, including general education courses, electives, world languages, career and technical education, as well as Advance Placement (AP) and Honors Program options for middle and high school students. The school's funding is performance-based and students who successfully complete courses are eligible for funding. FLVS offers a limited part-time elementary school program and operates two full-time schools for Florida's K-12 students. 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; 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**

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, ESEA was amended by the Every Student Succeeds Act (ESSA). Changes in the law led to the reclassification of schools in need of support as targeted support and improvement (TSI) or comprehensive support and improvement (CSI). The Florida Legislature passed HB 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 CSI Schools. Additionally, any traditional public high school with a graduation rate of 67 percent or less is classified as CSI, regardless of the school's grade. In compliance with ESSA, the Department publishes Florida School Report Cards, which indicate whether a school is identified for support and provide details regarding why a school is identified for such support (school grade, graduation rate, and overall and subgroup Federal Index information).<sup>8</sup>

School improvement ratings are part of Florida's school accountability system, which originated with the Florida Legislature's passage of Assistance Plus (A+) legislation in 1999. School improvement ratings are calculated for alternative schools and exceptional student education (ESE) center schools that choose to receive a school improvement rating in lieu of a school grade. The school improvement rating calculation was revised substantially for the 2015-16 school year to implement statutory changes made by the 2014 Florida Legislature and incorporate the Florida Standards Assessments (FSA). Florida is in the process of transitioning to a new progress monitoring system, the Florida Assessment of Student Thinking (FAST), and its third end-of-year administration (PM3) will become the statewide, standardized assessment. Due to this transition and as specified in s. 1008.34(7), F.S., school improvement ratings will not be issued in 2023 and will be issued using FAST learning gains data for the first time in 2024. The current school improvement ratings model uses the school grades learning gains components as the basis of the calculation; however, there are additional business rules for inclusion in school improvement ratings that do not apply to schools receiving school grades. The Federal Index is also calculated for all schools that do not receive a school grade. This includes alternative schools and ESE center schools that choose to receive a school improvement rating, Florida Department of Juvenile Justice (DJJ) schools, and K-2 and K-3 feeder schools that do not receive a school grade. In order to receive a Federal Index, a school must have sufficient data for at least one component used to compute the index. Because the Federal Index is based on the school grades calculation, full-year enrollment is required for all components except the graduation rate.

A school selecting a school improvement rating may either not receive a Federal Index (if the school does not have any components to compute it) or may receive an index where the learning gains components are computed differently for their school improvement rating than they are for their Federal Index, where

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<sup>8</sup> Florida School Report Cards are accessible at <https://knowyourschoolsfl.org/>.

the calculation follows the School Grades calculation business rules. If a school does not have sufficient data for a particular component, that component will not be calculated for the school. A school with a school improvement rating that has an overall Federal Index below 41 percent or a graduation rate of 67 percent or less is classified as CSI.

Pursuant to s. 1003.52(16), F.S., DJJ accountability ratings for education programs are required to be implemented as part of Florida's school accountability system. The system was initially established with the adoption of rule 6A-1.099812, F.A.C., by the State Board of Education in September 2018, and included eight components in the calculation of informational baseline DJJ accountability ratings. In September 2020, the DJJ accountability rating calculation was revised to simplify the calculation and incorporate four additional measures for which data were unavailable when it was initially developed. DJJ accountability ratings are calculated for DJJ prevention, intervention (day treatment), nonsecure residential, and secure residential (both high- and maximum-risk) programs, and they are based upon the restrictiveness level of the DJJ education program as defined by s. 985.03(44), F.S. A school with a DJJ accountability rating that has an overall Federal Index below 41 percent or a graduation rate of 67 percent or less is classified as CSI.

The 2019 Florida Legislature passed Senate Bill 7070, which included an allocation of funds called the Turnaround School Supplemental Services Allocation (TSSSA). These funds include a per-FTE funding amount of \$500 or as provided in the General Appropriations Act. Eligibility is based on meeting one of the following criteria: a school implementing a State Board of Education Turnaround Option Plan or a school that has improved to a "C" or higher and is no longer in turnaround status within the last two years. The State Board of Education also approved a substantive change to rule 6A-1.099811, F.A.C., to update DA to the School Improvement State System of Support for Deficient and Failing Schools, transform the contract system with External Operators to include annual contracts based on performance indicators, and add an approval process prior to the hiring or replacement of a turnaround principal.

Consistent with federal and state legislation, the Department's Bureau of School Improvement (BSI) crafted a new mission. BSI staff serve as district and interagency 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 bureau's 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, school improvement ratings, and juvenile justice education program ratings.

#### CSI Graded Schools

- Tier 1 support is provided to all CSI graded 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 school 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. Teacher and student indicators are also monitored quarterly and schools must adhere to staffing requirements outlined in rule 6A-1.099811, F.A.C. Schools limited to only Tier 1 support include schools that are first-time "D" and graduation-only schools with a 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. Turnaround options include district-managed turnaround, closure, charter, or outside entity. Tier 2 support includes Tier 1, as well as bi-weekly visits from the School Improvement Team.
- Tier 3 support is provided to districts and schools that are unsuccessful at Tier 2 of turnaround and unable to raise their school grade to a “C” or higher. Due to the historical failure, the district must select a different turnaround option not selected in Tier 2. Districts must receive the Commissioner of Education’s approval to close a turnaround school. Tier 3 support includes Tier 1 and 2, as well as weekly contact and visits by senior leadership.
- In the 2022 Florida Legislative Session, Senate Bill 2524 expanded the outside entity turnaround option to include a charter consultancy. In addition, schools may elect to enter into Turnaround while in Tier 1.

#### CSI Ungraded Schools

- Tier 1 support is provided by BSI and includes feedback on school improvement plans and support for identified areas of need throughout the school year.
- Tiers 2 and 3 support differs from ungraded schools. BSI provides guidance to district school improvement contacts on the development of Tiers 2 and 3 supports within the district for school leadership teams and CSI ungraded schools.

#### CSI DJJ Schools

- Tier 1 support is provided to districts and DJJ schools rated as unsatisfactory. In collaboration with the DJJ Office of Education, support at this level includes an on-site evaluation monitoring visit to assist with statutory compliance, provide assistance with school improvement planning and problem solving in the completion of the school improvement plan. BSI will provide feedback on plans and support identified areas of need throughout the school year. DJJ will provide support and monitor school improvement activities throughout the school year through monthly onsite visits.
- Tier 2 support is provided to districts and schools that enter the second year of school improvement because of an unsatisfactory rating for two consecutive years. In addition to the Tier 1 support, school districts must develop a plan for oversight and submit the plan to the Department and be approved by district school board.
- Tier 3 support is provided to districts and schools that enter the third year of school improvement due to an unsatisfactory rating for three consecutive years. Tier 3 support includes Tier 1 and 2, as well as more frequent contacts and visits from DJJ and the Department, as well as possible visits by senior leadership of both departments. If unsatisfactory at the end of the three-year monitoring period, the school district must take one of the following actions within no more than six months of the rating: (1) the school district must terminate its contract with the education program provider and enter into a contract with a different provider or assume control of the educational services; or (2) if the school district is the educational services provider, the school district must enter into a contract with an education provider, another school district or an external operator.

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, progress monitoring and problem solving;

- Building relationships and facilitating communication between all stakeholders; and
- Strengthening connections between schools, districts, communities and department offices.

In the 2021-22 school year, 53 graded schools supported by school improvement improved to a “C” or higher and, therefore, exited school improvement due to their grade improvement. Of the 25 schools implementing a State Board of Education-approved turnaround plan, 80 percent (20 schools) exited Turnaround by earning a 2022 grade of “C” or higher. One hundred percent of schools graded “F” in 2019 improved their grades in 2022, including one school that earned a “B” and six that earned a “C.” Of schools graded “D” and “F” in 2018, 84 percent improved their grades in 2022. The number of “D” or “F” schools has declined 65 percent since 2015 and the number of “F” schools has declined 85 percent (30 schools) since 2015 (205 schools). Florida’s assessment results and school grades show that teachers, staff, and students are continuing to make progress and achieve positive outcomes. We expect to continue along this trajectory with several upcoming changes and improvements such as:

- Implementation of revised standards;
- Launch of progress monitoring and more timely access to data that helps inform strategic decision-making; and
- Teacher professional development and ongoing supports.

In the 2021-22 school year, seven (7) DJJ schools supported by school improvement improved to an “acceptable” or “commendable” rating and, therefore, exited school improvement. Of the active DJJ schools, two schools will remain in school improvement and two schools will enter school improvement for the 2022-23 school year.

### **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 initial and continued approval standards for state-approved teacher preparation programs that require each program to show evidence toward programmatic improvement as a result of actionable feedback from a 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 leading to a number of content certification endorsements; for example, a reading endorsement for teachers 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 gifted and talented students.

In January 2022, the Department released a report of the state’s teacher preparation approval system audit to inform future efforts to improve the quality of teacher preparation across Florida.<sup>9</sup> The analysis addressed how state-approved teacher preparation programs are meeting the demands of Florida’s public schools and how they impact the production of quality teachers, how the teacher preparation accountability system ensures metrics to identify strengths and opportunities for programs to improve, and the impact of initial and continued approval process for state-approved programs. Senate Bill 2524 was subsequently passed by the 2022 Florida Legislature to modify requirements to state-approved teacher preparation programs. Several of the statutory changes were informed by the Department’s audit, including updates to the Uniform Core Curricula, revisions to the continued approval criteria, and the minimum number of hours for preservice field experiences.

<sup>9</sup>Florida Department of Education Teacher Preparation Approval System and Scoring Audit Report, submitted by UPD Consulting, January 2022, access at <https://www.fldoe.org/core/fileparse.php/7502/urlt/TPPAppScorAudit21.pdf>.

Efforts continue to focus on improving Florida’s certification system to ensure that all teachers are subject content experts and highly skilled in research- and evidence-based pedagogical methods that are proven to contribute to improved student learning. Resources 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 are seen as professional growth systems. The basis on which continued program approval decisions are made require institutions to show evidence toward 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 courses as outlined in the Course Code Directory (CCD).

Florida requires teacher candidates to pass a series of rigorous examinations prior to the issuance of professional certificates. Candidates not only demonstrate their general knowledge in reading, ELA (including a written essay), and mathematics by way of the General Knowledge Test, but also must pass a pedagogy test, the Professional Education Test, and a Subject Area Exam in the area of their expertise and desired certification. The Florida Teacher Certification Examinations (FTCE) are aligned to K-12 student standards adopted by the State Board of Education. The FTCE program recruits content experts from classrooms, school leadership positions, district curriculum and instructional leaders, and college and university faculty throughout Florida to develop and validate all FTCE materials and participate in standard-setting activities, whereby passing score recommendations are provided for State Board of Education review and approval.

### **Barriers to Certification Removed**

The purpose Florida educator certification is to support the academic achievement of 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 the state’s public schools. Florida law regarding certification requires a bachelor’s degree to obtain a full state certificate. There are other pathways for educators to obtain a temporary certificate. The State Board of Education also specifies the appropriate certification for the instruction of all programs and courses authorized for funding in public schools.

The Florida Legislature has expanded opportunities for military personnel, veterans, and their spouses to join the education profession through passage of the “Don Hahnfeldt Veteran and Military Family Opportunity Act” (Chapter 2018-007, L.O.F.). The act provides the opportunity to request waivers of initial certification and certification examination fees for active duty military personnel, honorably discharged veterans, and their spouses or surviving spouses. Educator candidates who are eligible to apply for the Military Certification Fees Waiver (MCFW) include:

- Active duty service members of the U.S. Armed Forces or reserve unit;
- The spouses of active duty service members of the U.S. Armed Forces or reserve unit;
- Veterans who were honorably discharged or retired from service as members of the U.S. Armed Forces or reserve units;



- The spouses of veterans who were honorably discharged or retired from service as members of the U.S. Armed Forces or reserve units; or
- The surviving spouses of veterans or service members who died while on active duty as members of the U.S. Armed Forces or reserve units.

The Florida Teacher Certification Examination (FTCE)/Florida Educational Leadership Examination (FELE) testing program remains one of the most robust and accessible certification testing programs of its kind. In 2021, the program administered 209,381 tests at over 250 testing centers in Florida, around the nation and at U.S. military installations here and abroad. The program continues to modify and align all FTCE tests to State Board of Education approved Florida standards for teachers and K-12 students consistent with best practices in the field of large-scale assessment.

Florida offers twelve pathways to qualify for a full certificate, more than most other states. The most recent pathway allows for military veterans who have not yet earned a bachelor's degree to be issued a five-year Temporary Certificate in a bachelor's level subject to support Florida's students. 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 Regular 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. Additionally, FTCE examinees were afforded the opportunity to register for free examinations from April 1, 2020, until May 14, 2020. The Department also offers the military certification fee waiver for initial certification applications and initial exam attempts for military personnel, veterans, and their spouses. In 2022, Senate Bill 896 removed the active duty requirement for this fee waiver.

Prior to the 2019 Regular 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 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. Additionally, in 2021, the Florida Legislature added the option of meeting the general knowledge requirement with a master's or higher degree.

In addition to traditional teacher preparation programs, the Department approves Educator Preparation Institutes and Professional Training Options, which are 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. Florida ranks second in the nation in the number of teachers holding national board certification, with 13,578 reported as nationally certified teachers in 2021.

Florida has doubled down on its commitment to celebrate and elevate teachers by increasing the teacher minimum base salary. In 2022, a record \$800 million investment was made, an increase of \$250 million, to continue raising the teacher minimum base salary, as well as salary increases for veteran teachers and other eligible instructional personnel. With this investment, Florida has committed over \$2 billion in new funding to teacher pay since 2020. Teacher recruitment and professional development activities include support for a nationwide teacher recruitment database, a statewide job fair (the Great Florida Teach-In) and a statewide conference for Florida Future Educators of America chapters. The Department also participates in a variety of collaborations and conferences, as well as professional development research projects.

All 73 school districts, three charter school organizations (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 the Department's 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. In March 2022, the State Board of Education adopted a new rule to support the development and implementation of school district professional learning systems including a common professional learning system template. The use of a common template will provide consistency and allow for increased collaboration.

Twenty-one 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. Every 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.

### FLORIDA Channel

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 throughout the state, coverage has been 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 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.

### Capital Technical Center

The Capital 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 Department. The Department uses established purchasing processes to acquire and maintain digital audio/video capture, processing and distribution equipment needed by the center.

### Public Television and Radio

Valuable programming and information are 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 Division of Career and Adult Education (DCAE) serves Florida's residents by ensuring a high-quality workforce education system that is personally and professionally transformative. The DCAE provides leadership, expertise, and guidance for all of Florida's public education schools and colleges, inspiring the aims of educational access and equity, intellectual autonomy and empathy, wisdom, open-mindedness, entrepreneurship, accelerated valuable credential attainment, and lifelong learning

The DCAE vision is for a K-12 and postsecondary system in which students receive a high-quality workforce education or career-focused training that supports Florida's goal of becoming number one in the nation in workforce education by 2030. The DCAE also works closely with the Division of Public Schools and the Florida College System in the recruitment for and expansion of their workforce programs, and ensuring the programs' maximum alignment to Florida's economy.

In January 2019, Governor DeSantis issued Executive Order 19-31 charting a course for Florida to become number one in the nation for workforce education by 2030.<sup>9</sup> The annual audit of Executive Order 19-31 is

<sup>9</sup>Access Executive Order Number 19-31 at [https://www.flgov.com/wp-content/uploads/orders/2019/EO\\_19-31.pdf](https://www.flgov.com/wp-content/uploads/orders/2019/EO_19-31.pdf).

now integrated into the DCAE's body of work, which includes workforce and adult education curriculum development and review (at the sub-baccalaureate level), and administration of the Perkins V federal grant, the Workforce Opportunity and Innovation Act (WIOA Title II) grant, and the State Apprenticeship Expansion (SAE) grant. In addition, the Reimagining Education and Career Help (REACH) Act passed by the Florida Legislature in 2021 creates a system-wide approach to workforce education in Florida. The DCAE, in partnership with the REACH Office in the Executive Office of the Governor, CareerSource Florida, the Department of Economic Opportunity, the Florida Department of Children and Families and the State University System Board of Governors, works to deliver a comprehensive and responsive workforce delivery system. As required by the REACH Act, the DCAE is focused on implementing strategies to enhance data quality, maintain program integrity, and leverage technology to effectively deliver high quality workforce education and training to Florida's job seekers. The DCAE also administers Florida's Career and Professional Education (CAPE) Act, all registered apprenticeship and pre-apprenticeship programs, and helps lead the Department's economic development initiatives in collaboration with regional economic development agencies and workforce boards.

### **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, technical, 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; partnering with business and industry to update the career education curriculum to the latest industry standards; conducting an annual audit of all career and technical education (CTE) programs; expanding apprenticeship; revamping adult education standards in light of Florida's B.E.S.T. Standards; and improving completion rates. The DCAE staff focuses on improved access to career education programs, improvements to curriculum, and new program development. Additionally, the DCAE has been collaborating with CareerSource Florida, the Florida Department of Children and Families, and the Department of Economic Opportunity to develop the Governor's WIOA Get There Faster initiatives, which include a competitive grant program. These programs will align coordination of services between Local Workforce Development Boards (LWDB), education providers, and community partners to ensure Floridians are provided all the services necessary to achieve economic self-sufficiency. Targeted populations include:

- Veterans and military spouses;
- Low-income returning adult learners; and
- At-risk Floridians, including public assistance recipients.

### **Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act - Perkins V**

The Strengthening Career and Technical Education for the 21st Century Act of 2018 (Perkins V) reauthorized and substantially amended the Carl D. Perkins Career and Technical Education Act of 2006. Perkins V serves as the primary federal investment in CTE, and makes available nearly \$1.3 billion annually for CTE programs throughout the nation. Of this, Florida's school districts and state colleges will receive approximately \$77 million annually to expand opportunities for every student to explore, choose, and follow CTE programs of study and career pathways to earn credentials of value.

Florida's Perkins Four-year State Plan was approved by the U.S. Department of Education in June 2020. The state plan is the culmination of many months of collaboration between the Department and various stakeholders, including state colleges, district technical colleges, secondary CTE programs, businesses, representatives of special populations, teachers, students, parents, members of the public, and others. The plan serves as a guide for proper use of funds and state-level expectations for at least the next four years.

Highlights of Perkins V and Florida's Four-year State Plan include:

- A new requirement for local recipients to conduct a comprehensive local needs assessment to ensure that program offerings are of sufficient size, scope, and quality, and that they are aligned with local or state workforce need;
- A renewed commitment to ensure access to quality career and technical education programs for all students, including students who are members of Perkins-defined special populations and subgroups;
- Increased emphasis on work-based learning and programs of study;
- Expansion of Perkins funding to apprenticeship programs;
- A new emphasis on entrepreneurship education and training; and
- Initiatives to address CTE teacher recruitment and retention.

### **Workforce Innovation and Opportunity Act (WIOA) - Adult Education and Family Literacy**

The WIOA Unified State Plan was approved by the United States Department of Labor (DOL) in the spring of 2020. WIOA Title II Adult Education and Family Literacy Act is a core partner and workforce development strategy helping Floridians with barriers to employment, such as Floridians with low literacy skills and/or lacking fluency in English language-key functioning skills necessary to be successful in the workplace. As Florida endeavors to be number one in workforce in the nation by 2030, adult education must be a partner that contributes to the realization of this goal. Close to two million working-age Floridians lack a high school diploma and/or English language competence. To that end, the DCAE identified key strategic priorities to guide work in implementing the WIOA state plan, beginning with the alignment of all curriculum frameworks for adult education to the K-12 B.E.S.T. Standards. In the summer of 2022, the DCAE released the Florida B.E.S.T. Standards for Adult Education, which raise the bar for high-quality instructional practice and ensure meaningful, employment-aligned outcomes for all learners.

In May 2021, the Department released a new competitive procurement for eligible providers for adult general education. The procurement included the following four strategic priorities:

- Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.
- Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.
- Priority 3: Ensure all learners receive high-quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.
- Priority 4: Motivate, measure, and support enhanced program effectiveness.

### **B.E.S.T. Standards for Adult Education Students**

Just as in K-12 education, the DCAE shifted towards teaching the Florida B.E.S.T. Standards in adult basic education classrooms and committed to the development of face-to-face and asynchronous professional development for teachers. Florida has a long-standing history of standards-based instruction from the original Sunshine State Standards, the Next Generation Sunshine State Standards, and the adoption of the Florida Standards (English Language Arts and Mathematics) by the State Board of Education.

Executive Order 19-32, issued by Governor DeSantis in January 2019, outlined a path for Florida to improve its education system by eliminating Common Core and paving the way for Florida students to receive a world-class education to prepare them for jobs of the future. The outcome is Florida's B.E.S.T. Standards, a product of national literacy experts, Florida educators and vested stakeholders. The B.E.S.T. Standards provide an excellent foundation for teaching and learning for adult learners, and are the official state-adopted academic content standards for fulfilling statutory requirements under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)). The B.E.S.T. Standards share the dual purpose of preparing both K-12 and adult students to be college and career ready.

Executive Order 19-31, issued by Governor DeSantis in January 2019, charted a course for Florida to become number one nationally in Workforce Education and directed the Commissioner of Education to audit all CTE offerings in the state, develop a comprehensive methodology to review offerings annually, and align them to industry demand. To accomplish these aims, the Department has collaborated with CareerSource Florida, the Florida Department of Economic Opportunity (DEO), the Board of Governors of the State University System, school districts, and business and industry leaders to ensure all CTE offerings are of high quality and well aligned to the job market. Thus, Florida is poised to help its adult population engage in the kind of education that will be both personally and professionally transformative.

Florida sets clear expectations between K-12 and its content equivalent counterpart in adult education by ensuring standards-based instruction is aligned to state adopted content standards in K-12. This guarantees that all students (K-12 or adult), regardless of their pathway to graduation, have access to a high-quality, market-driven education. The state's Adult Basic Education (ABE) standards are the grade level equivalent of K-8 of the B.E.S.T. Standards and are revised and reviewed on an annual basis. The State Board of Education approves the adult education curriculum frameworks that contain the aligned standards.

At the secondary level, adult high school credit programs implement the same course descriptions and standards as those used in the K-12 educational system, and adult students participate in the same statewide assessment program measuring student mastery of the B.E.S.T. Standards. Upon successful completion, adult education students earn a standard adult high school diploma. GED® preparation courses are a component of Florida's adult secondary-level programming, aligned to both Florida's standards and its college and career readiness standards. Upon successful passage of all four subject test areas, students are awarded a State of Florida High School Diploma (high school equivalency diploma) issued by the Department.

A high school equivalency diploma is issued to candidates who successfully demonstrate competency in the areas of Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies. The assessment used for the diploma program is the 2014 GED® Test, which was selected through a competitive procurement to designate a single assessment product for high school equivalency. The review process confirmed alignment of the assessment with the existing challenging academic standards. The current contract period for using the 2014 assessment is through June 30, 2024.

The four-year WIOA Unified State Plan communicates Florida's commitment to the continuous improvement of adult education programs and to equitable access to quality adult education programs to all students, including special populations. The plan aims to not just align its adult basic education and secondary adult education programs to Florida's B.E.S.T. Standards, but to set a course to develop aggressive and innovative methods of reengaging adults in the completion of their high school diploma, while connecting them to a credential of value and/or a postsecondary credential.

### **Next Generation Occupational Standards**

The DCAE also has responsibility for the development of curriculum frameworks for CTE programs from middle school through associate in sciences degrees. These programs are organized into 17 career clusters. The DCAE 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 businesses and industry.

### **Improvements to Articulation**

The DCAE places a major focus on articulation and the adopted statewide and local articulation agreements to facilitate student transfer among secondary and postsecondary institutions. Currently, 189 Gold Standard Career Pathways articulation agreements are developed through which students earning industry certifications will have articulated credit into related associate in sciences degrees.

## Industry Certifications

A key component of career and professional academies is state-approved industry certifications that are determined to be critical to Florida’s employers. A focus will be on establishing, maintaining, and assessing the effectiveness of secondary career and professional academy programs that offer students training for high-demand occupations throughout Florida.

In 2021, 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 identified on the Master Credentials List under s. 445.004(4).**

## Education Transition

The DCAE understands that a new vision and strategic direction is needed to realize adult education’s role to expand workforce development and transition to postsecondary mission. Strengthening adult education’s role as an integral part of the state’s education system and the importance of preparing all students to be globally competitive for college and career is an imperative.

## Integrated Education and Training (IET) in the Workforce Innovation and Opportunity Act

The reauthorization of the federal Workforce Innovation and Opportunity Act in 2014 included for the first time a requirement that states provide integrated education and training services. Under the WIOA statute Section 203, IET is listed as one of several types of “adult education and literacy activities” that can be carried out by states and their Title II adult education providers with Section 231 funds. Section 243 of the statute specifies that grants for Title II integrated English language and civics education services must be offered “in combination with integrated education and training activities.”

The WIOA regulations at §463.35-463.37 further clarify that IET has three required components—adult education and literacy activities, workforce preparation activities, and workforce training. Regulations require providers to balance the proportion of instruction across the three components, deliver the components simultaneously, and use occupationally relevant instructional materials. The regulations also specify that IET programs must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies. Since 2020, Florida has expanded its capacity for workforce learning and training through IET with more than 250 approved IET programs in 14 career pathways. Professional development for adult education programs in IET is provided through numerous conferences and webinars throughout the year.

## Career and Professional Education Act

The Florida Legislature passed the Career and Professional Education (CAPE) Act in 2007 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 DEO and CareerSource Florida to implement the CAPE 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. Passage of the REACH Act in 2021 altered some components of the CAPE Act implementation, including the following:

- Requiring updates on the strategic three-year plans developed jointly by school districts, local workforce development boards, economic development agencies, and state-approved postsecondary institutions to be constructed based upon labor projections, as identified by the Labor Market Estimating Conference rather than the United States DOL and the Florida DEO.
- Removing occupational areas for CAPE industry certifications for postsecondary funding.
- Eliminating a separate CAPE Postsecondary Industry Certification Funding List and combining it with the K-12 CAPE Industry Certification Funding List beginning with adoption in 2022-23.
- Beginning with the 2022-23 school year, the adoption of a single CAPE Industry Certification Funding List with secondary and postsecondary funding designations is required.
- Beginning with the 2022-23 school year, development of a single CAPE rule for secondary and postsecondary on procedures and timelines for implementation of the industry certification process.
- Forming the Credential Review Committee to review and identify industry certifications and licensures that will affect the development of the CAPE Industry Certification Funding List beginning with 2022-23 lists.
- Requiring the Department to review the methodology used to determine additional FTE weights assigned in s. 1011.62(1)(o), F.S., and, if necessary, recommending revised weights.

### **Office of Apprenticeship**

Registered apprenticeship and preapprenticeship training programs are a key component of Florida's vision to ensure that the state has the best, most qualified workforce and that the state's students have the opportunity to gain advanced skills and knowledge to find meaningful work and enjoy productive careers. On the heels of Executive Order 19-32, which was issued by Governor DeSantis in January 2019, the Florida Legislature enhanced statutes governing registered apprenticeship programs. In 2021, HB 1507 was passed to require the Department to establish (1) uniform minimum standards and policies governing apprenticeship and preapprenticeship programs and (2) agreements requiring apprenticeship training providers to submit data necessary to determine program performance. The bill also authorizes the State Board of Education to adopt rules to administer such standards and policies.

The REACH Act in 2021 made further enhancements to the Florida Pathways to Career Opportunities Grant program that was established in 2019 by requiring the Department to award Florida Pathway to Career Opportunities Grants to preapprenticeship or apprenticeship programs with demonstrated regional demand. In addition, the programs must address a critical statewide or regional shortage as identified by the Labor Market Estimating Conference and industry sectors that are not adequately represented throughout the state, such as health care; address a critical statewide or regional shortage as identified by the Labor Market Estimating Conference; or expand existing programs that exceed the median completion rate and employment rate one year after completion of similar programs in the region, or the state if there are no similar programs in the region.

- **Registered Apprenticeship**  
Registered Apprenticeship is an employer-driven, on-the-job workforce educational training program that connects job seekers looking to learn new skills and career opportunities with employers looking to create a pipeline of highly skilled individuals for their workforce. Through the implementation of a registered apprenticeship training and education model, employers can apply nationally recognized industry standards for apprentices, resulting in increased productivity, improving the quality of their workforce, retention of company knowledge, and reduction in turnover. The key components of a Florida registered apprenticeship program are as follows:



- Registration of program standards of apprenticeship with the Department for federal purposes;
- Business involvement – employers are the foundation of every Florida-registered apprenticeship program;
- Structured on-the-job training (OJT) – apprentices receive OJT from an experienced journey worker/mentor;
- Related technical instruction (RTI) – apprentices combine OJT learning with RTI at Florida College System (FCS) institutions, school district technical colleges, apprenticeship training schools, union training facilities, or at the employer’s facility and can be delivered in a classroom, on-line, correspondence, or any combination thereof;
- Guaranteed wage structure—apprentices receive increases in wages as their skill levels and knowledge increase;
- Nationally recognized occupation credential – the successful completion of a registered apprenticeship program results in a nationally recognized credential issued by the Department, which confirms for potential future employers that the apprentice is fully qualified for the job; and
- Apprentices who complete a Florida-registered apprenticeship program may be accepted by their respective industry as a journey worker.

- **Apprenticeship Roles**

The key roles of those participating in a registered apprenticeship program are clearly defined and consist of the following:

- Program Sponsors – Sponsors are responsible for the administration of all aspects of a registered apprenticeship program. This can include, but is not limited to administrative, outreach, education liaison, registrar, records management, apprenticeship committee administrator, compliance and quality assurance, and complaints. The following are examples of entities that may serve in the role of a program sponsor: single employer, trade association, group of employers, local workforce board, a public or private education provider, community or faith-based organization, or any other entity that complies with federal and state regulations.
- Employers – Employers are the drivers of registered apprenticeship and are actively engaged by and through its own employees in the actual work of the occupation being apprenticed. The responsibility to hire, employ, and pay the progressive wage structure of the apprentice and the wages of the journey worker/mentor training the apprentice rests with the employer. Employers also determine how the required RTI will be delivered and by whom. For some employers, starting a registered apprenticeship program may not be the best option. Instead, it may make sense to join an existing registered apprenticeship program as a participating employer. All it takes is for an employer to execute a single- page “Participating Employer Agreement” with the program sponsor and agree to abide by the training expectations set by the program sponsor for the apprentices. Employers who participate benefit because all the paperwork and administrative duties are taken care of by the program sponsor. To become a participating employer in an existing registered apprenticeship program, employers should contact the apprenticeship training representative in their region for additional information and help to determine which registered apprenticeship program best fits their particular occupation and training needs.
- Apprentices – Apprentices are individuals who are at least 16 years of age and who have entered into an apprenticeship agreement with a registered apprenticeship sponsor. They are a hired employee of the participating employer in an “earn while you learn” model and engaged in learning the apprenticeable occupation through actual supervised work experience.

Apprentices enjoy the benefit of obtaining tangible, marketable skills through the tutelage of qualified journey workers/mentors in their field and working for an employer who has already invested in their success. Every apprenticeship program registered with the Department is automatically recognized by the United States DOL for federal purposes. This provides apprentices with credibility and marketability when they successfully complete their registered apprenticeship program from a nationally recognized program with a nationally recognized credential. This also gives registered apprentices the opportunity for mobility.

According to the United States DOL, Florida is ranked 10<sup>th</sup> among all the states and territories for the number of new apprentices, 13<sup>th</sup> for the total number of apprentices, and 15<sup>th</sup> for the number of successful completers.

- **Current Apprenticeship Program Status and Outcomes**

As Florida's economy has strengthened over the past several years, the number of registered apprentices and programs has dramatically increased. Between July 1, 2021, and June 30, 2022, the Department had 275 active apprenticeship programs and served 15,479 apprentices during the program year. During this same period, 1,917 apprentices successfully completed their respective programs. Currently, over 3,300 participating employers are training in 99 apprenticeable occupations.

Although White individuals make up the largest proportion of registered apprentices (68%), Hispanic and Black individuals comprise a sizable portion of total registered apprentices participating in registered apprenticeship programs (42%). Individuals participating in a registered apprenticeship program have an opportunity to attain a career in a profession that pays well throughout the registered apprenticeship process and even better upon successful completion. According to research conducted by the U.S. Department of Labor, some registered apprenticeship completers enter a career and may begin earning an average salary of more than \$48,000, in addition to potentially avoiding student loan debt. Registered apprentices are set up with an excellent foundation to succeed and grow within their chosen careers in the future. It truly is a win-win situation for both the participating employers and the registered apprentices who choose to participate in a Florida-registered apprenticeship program.

### **Executive Order 19-31, CTE Audit**

On January 30, 2019, Executive Order 19-31 charted a course for Florida to become number one in the nation for workforce education by 2030. The CTE audit was developed in accordance with Executive Order 19-31. The CTE audit was codified in s. 1003.491(5), F.S., by HB 7071 in 2019.

Executive Order 19-31 directed the Commissioner of Education to develop a methodology to audit CTE offerings in the state on a recurring basis. As required by the Executive Order, the audit included:

- An analysis of alignment with certificate or degree programs offered at the K-12 and postsecondary levels;
- An analysis of alignment with professional level industry certifications;
- An analysis of alignment with high-growth, high-demand and high-wage employment opportunities; and
- A review of student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential attainment and attainment of industry certifications.

The Department has developed a methodology for the annual CTE audit that measures program quality to ensure alignment between the state's CTE programs and Florida's established economic and workforce priorities. This process is managed by the DCAE, Office of CTE Quality.

The Department has conducted local-level institutional performance data pulls based on the statewide CTE audit metrics to serve as informational resources for secondary and postsecondary CTE programs. The local-level data contains up to three years of local-level and statewide-level program data. The data pull is a collaborative effort of pulling data from our various state partners (FETPIP, PERA, and DEO) that track CTE student performance data, student outcomes for graduates, and current labor market and occupational data. The data analyses include reporting on enrollments, completions, retention, credential attainment, post-completion earnings, and post-completion continuing education or employment.

The Department disseminated these descriptive data to Florida College System presidents, chief academic officers, district superintendents, and CTE directors. Local leadership were asked to share and review these data within their respective institutions for self-evaluation of their local program performance. The DCAE continually strives to enhance the CTE Audit to ensure alignment between the state's CTE programs and Florida's established economic and workforce priorities.

In 2021, the passage of the 2021 REACH Act amended s. 1003.491(5), F.S. Changes to the statute included new requirements for the CTE program quality audit and mandated that the Department develop rules to administer the section. Section 1003.491(5), F.S., now must examine the K-12 and postsecondary CTE programs in terms of:

- Alignment to the framework of quality under s. 445.004(4), F.S.;
- Alignment of programs identified on the Master Credentials List under s. 445.004(4), F.S.;
- Unwarranted duplication across institutions serving the same students in a geographical or service area; and,
- Institutional performance measured by student outcomes such as academic achievement, college readiness, postsecondary enrollment, credential and certification attainment, job placement, and wages.

The Department opened rule development for Rule 6A-10.0342, Florida Administrative Code (F.A.C.), Career and Technical Education Program Performance Reporting, commonly known as the CTE program quality audit rule. The Department has postponed drafting and publicly sharing a proposed version of the rule for public comment because of related matters under s. 445.004(4), F.S. The Department expects to reinitiate the rule development process in fall 2022. All local education agencies will be notified when a date is established for review and feedback of the draft rule language.

## Florida College System

The Florida College System (FCS) is the primary access point to undergraduate education for Floridians, including recent high school graduates and returning adult students. The FCS responds quickly and efficiently to meet the demand of employers by aligning certificate and degree programs with regional workforce needs. With an array of programs and services, the 28 FCS institutions serve individuals, communities and the state with low-cost, high-quality education opportunities. The 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.<sup>10</sup> 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 to prepare for the anticipated economic shifts. The FCS has a strategic opportunity to close attainment gaps that will have economic and generational benefits for Florida's residents.

<sup>10</sup> A stronger nation. Lumina Foundation, Indianapolis, IN. Accessed at <https://www.luminafoundation.org/our-work/stronger-nation/>.

## **Expanding Access to Postsecondary Opportunities**

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. An expectation established by the Florida Legislature is that each college provide outreach to underserved populations, a key component of access. The FCS is committed to employing a number of strategies that ensure students are prepared for 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, the 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.

The FCS consists of 28 state and community colleges, enrolling more than 640,000 students in 2020-21. In promoting equal and equitable opportunities, the FCS is focused on serving a diverse population of students, including 62 percent minority and 61 percent female. 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.

### **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 2019-20 and 2020-21, the annual number of dual enrollment students in Florida colleges decreased by nearly 1,000, a year-over-year decrease of 1 percent. By 2020-21, more than 81,000 students enrolled in a dual enrollment course. High levels of dual enrollment continued in 2021, even throughout the disruption caused by the pandemic.

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.

On June 24, 2021, Governor DeSantis signed CS/CS/SB 52 (2021) creating s. 1009.30, F.S., Dual Enrollment Scholarship Program. Beginning in the 2021 fall term, eligible postsecondary institutions can be reimbursed for tuition, fees, and related instructional materials costs for dual enrollment courses taken by private school or home-education program secondary students during the fall or spring terms. Beginning in the 2022 summer term, reimbursement for eligible institutions will include public school students, along with private school or home-education program secondary students. The General Appropriations Act allocated \$15,550,000 for reimbursement only to public postsecondary institutions for the 2021-2022 fiscal year.

One opportunity for students to earn dual enrollment credit is through an early college program (previously termed "collegiate high school program"). FCS institutions must work with each district school board in their designated service areas to establish one or more early college programs. The early college

programs must prioritize courses applicable as general education core courses for an associate degree or a baccalaureate degree. In 2020-21, FCS institutions operated 71 early college programs. Beginning July 1, 2021, a charter school may execute a contract directly with a local FCS institution or another institution to establish an early college program at a mutually agreed upon location.

### **Alternative Methods for Assessing College Readiness**

During the 2021 Regular Session, SB 366, Educational Opportunities Leading to Employment, amended ss. 1007.263, 1007.271, and 1008.30, F.S., related to common placement testing that is used for admissions to credit programs, dual enrollment eligibility, and developmental education placement, respectively. SB 366 authorizes FCS institutions to use alternative methods in lieu of common placement tests and adds options to the ways institutions currently measure college readiness in computation and communication. SB 366 also requires the State Board of Education to both identify approved common placement tests and to adopt rules to develop and implement alternative methods for assessing both skill areas of (computation and communication). These amendments provide for essentially an extension of 2020-EO-02 that was in response to the COVID-19 crisis to waive the common placement testing requirement and to allow alternative methods for developmental education course placement and dual enrollment eligibility. SB 366 required the State Board of Education to adopt rules by January 2022. The Division of Florida Colleges (DFC) surveyed all FCS institutions seeking recommendations regarding alternative methods to be considered for rule development.

In total, 15 institutions submitted 60 unduplicated recommendations, which were broken down by four skill areas, mathematics, reading, writing, and reading/writing combined. The recommendations fell into three categories, tests and assessments, high school coursework, and “other,” which included recommendations such as writing samples, diagnostic exams, and other institutionally created instruments.

The DFC compiled and analyzed the recommendations to ensure they were accurate and reliable methods to assess college readiness. The review process for the proposed recommendations involved standard setting and curriculum alignment. The recommendations were vetted in conjunction with internal and external stakeholders, including test vendors, the Department of Education’s Postsecondary Assessment partners in the Division of Accountability, Research, and Measurement (ARM), the Department’s K-12 partners in the Division of Public Schools (DPS), the Florida Association of Student Success (FASS) Board, the Statewide Mathematics Council, and the English for Academic Purposes (EAP) Consortium of Florida. The DFC then opened rule development, and a rule workshop was held on November 30, 2021. At the February 9, 2022, meeting, the State Board of Education approved an amendment to Rule 6A-10.0315 F.A.C., which adopted alternative methods for assessing students’ basic communication and computation skills for college readiness.

Subsequent to the adoption of the amended rule, the FCS held a technical assistance rule implementation webinar and in conjunction with the Florida Student Success Center and Student Ready Strategies, is hosting a year-long professional development series around the implementation of alternative methods. Nine FCS institutions are participating in the professional development opportunity. The DFC will continue to offer ongoing guidance and implementation assistance to FCS institutions

### **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, in-

cluding, 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.

HB 7 (2022) amended multiple Florida Statutes related to non-discrimination in the Florida Civil Rights Act (FCRA) and Florida Education Code. It provided that it is discrimination under the FCRA for an employer to subject individuals as a condition of employment, membership, certification, licensing, credentialing, or passing an examination, to training, instruction, or any other required activity that espouses, promotes, advances, inculcates, or compels such individual to believe a list of concepts based on race, color, sex, or national origin. HB 7 also provided that subjecting a student or employee in the Florida K-20 public education system to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe the listed concepts constitutes discrimination. It also replaced “gender” with “sex” and replaced “ethnicity” with “color.” It is expected that institutions will revisit required faculty and staff professional development onboarding or training requirements, tenure promotional or retention policies, and/or the course content for students enrolled in required coursework or any instruction that actively espouses, promotes, advances, inculcates, or compels faculty, staff, and/or students to believe any of the listed concepts without providing such training or instruction in an objective manner.

### **Former Foster Care Youth and Homeless Students Support**

The 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.

In 2022, HB 1577 modified s. 1009.25, F.S., to specify that students who meet the definition of homeless children and youths in section 725 of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. s. 11434a(2), are exempt from the payment of tuition and fees, including lab fees, at school district career centers and FCS institutions. The bill specified the State Board of Education shall consider, in rule, that the standards under 20 U.S.C. s. 1087uu-2(a) shall be adequate to determine fee exemption eligibility. Additionally, the bill presumed that any student determined to be an unaccompanied homeless youth for the tuition and fee exemption for a preceding year to be homeless for each subsequent year unless the institution has specific conflicting information.

HB 1577 also amended s. 409.1452, F.S., to require postsecondary institutions that grant fee exemptions under s. 1009.25, F.S., to have an on-campus liaison who is, at a minimum, a knowledgeable, accessible, and responsive staff member to help with any problems related to the use of the exemption. Institutions are required to provide the liaison’s contact information to each student using a tuition and fee exemption and to the Department of Children and Families (DCF) and community-based care lead agencies. During the 2021 Regular Session, SB 366 amended s. 1009.25, F.S., granting rulemaking authority to the State Board of Education regarding documentation and procedures to implement the waiver available to students who are experiencing homelessness.

SB 7034 (2022) amended s. 1009.25, F.S., to expand the tuition and fee exemption for foster care students. Additionally, HB 7065 amended s. 409.1452, F.S., which requires the Department of Children and Families (DCF) to work in collaboration with the Board of Governors (BOG), FCS, and the Department to address the need for a comprehensive support structure in the academic arena to assist current or former foster youth in making the transition from a structured care system into an independent living setting. In concert with HB 1577, FCS institutions and school districts with workforce education programs will provide campus liaison positions for current and former foster youth and students experiencing homelessness so dedicated, on-campus support is readily available. This information is required to be made available on institutional webpages, to exemption recipients, DCF, and other care lead agencies.

Lastly, the bill required each institution where a student is exempt from the payment of tuition and fees under s. 1009.25, F.S., to maintain the original documentation submitted regarding a child or young adult's involvement in the child welfare system that confers eligibility for the tuition and fee exemption. Postsecondary institutions are prohibited from making additional requests for such documentation.

DFC will collaborate with BOG and DCF to outline campus liaisons implementation and devise comprehensive support structures. DFC will also initiate rule development to outline the homelessness exemption.

### **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 the FCS are developed and updated based on the workforce demand of college service areas.

As of the 2021-22 academic year, all 28 FCS institutions now offer at least one baccalaureate degree program. With the State Board of Education's approval of Hillsborough Community College's first baccalaureate degree program to address demand in a critical shortage area (Nursing), there are now 186 active baccalaureate degree programs in the Florida College System, in fields including but not limited to education, healthcare, business, and information technology.

FCS students are among the best in the nation and represent a diversity of backgrounds, life circumstances, skills and talent. 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, the FCS maintains a consistent focus to keep college affordable and accessible with the goal of helping 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, 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.

### **Promoting Student Success**

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

- **"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 SBE, 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.

The 2019 Florida Legislature added reverse transfer as a required component in the statewide articulation agreement. The reverse transfer agreement is specifically provided for FCS associate in arts degree-seeking students who transfer to a state university with more than 30 credit hours before earning an associate in arts degree. State universities must identify each student who has completed requirements for the associate in arts degree and, upon consent of the student, transfer credits earned at the state university back to the FCS institution so that the associate in arts degree may be awarded by the FCS institution (s. 1009.23 (8), F.S.). The Statewide Reverse Transfer Articulation Agreement went into effect during the spring 2022 term. Institutions are required to report degrees awarded through reverse transfer, so the department expects to begin receiving data in the coming months.

- **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. During the 2019 Regular Session, SB 190 established a requirement that each FCS and State University System 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.

## **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. In addition to leading the Florida Pathways Institute planning, development and implementation, the Florida Student Success Center (center) is actively involved in a number of other efforts related to promoting student success.

- **Mathematics Re-Design**

One of the most powerful and unified recommendations produced by the Florida Mathematics Re-Design Initiative workgroups was to create common statewide mathematics pathways by aligning mathematics courses to programs, meta-majors, and careers in Florida. This recommendation is reflected in SB 366, which passed during the 2021 Regular Session and modifies s. 1007.23, F.S., to require the Statewide Articulation Agreement to establish three mathematics pathways for students. This bill language is testament to the impact of the work and the advocacy efforts of the center to increase student success in mathematics. The center has led the implementation of this legislation in partnership with the DFC, Office of Articulation, Division of Career and Adult Education, the Office of the Board of Governors for the State University System, and the statutorily required committee that was established to develop the pathways. The committee's three recommended pathways are: 1. Algebra through Calculus; 2. Statistical Reasoning; and 3. Mathematical Thinking in Context. The pathways were approved by the Articulation Coordinating Committee in July 2022 and are slated for implementation during the 2024-25 academic year.

To address the remaining recommendations produced by the Florida Mathematics Re-Design Initiative, the center established the Statewide Mathematics Council. The council is composed of nearly 70 FCS and K-12 representatives who have prioritized and are developing implementation



plans for the recommendations. In July 2022, the Statewide Mathematics Council and the center jointly hosted a virtual cross sector convening, Mathematics Pathways for Student Success: Supporting K-20 Transitions through Cross-Sector Collaboration, in which over 100 K-12, FCS, and State University System representatives participated.

- **Guided Pathways Development**

The center concluded programming for the first cohort of the Florida Pathways Institute (FPI) during this reporting period, which supported FCS institutions' advance serious work on the design and implementation of structured guided pathways. Modeled on the American Association of Community Colleges Pathways Project, FPI aims to scale pathways to dramatically boost completion and improve the social and economic mobility of graduates. Twelve FCS institutions signed on to participate in the first FPI cohort, which spanned two years and included a variety of guided pathways implementation activities. At each of the four FPI convenings, college teams were connected with national experts and provided time to meet and plan for implementation at the local level with the support of an action plan template provided by the center and their assigned pathways coaches. Additionally, the center provided colleges with an interactive data dashboard with key performance indicators and early momentum metrics correlated with student success and completion that colleges used to monitor their progress with pathways implementation.

During this reporting period, the center also launched the second iteration of the Florida Pathways Institute, which is structured around one-year, topically focused programming. The first cohort for this program is composed of 10 colleges focused on developing and implementing policy related to alternative placement methods, pursuant to the passage of SB 366 in 2021. The program kicked off at a two-day face-to-face convening in June 2022. The center partnered with Student-Ready Strategies, who are national experts in this area, to develop and deliver the programming.

- **Research Partnerships**

The center's research alliance is actively engaged in projects that inform the work of the center and promote evidence-based practices in the areas of guided pathways. The research projects listed in Exhibit 5 below are ongoing.

**Exhibit 5. Ongoing Florida Student Success Center Research Partnerships**

<b>RESEARCH PARTNER</b>	<b>RESEARCH FOCUS AREA(S)</b>
<b>Bill and Melinda Gates Foundation</b>	<ul style="list-style-type: none"> <li>• Enhancing specialized dual enrollment programs, including early college and early admission</li> </ul>
<b>Center for Postsecondary Success (CPS) at Florida State University</b>	<ul style="list-style-type: none"> <li>• Annual update to ongoing developmental education reform research</li> <li>• Potential Helios-funded subaward to study Associate in Arts pathways in the Florida College System</li> </ul>
<b>Community College Research Center (CCRC)</b>	<ul style="list-style-type: none"> <li>• Application of the guided pathways framework to the delivery of dual enrollment programs to increase equity and enhance college and career success</li> </ul>
<b>Jobs for the Future, WestEd</b>	<ul style="list-style-type: none"> <li>• Role of credit-bearing internships in promoting STEM outcomes among FCS students</li> </ul>
<b>New America, Community College Research Initiatives</b>	<ul style="list-style-type: none"> <li>• Outcomes of underserved students in community college baccalaureate programs</li> </ul>
<b>University of Florida</b>	<ul style="list-style-type: none"> <li>• Student performance in online coursework</li> </ul>

## Workforce Initiatives

- **Open Door Grant Program**

During the 2021 Florida Legislative Session, HB 1507 created s. 1009.895, F.S., to establish the Open Door Grant Program (Open Door), to provide funds to support student completion of short-term, high-demand credit and non-credit career and technical education (CTE) programs at career centers and FCS institutions. The Open Door Grant Program was established for the purpose of:

- Creating and sustaining a demand-driven supply of credentialed workers for high-demand occupations by addressing and closing the gap between the skills needed by workers in the state and the skills of the available workforce in the state.
- Expanding the affordability of workforce training and credentialing.
- Increasing the interest of current and future workers in short-term, high-demand career and technical education credentialing and certificate programs.

The 2022 Legislature amended certain provisions of the Open Door statute and changed the funding source for the grant from a federally funded program to a state funded program. As a result, the State Board of Education will consider updates to the rule to implement the new provisions.

- **General Education Digital Badge**

House Bill 1507 (2021) was signed by Governor DeSantis on June 24, 2021. This bill amends s. 1007.25, F.S., to require public postsecondary institutions to award students a nationally recognized digital badge upon completion of general education core courses that demonstrate career readiness, beginning with students who initially enter a postsecondary institution in fall 2022 for the 2022-2023 academic year.

The bill charges the State Board of Education and the Board of Governors for the State University System (SUS) to jointly appoint faculty committees to identify the competencies within the general education core that demonstrate career readiness and will result in the award of a “verifiable and interoperable nationally recognized digital credential.” These badges must be awarded and recognized by every public postsecondary institution in the FCS and SUS.

- **Credit for Military Experience and Law Enforcement Training**

In 2020, HB 171 required the Department and the Office of the Board of Governors to adopt policy for the uniform award of postsecondary credit or clock hours to service members and veterans of the United States Armed Forces. The Articulation Coordinating Committee convened a workgroup of faculty experts who developed the process for determining postsecondary course equivalencies and the minimum postsecondary credit or clock hours that must be awarded for courses taken and occupations held by individuals during their service in the military. The resulting equivalency list was approved by the Articulation Coordinating Committee in July 2022 and presented to the State Board of Education in August 2022. During the 2022 legislative session, HB 3 directed the Department and the Office of the Board of Governors to develop a similar process to allow eligible law enforcement officers or former law enforcement officers to earn postsecondary credit, which would be uniform across all Florida public postsecondary educational institutions, for college-level training and education acquired while serving as a law enforcement officer. The Office of Articulation is currently in the process of establishing a workgroup to execute this work.

# State Board of Education

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

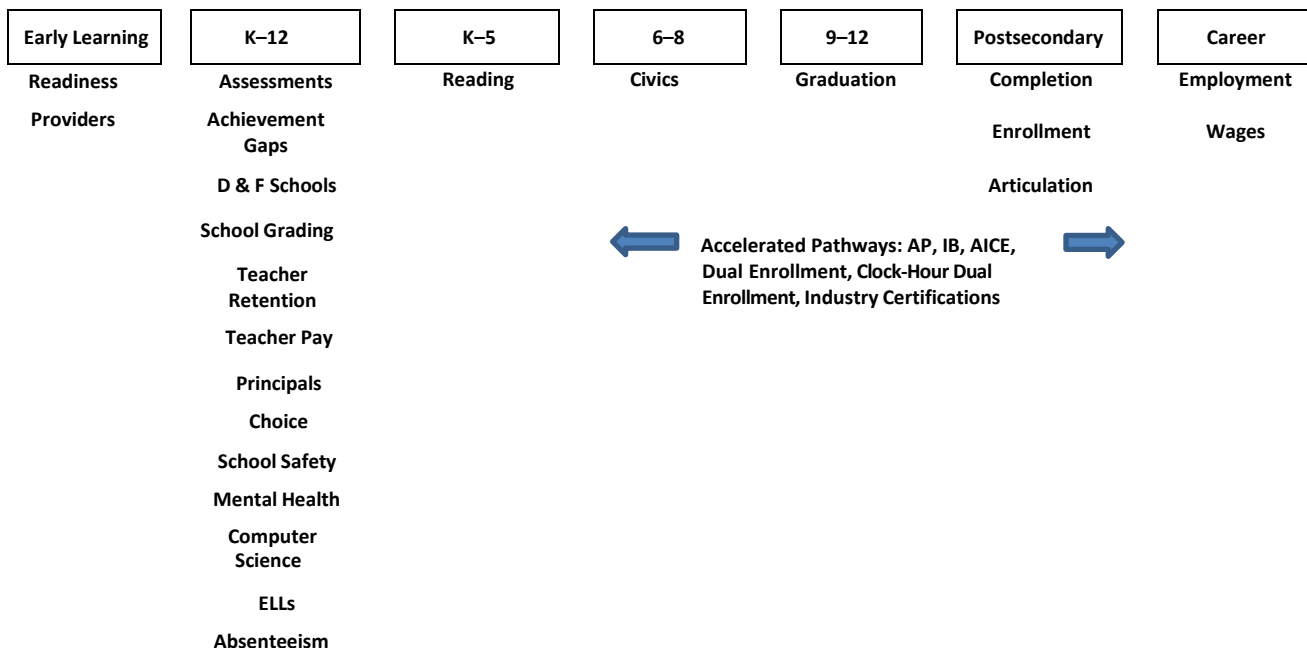
## Strategic Planning

Section 1001.02(3)(a), F.S., authorizes the State Board of Education to adopt a strategic plan that specifies goals and objectives for the state’s public schools and FCS institutions. In August 2015, the State Board of Education adopted a five-year strategic plan for achieving the four overarching statewide education goals authorized in s. 1008.31, F.S. System-level implementation strategies with metrics for measuring progress toward the goals were also identified. Much of the Department’s work since the plan’s adoption has focused on implementing strategies and collecting data to determine progress that has been made toward the plan’s goals and objectives.

As a basis for developing a new strategic plan, State Board of Education members reviewed the metrics and most recent data for the 2015-20 strategic plan during the August 2019 meeting. In September 2019, board members decided to expand the framework used as the basis for the 2015-20 strategic plan to include additional metrics. Exhibit 6 provides the metrics that were used to track implementation on the 2020-25 strategic plan and provide regular progress reports for three of Florida’s state education goals (one through three). As required by s. 1008.31, F.S., all metrics used to measure progress on the state’s education goals are:

- Focused on student success;
- Addressable through policy and program changes;
- Efficient through policy and program changes;
- Measurable over time;
- Simple to explain and display to the public; and
- Aligned with other measures and other sectors to support a coordinated Early Learning-20 education system.

**Exhibit 6. State Board of Education Strategic Plan Metrics for 2020-25**



As an indicator of progress on Goal 4, Quality Efficient Services, Florida’s national ranking on various educational outcomes will be reported. The 2020-25 Strategic Plan was discussed and approved at the State Board of Education meeting in November 2019.

### **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 the State Board of Education to hold 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. As required by Executive Order 19-32 issued by Governor DeSantis on January 31, 2019, the standards underwent a comprehensive review in 2019, and the State Board of Education adopted Florida’s B.E.S.T. Standards in February 2020.

By placing an emphasis on critical and analytical thinking, the State Board of Education 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 Department’s long-range planning and legislative budget requests.

In its strategic plan, the State Board of Education has established long-term goals for academic achievement in ELA 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 each measure, there are three targets:

- A red target **based on** the rate of historical growth/improvement;
- A yellow target that is **beyond** the rate of historical growth; and
- A green target that is **significantly beyond** the rate of historical growth.

Florida’s targets for increasing the percentage of students achieving grade-level or above performance in English language arts are 0.7 percentage points per year as the red target, 2 percentage points per year as the yellow target, and 7 percentage points per year as the green target. Florida’s target for increasing the percentage of students achieving grade-level or above performance in mathematics are 1.5 percentage points per year as the red target, 3 percentage points per year as the yellow target, and 6.4 percentage points per year as the green target. In each subject area, these targets are established for long range planning for 2023-24 through 2027-28 from baseline performance in 2018-19 (see red-target aligned projections on pages 2-10).

The aspirational goal of increasing to 90 percent on grade level across subject areas (ELA, mathematics, science and social studies) as the green target is ambitious and amounts to a 4 to 7 percentage-point increase each year for five consecutive years from the 2018-19 baseline. This goal is higher than the yellow target, which is ambitious, yet achievable, and the red target, which represents the rate of increase from 2014-15 through 2018-19. As the Department transitions to new statewide assessments based on the B.E.S.T. Standards, the State Board of Education may consider updating some of the outcome targets, where appropriate.

### **Statewide Assessment of Student Achievement**

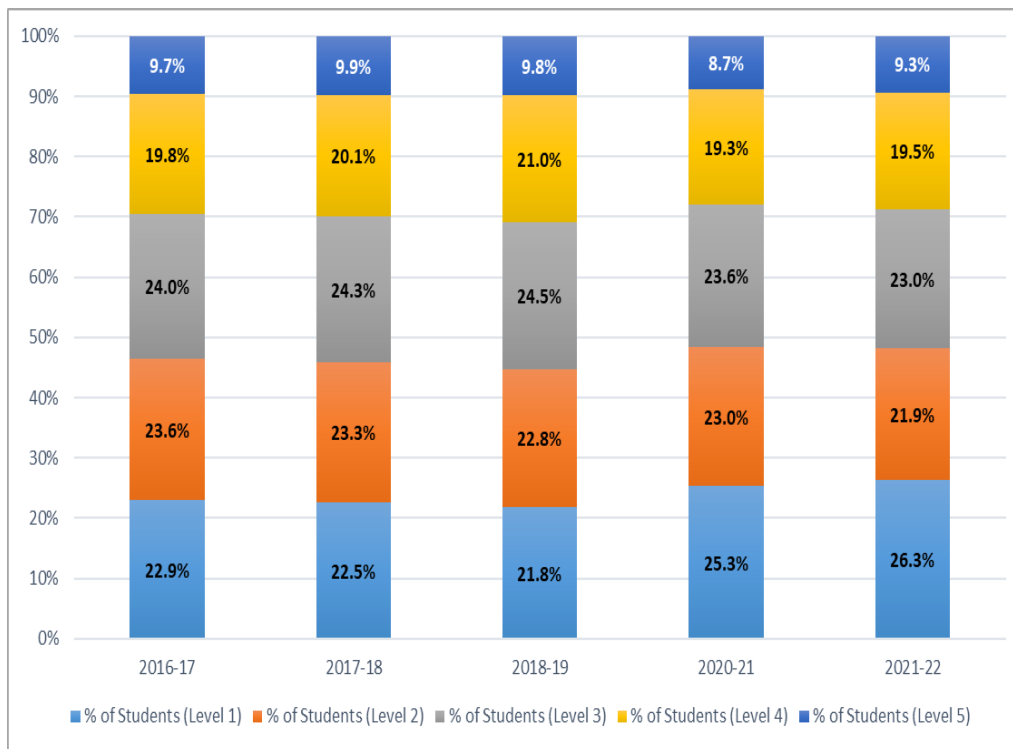
In 2014-15, Florida implemented statewide assessments in ELA and mathematics (mathematics, Algebra 1, Geometry, and Algebra 2) aligned to the Florida Standards adopted by the State Board of Education. The

Algebra 2 end-of-course (EOC) assessment was discontinued in 2017. Results for the Florida Standards Assessments (FSA) in 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 the State Board of Education in January 2016. Pursuant to the FDOE Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled; therefore, assessment results in the following five-year trend figures include data from 2016-17 to 2018-19, and then most recently for 2020-21 and 2021-22.

In 2022-23, Reading, Writing, and Mathematics assessments will begin to be assessed based on Florida’s new standards, the Benchmarks for Excellent Student Thinking (B.E.S.T.). ELA-Reading and Mathematics will be assessed as part of the new FAST program, and Writing will be assessed as a field test during the spring 2023 administration. Grade-level FSA Assessments were administered for the final time in spring 2022. The FSA Geometry EOC will be administered for the final time in fall 2022. The FSA Algebra 1 Retake EOC and the Grade 10 FSA ELA Retake will continue to be administered for students who need to meet their graduation requirements.

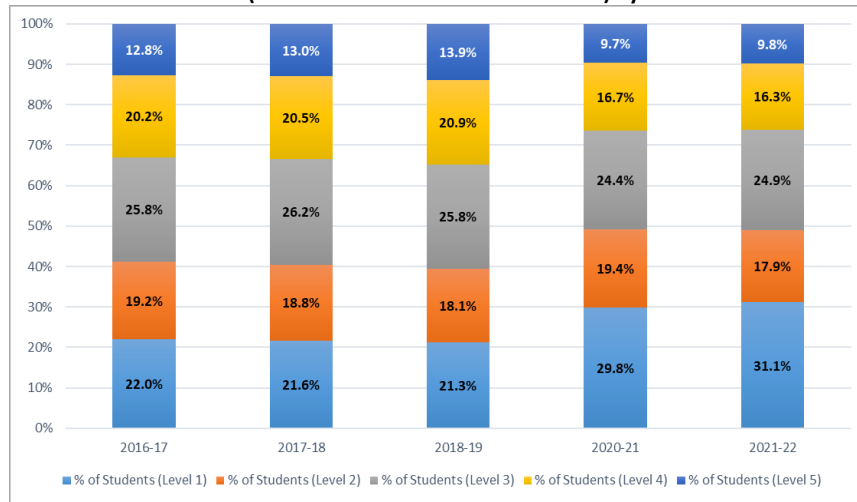
Figures 3 through 11 show the distribution of Levels 1 through 5 for each statewide assessment across years. Overall, as shown below in Figure 3, performance at Level 3 and above in grades 3-10 ELA in 2022 increased by 0.2 percentage points over 2021, with 52 percent of students in grades 3-10 reading and writing at or above satisfactory (Achievement Level 3).

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



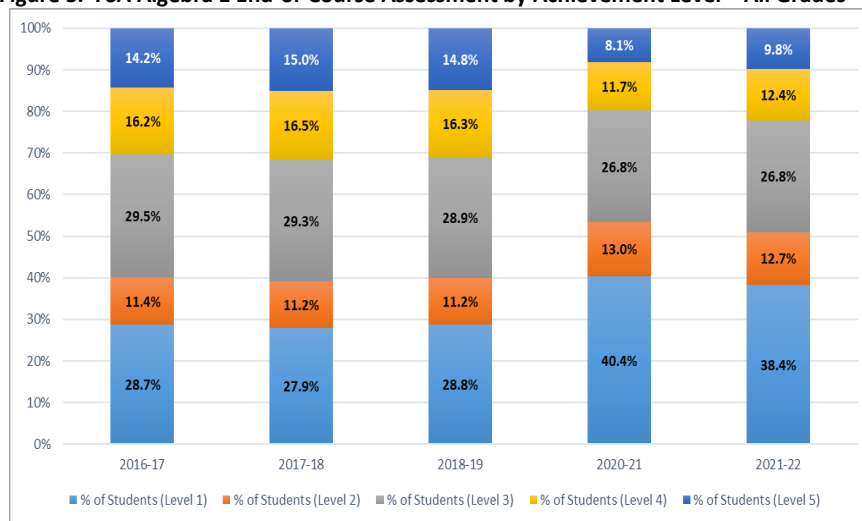
As shown in Figure 4, 51 percent of students in grades 3-8 were performing at or above satisfactory in mathematics, which is a 0.2 percentage-point increase from 2021 results.

**Figure 4. Mathematics Combined (FSA and End-of-Course Assessment) by Achievement Level – Grades 3-8**

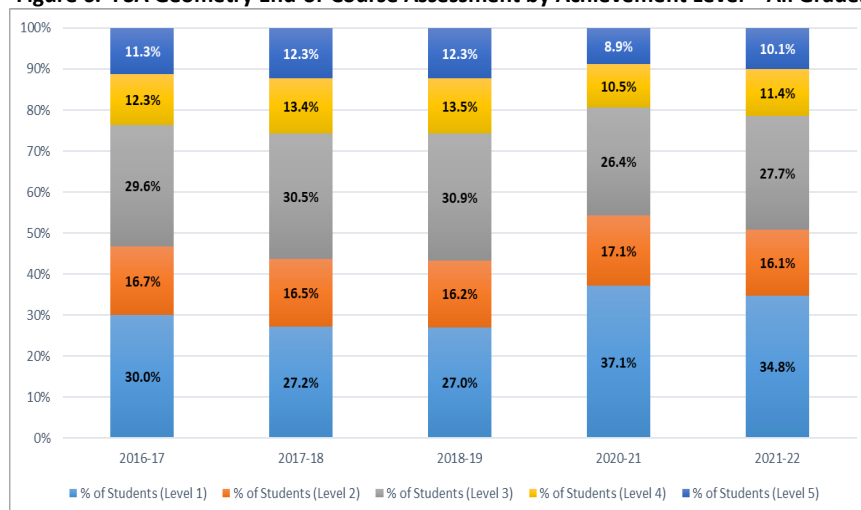


For the 2022 high school level mathematics assessments, Figures 5 and 6 show that 49 percent of students performed at or above satisfactory in Algebra 1 and 49 percent were performing at or above satisfactory in Geometry.

**Figure 5. FSA Algebra 1 End-of-Course Assessment by Achievement Level – All Grades**

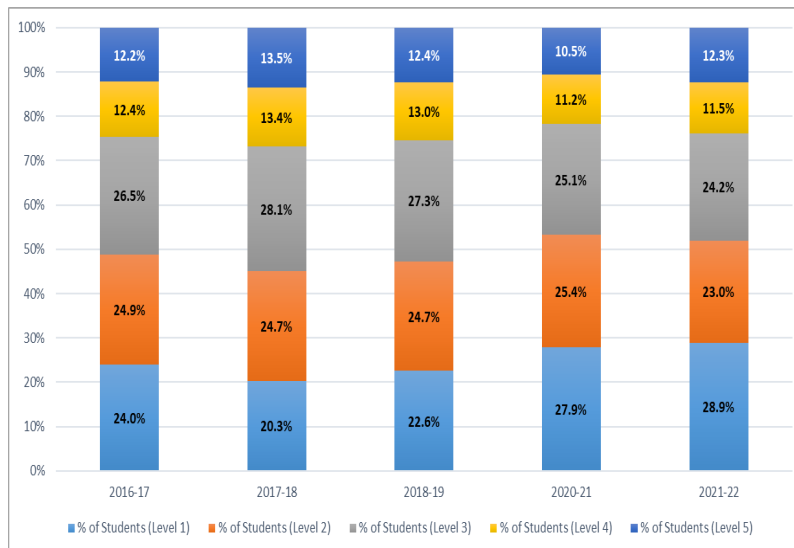


**Figure 6. FSA Geometry End-of-Course Assessment by Achievement Level – All Grades**

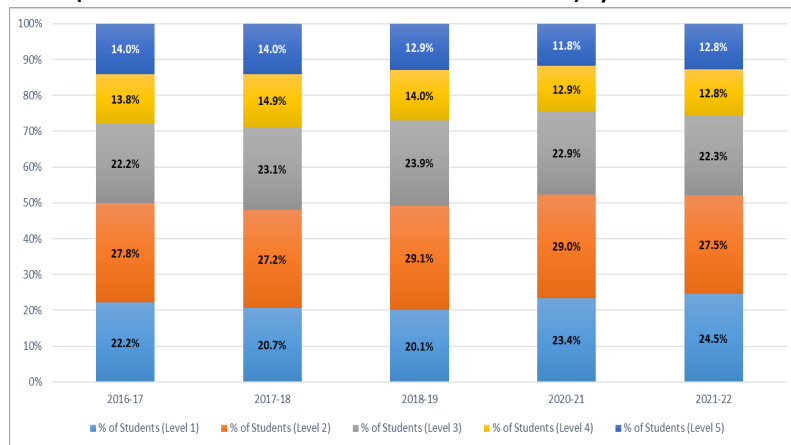


Figures 7 through 9 show that science performance in Biology 1 decreased 1 percentage point, while science performance in grade 5 increased by 1 percentage point and performance in grade 8 increased by 0.3 percentage points in 2022. For 2022, 48 percent of students in grade 5 and 48 percent of students in grade 8 were performing at or above Achievement Level 3 (satisfactory) in science. In 2022, 62 percent of students were performing at or above Achievement Level 3 (satisfactory) on the Biology 1 end-of-course assessment.

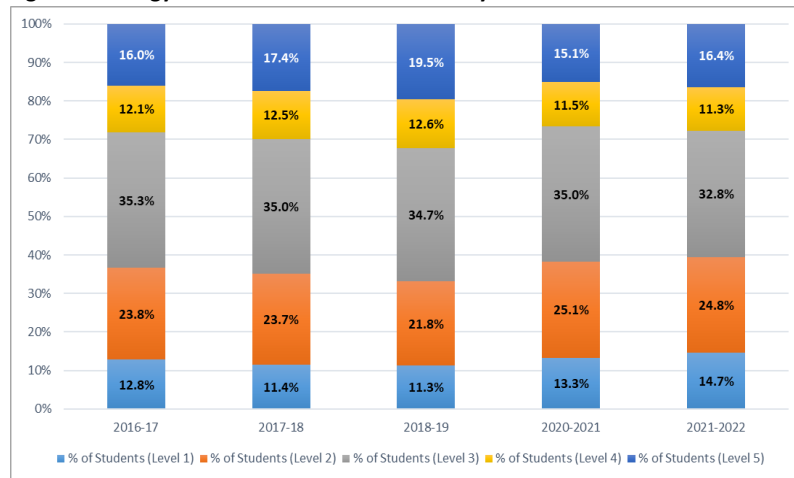
**Figure 7. Statewide Science Assessment by Achievement Level – Grade 5**



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

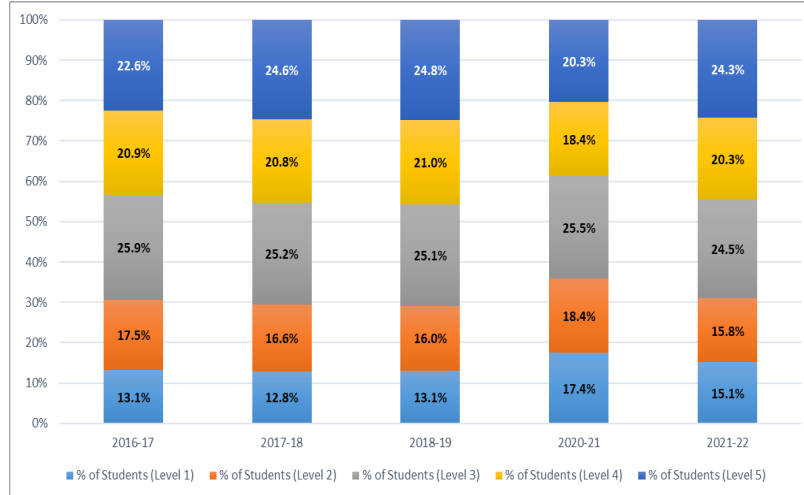


**Figure 9. Biology 1 End-of-Course Assessment by Achievement Level – All Grades**

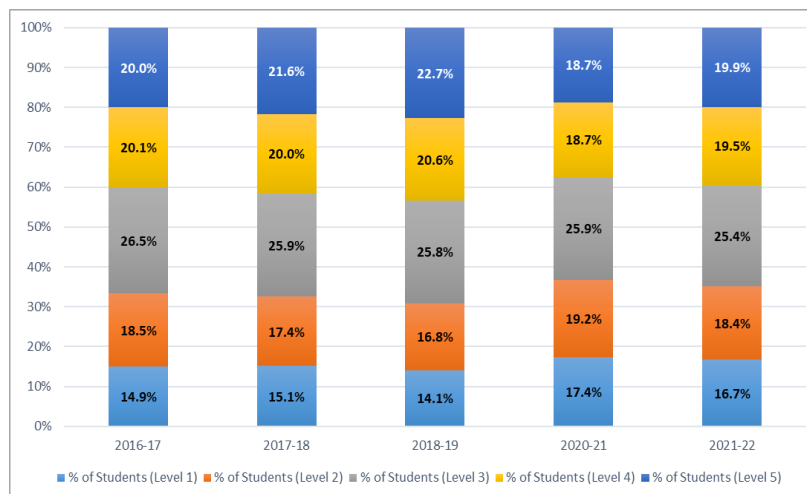


Figures 10 and 11 show social studies performance in Civics and U.S. History increased in 2022 over 2021. In Civics, 69 percent of students performed at or above Achievement Level 3 (a 5-percentage point increase), and in U.S. History, satisfactory performance increased 2 percentage points, with 65 percent of students performing at or above Achievement Level 3.

**Figure 10. Civics End-of-Course Assessment by Achievement Level – All Grades**



**Figure 11. U.S. History End-of-Course Assessment by Achievement Level – All Grades**



### Transitioning to Progress Monitoring—FAST

On September 14, 2021, Governor DeSantis announced that the state would file legislation to eliminate Florida’s common-core based, end-of-year statewide assessment and create the new Florida Assessment of Student Thinking (FAST). FAST is a unified progress monitoring system that will be designed to provide constant feedback for each student. Such customizable and unique information drives improved student outcomes by providing real-time data to inform students, teachers and parents about individual student growth. FAST was adopted by the Florida Legislature in 2021 as part of House Bills 7011 and 419 and as amended by Senate Bill 1048 in 2022.

Beginning with the 2022-23 school year, ELA-Reading and Mathematics will be administered as FAST progress monitoring assessments in VPK through grade 10 for Reading and VPK through grade 8 for Mathematics. FAST progress monitoring will be administered three times per year, with the third administration of the year considered the statewide, standardized assessment for grades 3 through 10 English Language Arts and grades 3 through 10 Mathematics.



The following transition requirements for school and student accountability are outlined in ss. 1008.34(7), F.S., and 1008.341(7), F.S., as amended by SB 1048 (2022):

- The 2022-23 school and district grades will be informational baseline grades that will be set so there is a statistically equivalent percentage of schools graded “A,” “B,” “C,” “D,” and “F” as in the 2021-22 school year’s school grades results. The State Board of Education may adjust this scale when the learning gains data becomes available.
- Due to the absence of learning gains in the 2022-23 school year, the reporting of school improvement ratings will be delayed until the 2023-24 school year.
- The 2022-23 school year will be a hold-harmless transition year, and schools will be exempt from certain turnaround requirements, sanctions, and penalties related to school grades, while schools and districts also maintain benefits and designations related to such grades.
- In the 2022-23 school year, grade 3 and grade 10 ELA student performance must be linked to the 2021-22 school year student performance expectations for purposes of determining grade 3 retention and high school graduation; districts may promote a grade 3 student for good cause if there is reasonable evidence the student has met expectations.

### 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 the Trial Urban District Assessment (TUDA) for 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 2019 being the most recent administration for which results are currently available. Due to the impact of the COVID-19 pandemic, NAEP assessments were postponed in 2021 but were administered in 2022. Results from the 2022 administration are expected to be available in fall 2022. Since NAEP has been administered for a long time period, it allows for longitudinal comparisons of performance.

The 2019 NAEP Reading results in Exhibit 7 below show that, since 2003, Florida's fourth and eighth grade students have increased the percentage scoring at or above the NAEP *Basic* achievement level in Reading by 7 and 4 percentage points, respectively, compared to a 3 percentage-point gain by the nation’s fourth graders and no change for the nation’s eighth graders.

**Exhibit 7. NAEP Reading Percentage at or Above Basic, Florida Results  
Compared to the Nation – 2003 and 2019**

	2003	2019	Percentage Point Change*
<b>Florida - Grade 4</b>	<b>63%</b>	<b>70%</b>	<b>7%</b>
Nation - Grade 4	62%	65%	3%
<b>Florida - Grade 8</b>	<b>68%</b>	<b>72%</b>	<b>4%</b>
Nation - Grade 8	72%	72%	0%

\*NOTE: Differences shown may not be statistically significant.

The 2019 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 the NAEP *Basic* achievement level by 11 percentage points, exceeding their national counterparts, and Florida's eighth grade students have increased performance at or above the NAEP *Basic* achievement level by 4 percentage points.

**Exhibit 8. NAEP Mathematics Percentage at or Above Basic, Florida Results  
Compared to the Nation – 2003 and 2019**

	2003	2019	Percentage Point Change*
<b>Florida - Grade 4</b>	<b>76%</b>	<b>87%</b>	<b>11%</b>
Nation - Grade 4	76%	80%	4%
<b>Florida - Grade 8</b>	<b>62%</b>	<b>66%</b>	<b>4%</b>
Nation - Grade 8	67%	68%	1%

\*NOTE: Differences shown may not be statistically significant.

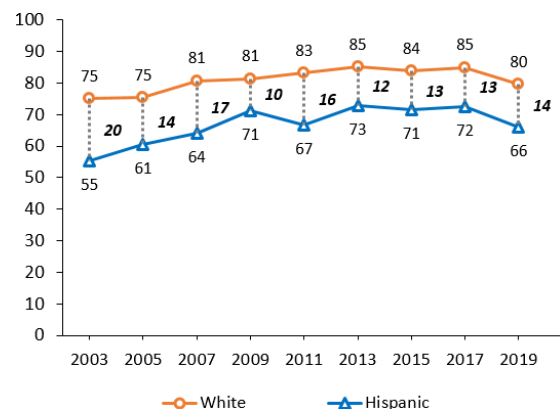
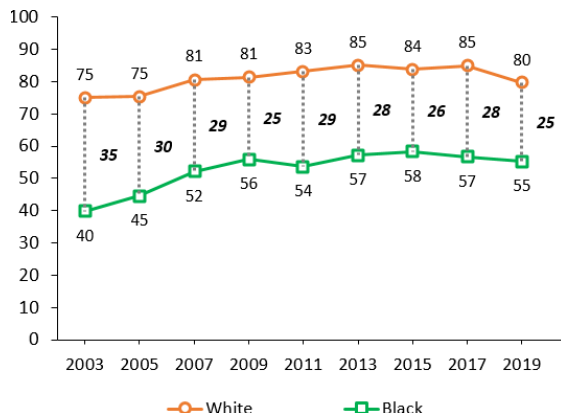
### Reading Achievement Gap Narrows

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 the *Basic* achievement level on the NAEP Reading. By 2005, Florida's fourth grade performance had outpaced the nation, and that trend has continued through the most recent administration of the NAEP in 2019. Florida's fourth graders have made tremendous progress, moving from an average scale score rank among states of #32 on NAEP Reading in 2003 to #6 in 2019. Similarly, Florida's fourth graders have seen vast improvements in NAEP Mathematics, moving from a rank of #32 in 2003 to a rank of #4 in 2019.

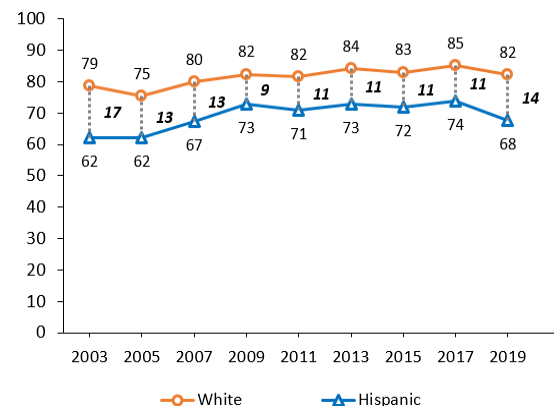
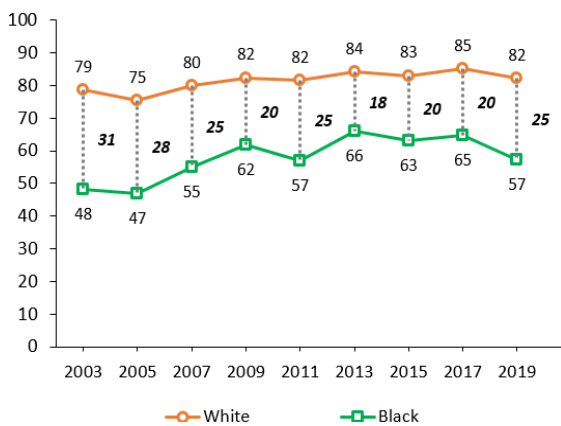
Florida is focused on closing the achievement gap among subgroups to ensure that all students are able to reach their full potential. Department staff use data to identify districts that need more support in closing the achievement gap through its multi-tiered system of support and provide support based on the needs identified in achievement data. Florida has a goal to reduce the achievement gap between each subgroup in each subject area by 2025 from baseline performance in 2019 and is monitoring the NAEP achievement gaps and Florida's gaps relative to those in other states as part of the strategic plan.

NAEP results from the 2019 assessment (most currently available comparative data for the main NAEP national, state, and urban district assessments) provided in Figures 12 and 13 on the following page show a narrowing of the reading achievement gap between minority and white students. In grade 4, the achievement gap between Black and White students performing at or above the NAEP *Basic* achievement level is 10 percentage points narrower in 2019 than in 2003 and the achievement gap between White and Hispanic students is 6 percentage points narrower. In grade 8, the achievement gap between Black and White students performing at or above *Basic* is 6 percentage points narrower than in 2003 and the achievement gap between Hispanic and White students is 3 percentage points narrower.

**Figure 12. Narrowing the Reading Achievement Gap**  
**Grade 4 NAEP Reading, Percentage at or above Basic, Florida Results\***



**Figure 13. Narrowing the Reading Achievement Gap**  
**Grade 8 NAEP Reading, Percentage at or above Basic, Florida Results\***



\*NOTE: Differences shown in Figures 13 and 14 may not be statistically significant.

### SAT, ACT, and Advanced Placement

There were 156,916 students in the 2021 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 7.3 percent decrease over 2020 (12,277 fewer students). Thirty-three percent of test takers were Hispanic students and 19 percent were Black students. Approximately 60 percent of test takers indicated they were a minority student.

The number of 2021 graduates taking the ACT decreased compared to 2020. A total of 58,421 of Florida’s 2021 graduating public school seniors took the ACT at some point during their high school career, a decrease of 8,019 students over the number reported for 2020. Approximately 56 percent of students taking the ACT in the 2021 graduating class indicated they were a minority student. Average ACT scores decreased in all of the areas tested for Florida; however, the decreases were minimal. From 2020 to 2021, Florida decreased by two tenths of a point in English, one tenth of a point in Science, four tenths of a point in Reading, and by two tenths of a point in Mathematics. Overall, the composite score for Florida public school students decreased by two tenths of a point from 2020 to 2021.

According to the AP® Cohort Data Report, Graduating Class of 2021, released by the College Board in February 2022, Florida ranked first in the nation among states in student participation in AP Exams during high school. Florida is fifth in the nation for successful scores of 3 or higher and ninth in the nation for improvement over the last decade. 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 2021, Florida public and private high school students took a total of 186,327 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 558,981 college credits. At an average rate of \$212.33 per credit hour, the total potential cost savings for the state's students and families was \$118,688,436.

Florida highlights of the AP Report include:

- At 48.4 percent, Florida was ranked first in the nation among states for the percentage of 2021 graduates who took an AP Exam during high school.
- Over the last decade, the number of Florida graduates participating in AP increased by 20 percent, from 72,775 students in 2011 to 87,660 students in 2021.
- At 30.1 percent, Florida's percentage of 2021 graduates who potentially earned college credit with a score of 3 or higher exceeded the national average (22.5 percent).
- Florida is ranked ninth in the nation for improvement over the past 10 years and fifth in the percentage of 2021 graduates scoring 3 or higher during high school. Between 2011 and 2021, Florida improved by 6.5 percentage points, from 23.6 percent in 2011 to 30.1 percent in 2021, which exceeds the national average for improvement over the past 10 years of 5.3 percentage points.
- Florida has eliminated the AP participation and performance gap for its Hispanic students. Hispanic students made up approximately 33 percent of the 2021 graduating class in Florida, yet they accounted for 36.2 percent of AP exam takers and 39.4 percent of the graduates scoring 3 or higher on an AP exam during high school.

### **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 Florida Virtual School students. Student assessment data from test results help 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.

### **ACT/SAT Access for Public High School Students**

As part of Florida's CARES Act plan, the Department provided for all eleventh grade public high school students in Florida to participate in the ACT or SAT assessment free of charge during the 2020-21 school year. The program's primary purpose was to allow public high school students, especially traditionally underserved populations, to have at least one opportunity to take the SAT or ACT in order to qualify for admission to a postsecondary institution and/or to qualify for a Florida Bright Futures Scholarship Program award. Additionally, Senate Bill 1108 was passed during the 2021 Regular Session, amending s. 1008.22, F.S., continuing this access to ACT and SAT testing by requiring districts, alternative schools, and Department of Juvenile Justice (DJJ) programs to administer the ACT or SAT to grade 11 students, subject to appropriation.

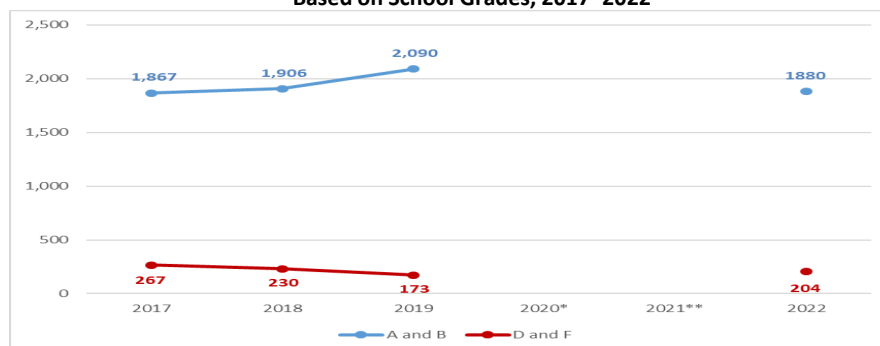
## School and District Grades

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, middle and high school acceleration, 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 the 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. Since that time, the number of “A” and “B” grades has increased while the number of schools earning “D” and “F” grades has decreased, as shown below in Figure 14.

On March 23, 2020, the Florida Department of Education Emergency Order No. 2020-EO-1 was issued, cancelling all spring K-12 statewide assessment test administrations for the 2019-20 school year; therefore, accountability measures reliant on such data were not calculated for the 2019-20 school year. On April 9, 2021, the Florida Department of Education Emergency Order No. 2021-EO-02 made 2020-21 school grades optional, and granted school districts and charter school governing boards the ability to apply to the Department to opt in to have one or more 2020-21 school grades apply for all statutory purposes that are associated with a school grade. Additionally, the emergency order established that for those schools that do choose to opt in, the school grades calculation would be modified so that the learning gains components would be calculated from the 2018-19 school year (prior-prior year) to the 2020-21 school year (current year) to account for the cancellation of the spring 2019-20 (prior year) statewide assessment test administrations. In July 2022, the 2021-22 school grades were calculated and released using the original methodology.

**Figure 14. Number of High-Performing and Low-Performing Schools Based on School Grades, 2017–2022**



\*Pursuant to FDOE Emergency Order No. 2020-EO-1, spring K-12 statewide, standardized assessment test administrations for the 2019-20 school year were canceled. As a result, accountability measures reliant on data from spring K-12 statewide, standardized assessments were not calculated for the 2019-20 school year, including school grades.

\*\*Pursuant to FDOE Emergency Order No. 2020-EO-2, schools were provided the opportunity to opt into their school grades or school improvement ratings. As a result, only eligible schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a letter grade assigned for the 2020-2021 school year. Of the schools that opted in to receive a school grade in 2020-21, there were no schools that received a “D” or “F” school grade. Of the 634 schools whose opt-in request was approved and received a school grade, 326 were “A” (51%), 125 were “B” (20%), 183 were “C” (29%), and 0 were “D” or “F.” Of the 144 “D” and “F” graded schools in 2018-19 that were eligible to opt into a grade in 2020-21 (tested 90% or higher), 60 opted in and improved to a “C” or higher.

Additional highlights of the 2021-22 school grades are:

### Statewide Highlights

- Fifty-three schools exited the School Improvement Support list in 2022.
- 100% of schools graded “F” in 2019 improved their grades in 2022, including one that earned a “B” and six that earned a “C.”

- Eighty-three percent of schools graded “D” and “F” in 2019 improved their grades in 2022.
- Overall, elementary schools had the largest increase in the percentage of schools increasing their grade with 20 percent (355) of elementary schools improving one or more letter grade.
- A total of 476 schools increased their grade in 2022, while 840 schools maintained an “A” grade and 353 schools maintained a “B” grade compared to 2019.

### **Low-Performing Schools**

Florida’s focus on low-performing schools is paying off. In the 2020-21 academic school year, Florida schools that tested at least 90 percent of students were eligible to opt-in to receive a letter grade. However, compared to the grades that schools would have received based on 2020-21 assessment results, there were several important improvements achieved in the 2021-22 school year.

- The number of schools receiving an “F” was significantly lower than expected.
- Assuming grades had been issued to all schools in 2019-20, Florida saw a significant reduction in “F” schools (from 244 projected schools to 30 schools).
- There were seven “F” schools in 2019 that received a school grade in 2022; of these “F” schools in 2019, 100 percent of the schools improved their grade in 2022.
- The number of “D” or “F” schools has declined 65 percent since 2015 and the number of “F” schools has declined 85 percent (30 schools) since 2015 (205 schools).

### **School District Grades**

In addition to school grades, the Department assigns a letter grade to each school district annually as provided in s. 1008.34(5), F.S., and rule 6A-1.09981, F.A.C., based on the components and processes for school grades. No school districts were graded “D” or “F” in 2022.

### **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 the State Board of Education 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 chapter 1005, F.S., and/or chapter 6E, F.A.C.

## POLICY ALIGNMENT

The 2022 Legislative Session produced bold educational policies to improve the lives of Florida’s students, parents, and educators, including comprehensive legislation protecting parents’ rights, replacing the Florida Student Assessment with progress monitoring, raising teacher salaries, and fortifying the state school safety practices. The Department will continue to support Governor DeSantis’ policies in the 2023 Legislative Session by:

- Keeping Florida’s students, families and educators center in every decision;
- Empowering parents to have educational options that fit their children’s needs;
- Improving learning environments by focusing on struggling schools and offering safe and healthy practices;
- Elevating and celebrating teachers and education leaders;
- Aligning education to the goals of lifelong learning and closing achievement gaps for all ages to prepare students for an engaged and successful life;
- Improving student literacy and civic excellence;
- Expanding opportunities for students in workforce education; and
- Strategically investing in education to positively impact generations to come.

Building on reforms that have already proven successful, the following policy and investment initiatives are key to the planning and delivery of Florida’s education programs and services in fiscal years 2023-24 through 2027-28. These initiatives are essential to ensuring that every Florida student receives world-class education options with expert educators who care about student success. Ultimately, recognition of Florida as the “Education State” will be a result of the achievement and success of our students.

### Protecting Parental Rights

Governor DeSantis’ declaration that 2022 was to be recognized as the “Year of the Parent” has led the nation in recognizing the essential and fundamental role of parents in their children’s upbringing and education. House Bill (HB) 1557, Parental Rights in Education, was signed by the Governor in 2022 to reinforce parents’ fundamental rights to make decisions regarding the upbringing of their children. The bill prohibits classroom instruction on sexual orientation or gender identity in kindergarten through grade 3 and requires school districts to adopt procedures for notifying parents if there is a change in services from the school regarding a child’s mental, emotional or physical health or well-being. The bill builds on the Parents’ Bill of Rights, which was signed into law in Florida in 2021 and is part of Governor DeSantis’ focus on protecting parental rights in education. Florida’s commitment to educational transparency allows parents to remain informed about what students are learning in the classroom and make crucial decisions about their children’s future.

### Working Each Day with a Moral Purpose – Closing Achievement Gaps

Every student is entitled to an education that prepares them for lifelong success and to tackle life’s challenges. Behind every decision are Florida students and how to place all of them on a roadmap to succeed in life both professionally and personally. For over 20 years, Florida has worked diligently to close achievement gaps between subgroups of students, and students today are excelling at rates that far exceed those of two decades ago. Although tremendous strides have been made, Florida must continue to seek innovative means to provide students with a world-class education and improve student achievement across all subgroups. By using scientifically supported evidence, the state can identify the areas to focus on to ensure Florida reaches the highest student achievement levels for all.

Over the past two decades there has been evidence of student learning gains at all levels. 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 2022, on grades 3-10 Florida Standards Assessment (FSA) English Language Arts (ELA), 63 percent of white students scored Level 3 and above and 35 percent of African American students scored Level 3 and above (gap of 28 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 2022, on grades 3-10 FSA ELA, 63 percent of white students scored Level 3 and above and 49 percent of Hispanic students scored Level 3 and above (gap of 14 points).

Educational achievement gap closure has been a great source of success for Florida since the late 1990s, and shows that, while significant progress has been achieved in the last 20 years, more must be done to provide opportunities for all students to thrive. Knowing the importance of closing the achievement gaps, the State Board of Education and Department revised the 2020-2025 Strategic Plan in November 2019 to reflect the vision of Governor DeSantis' administration.

To close the achievement gap, the Department is committed to reducing or eliminating the traditional "summer slide," focusing on early grade learning to ensure 90 percent of students are reading on grade level by grade 3, investing in world-class reading specialists and coaches and expanding the population of students who are eligible for a Reading Scholarship Account (RSA) to include public school students enrolled in kindergarten through grade 5 who have a substantial reading deficiency. While supporting these initiatives, the Department will continue to research and promote other innovative and promising strategies to close the achievement gap and ensure that all students receive an education that prepares them for lifelong success.

Cornerstone to making this happen are Florida's B.E.S.T. Standards for English Language Arts and mathematics, approved by the State Board of Education in February 2020, along with an aggressive implementation timeline to completely eradicate the Common Core State Standards in Florida. These high-quality academic standards are the foundation of the high-quality education system to which teacher professional development, instructional materials and assessments are being aligned.

Providing students with a world-class education is the only way to help students escape generational poverty. Florida's B.E.S.T. Standards have already begun to set the national tone in terms of holding our students to a higher academic standard. Florida is setting a high bar that will undoubtedly help our low-income and minority students reach unprecedented new educational heights. With more rigorous standards, higher expectations, high-quality instruction and a world-class accountability system students of all subgroups will respond with increased achievement.

As part of this effort, the Department is working with various stakeholders to enhance the analysis and evaluation of student and teacher outcomes, education programs, and policies. The Department's most aggressive technological advancement relates to the need for progress monitoring and data to inform supports. Progress monitoring is a connective support between the foundational skills students need to acquire and their progress through early educational years.

Florida continues to invest in building the capacity of districts and schools to use screening and progress monitoring data to drive informed teaching practices and curriculum decisions. To maximize the value of these supports, Florida must provide technical support and guidance, and provide expert level supports to districts and schools, so that learning and best practices can be shared throughout Florida's entire education family. These enhancements will allow stakeholders to manage, analyze, use, and make informed decision with student data more efficiently and accurately.



## **Elevating and Celebrating the Teaching Profession**

Governor DeSantis and Commissioner Diaz have made the elevation of the teaching profession a pillar of their administration. Recruiting highly qualified teachers and creating a valid assessment system for instructional personnel and school administrators is a state education priority. Certain subject areas, such as English Language Arts, mathematics, civics education, science, and computer science, are particularly emphasized.

Marking 2020 as “The Year of the Teacher,” Governor DeSantis championed and was successful in securing a recurring \$500 million to significantly increase the minimum average teacher salary in Florida. Due to this success, Florida catapulted from approximately number 26 in the nation in terms of average starting teacher pay to number five. In 2021, Governor DeSantis worked with the Florida Legislature to fight for continued funding to support Florida’s teachers through the Florida Leads budget, successfully securing an additional \$50 million – for a total of \$550 million - to continue the historic investment to raise minimum teacher salaries. In 2022, Governor DeSantis signed the Freedom First Budget, securing a record \$800 million, an increase of \$250 million, to continue raising the teacher minimum base salary, as well as secure salary increases for veteran teachers and other eligible instructional personnel. Including this investment, Florida has committed over \$2 billion in new funding to teacher pay since 2020.

Education is a lifelong process, and there are further ways we can invest in the teaching profession in addition to increasing the salary of teachers. Continued investment in high-quality professional development opportunities and preservice preparation programs will ensure Florida’s teachers are prepared to face the realities of today’s classrooms. The 2022 B.E.S.T. Standards for Mathematics Professional Learning took place in three locations across the state, providing two full days and one half-day of instruction for more than 1,600 educators. Florida mathematics educators gained explicit, systematic training on the content and implementation of the B.E.S.T. Mathematics Standards for grades K-5, 6-8, and 9-12 and for school leadership.

Ongoing training for B.E.S.T. English Language Arts Standards was provided through statewide Summer Literacy Institutes, Just Read, Florida! webinars and State Regional Literacy Directors to fully prepare and support teachers with implementation. In 2022, Florida also hosted 10 regional three-day Summer Civics Professional Learning events throughout the state. The training sessions were open to all educators with a valid certificate issued by the Department. The training aligned to the revised civics and government standards and the four priorities of Florida civics and government education. The professional learning increased the participant’s knowledge of the country’s history and form of government and provided classroom lessons to implement.

## **Ensuring Safe Learning and Teaching Environments**

Every student and teacher 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. The 2019 Florida Legislature passed the Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission to enhance and assure implementation of safety measures authorized in 2018.

Through a sustained vision, Florida continues to work towards maintaining the safest and most secure school system in the country. As required by s. 1001.11, F.S., the Commissioner will oversee and enforce compliance with the safety and security requirements of the Marjory Stoneman Douglas High School Public Safety Act, chapter 2018-3, Laws of Florida, by 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.

The safety of our schools is more important than ever. Mental health is a serious issue our schools and students face daily. The Governor and First Lady have both shown tremendous leadership in identifying and prioritizing an issue that seldom attracts headlines—mental health. Through their commitment, efforts have been made to improve access to mental health services students desperately need, and provide training and educational opportunities to mitigate the stigma surrounding mental health services.

Prevention is key, and early warning signs can allow our teachers to quickly and effectively identify students who may need mental health services. To this end, another important aspect of ensuring safe schools is by helping to mitigate the stigma of mental health by providing students with youth mental health awareness and assistance instruction. In August 2019, the State Board of Education adopted rule 6A-1.094121, F.A.C., requiring five hours of mental health instruction annually for students in grades 6-12. The rule includes the prevention of suicide and prevention of the abuse of and addiction to alcohol, nicotine, and drugs, among other important topics (the content of this rule was later added to rule 6A-1.094124, F.A.C.).

The Governor and First Lady reinforced their unwavering commitment to Florida educators during the 2021 and 2022 Legislative Sessions by supporting programs for youth mental health awareness and assistance programs to continue evidence-based training, and by empowering school personnel to identify and understand the signs of mental health and substance abuse problems. A record \$396 million was included in the 2022 Freedom First Budget for school safety and mental health initiatives.

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

For four years, Florida has earned the distinction of being the number one state for higher education in the country (U.S. News & World Report), and Governor DeSantis has set a goal to have Florida be number one in the nation for workforce education by 2030.

To reach this goal and to support the economy’s need for skilled labor force, which is heightened now more than ever in light of the damaging impact of COVID-19, makes investing in targeted postsecondary training and education imperative. The global COVID-19 pandemic illuminated the dire need we have for skilled workers in the areas of health care, education, transportation, trade, utilities, computing and jobs that require an industry certification or license. In 2019, Governor DeSantis issued Executive Order Number 19-31 to require the Department to conduct an audit of the course offerings in the state career and technical education system to ensure that they are aligned to market demands.

With the Governor’s steadfast leadership in workforce education, a record \$579 million to support workforce education programs was included in the 2022 Freedom First Budget. Florida has now invested more than \$5 billion in workforce education since the 2018-19 school year, a giant step toward ensuring Florida’s goal of being the number one state for workforce education by 2030. This year’s funding includes \$125 million to support nursing education programs, which will reward program performance and incentivize collaboration between nursing education programs and healthcare partners.

Industry certifications are also an important pathway to set students up for future success in their chosen careers and have been a priority of Governor DeSantis since he took office. Educating and training a skilled workforce is important to diversify Florida’s labor market so that students can obtain a high-paying job in a high-demand field directly out of high school or college. The Department will continue to ensure 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.

## ADVISORY COMMITTEES AND TASK FORCES

TITLE	PURPOSE AND ACTIVITIES
<b>Advisory Committee on Florida Alternate Assessment</b>	Advises the Department about the best instructional practices for teachers of students with the most 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>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>Articulation Coordinating Committee Oversight Committee</b>	Serves as an advisory body to the Articulation Coordinating Committee, reviews and approves faculty committee recommendations for common course prerequisites, promotes the availability and use of common course prerequisites, reviews statewide career ladder and capstone agreements, and reviews statewide career and technical certificate to associate degree agreements.
<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>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>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>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>Commissioner of Education's Task Force on African American History</b>	Assists school districts in implementing s. 1003.42(2)(h), F.S., by providing professional development and resources aligned to the state academic standards for African American history, which is required instruction in Florida.
<b>Commissioner of Education's Task Force on Holocaust Education</b>	Assists school districts in implementing s. 1003.42(2)(g), F.S., by providing professional development and resources aligned to the state academic standards relating to the history of the Holocaust, which is required instruction in Florida.
<b>Council for Early Grade Success</b>	Oversees the coordinated screening and progress monitoring program; responsible for reviewing the implementation of, training for, and outcomes from the coordinated screening and progress monitoring program to provide recommendations to the Department that support grade 3 students reading at or above grade level; see authority in Ch. 2010-10, <i>Laws of Florida</i> .
<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>Early Grades Success Council</b>	Responsible for reviewing the implementation of, training for, and outcomes from the coordinated screening and progress monitoring program to provide recommendations to the Department that support grade 3 students reading at or above grade level.
<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>English Language Arts (ELA) Assessment Content Advisory and Passage Review Committee</b>	Advises the Department about the scope of the K-12 statewide ELA assessments.
<b>English Language Arts (ELA) Writing Assessment Range Finder 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>Faith-Based and Community-Based Advisory Council</b>	Reaches out into communities to provide educational services to families to help their children achieve 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>Florida Center for Students with Unique Abilities Advisory Committee</b>	Provides feedback on Center activities and outreach to expand inclusive postsecondary education for students with intellectual disabilities throughout the state. Assists in: (a) developing, enhancing, and expanding Florida Postsecondary Comprehensive Transition Programs (FPCTPs); (b) disseminating information and resources to students with disabilities and their families about available and eligible institutions; (c) identifying disability-friendly employers for completers of FPCTPs; and (d) identifying additional community organizations and resources that support such programs.
<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 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 Migrant Parent Advisory Council</b>	As required by Section 1304(c)(3), ESSA, the Florida Migrant Education Program (MEP) maintains and consults with the Florida Migrant Parent Advisory Council (FMPAC) about development, implementation and evaluation of the MEP in a language and format that parents can understand.
<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 identifying barriers to the education of homeless children and youth and 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 Statewide K-12 Assessments 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>Florida Statewide K-12 Assessments Bias Review Committee</b>	Reviews K-12 statewide assessment passages and items for potential bias.
<b>Florida Statewide K-12 Assessments 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>Florida Statewide K-12 Assessments 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>Florida Statewide K-12 Assessments 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>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>FSAA Passage Bias Review Committee</b>	Reviews FSAA passages, passage graphics and passage graphic alternate text for potential bias.
<b>FTCE and FELE Technical Advisory Committees</b>	Assists the Department by reviewing technical decisions and documents and by providing advice regarding the approaches for development, administration, scoring/reporting and research for the FTCE and FELE programs.
<b>FTCE and FELE Bias Review Committees</b>	Reviews FTCE and FELE test items for potential bias.
<b>Florida Talent Development Council</b>	Created by the Florida Legislature and charged with developing and implementing a strategic plan to ensure that 60 percent of working-age Floridians hold a high-value postsecondary credential by 2030.
<b>K-12 Student Assessment 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>K-12 Student Assessment Standard Setting Committees</b>	Recommends achievement level standards for new K-12 statewide assessments.
<b>Mathematics Assessments Content Advisory Committee</b>	Advises the Department about the scope of the K-12 statewide mathematics assessments.

<b>Mathematics Pathways Committee</b>	As required by SB 366 (chapter 2021-162, L.O.F.), this committee composed of FCS, SUS, and career center representatives will identify the three statutorily required mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs and careers.
<b>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>Science Assessment Content Advisory Committee</b>	Advises the Department about the scope of the K-12 statewide science assessments.
<b>Social Studies Assessment Content Advisory Committee</b>	Advises the Department about the scope of the K-12 statewide social studies assessments.
<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>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>Statewide Course Numbering System Faculty Discipline Committees</b>	Establishes and evaluates postsecondary course number equivalencies to facilitate the guaranteed transfer of credit.
<b>Statewide Workgroup on Law Enforcement Training</b>	Establishes a process to allow eligible law enforcement officers or former law enforcement officers to earn postsecondary credit, which would be uniform across all Florida public postsecondary educational institutions, for college-level training and education acquired while serving as a law enforcement officer.
<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.
<b>Technology Advisory Committee</b>	Addresses assistive technology and instructional technology, accessible education materials, universal design for learning, Florida Standards and virtual learning for students within a multi-tiered system of support.

# **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. Following the review of needs and update of the 2023-27 plan, the deletions, revisions, and proposed new performance measures and standards pending an approved budget amendment are indicated with an asterisk (\*) in Exhibit II.

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 as explained in Exhibit IV.

The State Board of Education (SBE) and the Department place the highest priority on using education data to drive student academic achievement. Additionally, the SBE 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 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 SBE 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 exemplify 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 Number:</b>	48
<b>Program:</b>	Division of Vocational Rehabilitation	<b>Code:</b>	48160000
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Number/percent of customers gainfully employed (rehabilitated) in at least 90 days *	11,500 / 65%	5,669 / 38.4%	11,500 / 65%	11,500 / 65%
Number/percent of VR customers with a significant disability who are gainfully employed (rehabilitated) for at least 90 days *	9,775 / 58.5%	5,308 / 37.1%	9,775 / 58.5%	9,775 / 58.5%
Number/percent of VR customers with other disabilities employed (rehabilitated) at least 90 days *	2,000 / 76%	361 / 78.3%	2,000 / 76%	2,000 / 76%
Number/percent of VR customers placed in competitive employment *	11,213 / 97.5%	5,669 / 100%	11,213 / 97.5%	11,213 / 97.5%
Number/percent of VR customers retained in employment after one year, estimated from three quarters of data *	6,300 / 67.5%	3,929 / 77.8%	6,300 / 67.5%	6,300 / 67.5%
Projected average annual earning of VR customers at placement	\$17,500	\$22,032	\$17,500	\$17,500
Average annual earning of VR customers after 1 year, estimated from three quarters of data	\$18,500	\$25,398	\$18,500	\$18,500
Percent of case costs covered by third-party payers *	23%	7.8%	23%	23%
Average cost of case life (to division) for VR customers with a significant disability *	\$3,350	\$6,328	\$3,350	\$3,350
Average cost of case life (to division) for VR customers with other disabilities *	\$400	\$4,199	\$400	\$400
Number of vocational rehabilitation customers reviewed for eligibility *	29,000	14,934	29,000	29,000



Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Number of written service plans *	24,500	11,646	24,500	24,500
Average number of active cases	37,500	53,393	37,500	37,500
Median customer caseload per counselor *	125	88	125	125
Percent of eligibility determinations completed in compliance with federal law	95%	98.9%	95%	95%
Number of program applicants provided reemployment services *	Statutory change moved program to another state agency.			Delete
Percent of eligible injured workers receiving reemployment services with closed cases during the fiscal year and returning to suitable gainful employment	Statutory change moved program to another state agency.			Delete
<b>Proposed New Measure</b> – Average hourly wage of VR customers gainfully employed at employment outcome *	Proposed	\$13.73	Proposed	Proposed

LRPP Exhibit II - Performance Measures and Standards			
<b>Department:</b>	Education	<b>Department Number:</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 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Number/percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)	747 / 68.3%	942 / 66%	747 / 68.3%	844 / 68.3%
Number/percent rehabilitation customers placed in competitive employment (at or above minimum wage)*	654 / 64.3%	903 / 95.9%	654 / 64.3%	844 / 64.3%
Projected average annual earnings of rehabilitation customers at placement*	\$16,500	\$28,624	\$16,500	\$25,000
Number/percent of successfully rehabilitated Independent Living customers, non-vocational rehabilitation	1,700 / 55.2%	1,104 / 73.3%	1,700 / 55.2%	1,200 / 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%	188 / 78.3%	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%	56 / 55.5%	70 / 26.5%	70 / 26.5%
Number of customers (cases) reviewed for eligibility	4,000	4,093	4,000	4,000
Number of initial written service plans*	1,425	3,384	1,425	1,425
Number of customers served*	13,100	10,973	13,100	13,100
Average time lapse (days) between application and eligibility determination for rehabilitation customers	60	26	60	60

<b>Approved Performance Measures for FY 2022-23 (Words)</b>	<b>Approved Prior Year Standard FY 2021-22 (Numbers)</b>	<b>Prior Year Actual FY 2021-22 (Numbers)</b>	<b>Approved Standards for FY 2022-23 (Numbers)</b>	<b>Requested FY 2023-24 Standard (Numbers)</b>
Customer caseload per counseling/case management team member *	114	85	114	85
Cost per library customer served *	\$19.65	\$63.35	\$19.65	\$58.00
Number of blind vending food service facilities supported	153	139	153	140
Number of existing food service facilities renovated	5	3	5	5
Number of new food service facilities constructed*	5	1	5	1
Number of library customers served	44,290	26,749	44,290	35,000
Number of library items (Braille and recorded) loaned	1,350,000	1,061,435	1,350,000	1,350,000
<b>Proposed New Measure</b> – Percentage of licensed vendors retained in their first facility for at least 12 months upon initial placement	To Be Determined	Proposed	To Be Determined	80%

LRPP Exhibit II - Performance Measures and Standards			
<b>Department:</b>	Education	<b>Department Number:</b>	48
<b>Program:</b>	Private Colleges and Universities	<b>Code:</b>	48190000
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 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) *	50%	EASE 6-YEAR GRAD RATE: Overall: 50% ICUF: 45.2% SUS: 4% FCS: 0.7%	50%	50%
Number of degrees granted for EASE recipients and contract program recipients *	9,987	9,450	9,987	Revise
Retention rate of award recipients (delineate by: Academic Contract, EASE Grant, Historically Black Colleges and Universities [HBCU]) *	53%	EASE: 54.2% HBCU: 41.9%	53%	Revise
Graduation rate of award recipients (Delineate by: Academic Contract; EASE Grant; HBCU) *	50%	EASE: 35.5% ICUF: 31.3% SUS: 3.9% FCS: 0.3%	50%	50%
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) *	To Be Determined	ICUF: 76.9% HBCU: 71%	To Be Determined	To Be Determined

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Of those graduates remaining in Florida, the percent employed at \$22,000 or more five years following graduation (Delineate by: Academic Contract; EASE Grant and HBCU) *	To Be Determined	EASE: 90.5% HBCU: 83.5%	To Be Determined	Revise
Licensure/certification rates of award recipients (where applicable), (Delineated by: Academic Contract; EASE Grant, HBCU) *	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) *	To Be Determined	To Be Determined	To Be Determined	To Be Determined
Number of prior year's graduates (Delineate by: Academic Contract; EASE Grant and HBCU) *	To Be Determined	To Be Determined	To Be Determined	To Be Determined
Number of prior year's graduates remaining in Florida (Academic Contracts) *	To Be Determined	To Be Determined	To Be Determined	Revise
Number of FTIC students, disaggregated by in-state and out-of-state (HBCU) *	To Be Determined	To Be Determined	To Be Determined	To Be Determined

LRPP Exhibit II - Performance Measures and Standards			
Department:	Education	Department Number:	48
Program:	Student Financial Assistance Program - State	Code:	48200200
Service/Budget Entity:		Code:	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Percent of standard diploma recipients who have completed the required courses for Bright Futures *	63%	68.9%	To Be Determined	63%
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) *	To Be Determined	Not Available	To Be Determined	Revise
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: 66% SUS: 84%	FCS: 19.9% SUS: 48.1%	Delete
Percent of high school graduates attending Florida postsecondary institutions (Bright Futures) *	52%	77.1%	52%	Revise
Number of Bright Futures recipients (From August Estimating Conference, Office of Economic and Demographic Research)	107,843 <i>(EDR Estimating Conference 08/12/19)</i>	119,837	110,470	118,436
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) *	FCS: 2.4% SUS: 2.4%	Not Available	Not Available / Recommend Deletion	Revise

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant) *	FCS: 27.4% SUS: 31.6%	FCS: 46% SUS: 76%	FCS: 27.4% SUS: 31.6%	Delete
Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program) *	Program repealed in 2011 Regular Session			Delete
<b>Proposed New Measure</b> – 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	To Be Determined	14,559 / 43,145 = 33.7%	To Be Determined	To Be Determined
<b>Proposed New Measure</b> – Number/percent of Bright Futures recipients who also receive Florida Student Assistance Grant (merit-based grant recipients who also have need-based grants)	To Be Determined	22,830 / 119,837 = 19.1%	To Be Determined	To Be Determined

LRPP Exhibit II - Performance Measures and Standards			
<b>Department:</b>	Education	<b>Department Number:</b>	48
<b>Program:</b>	Office of Early Learning	<b>Code:</b>	4822000
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Percentage of children completing the VPK Program “ready” for school when they enter kindergarten	65% (2019-20)	N/A <sup>b</sup>	65% <sup>a</sup> (2019-20)	N/A <sup>b</sup>
Number of 4-year-olds enrolled in Voluntary Prekindergarten	175,664 <sup>c</sup>	157,451 <sup>d</sup>	172,708 <sup>e</sup>	173,409 <sup>f</sup>

<sup>a</sup> For the 2019-20 VPK Program year shown under the heading, Approved Standards for FY 2021-22 (numbers) with a standard of 65% (2019-20). The Division of Early Learning did not calculate VPK Readiness Rates for the 2019-20 VPK Program Year due to the effects of COVID-19.

<sup>b</sup> Chapter 2021-10, *Laws of Florida* (HB 419), passed in the 2021 Regular Session, revised the entire accountability system for the VPK Program. VPK will no longer use kindergarten readiness as a measure based on the Florida Kindergarten Readiness Screener (FLKRS), as this program has been discontinued. The new assessment is Florida’s Assessment of Student Thinking (FAST) using Star Early Literacy and new outcomes will be developed based on this assessment and policies established under Ch. 2021-10, L.O.F.; it is suggested to remove this measure and leave a placeholder for a future metric based on the established policies.

<sup>c</sup> VPK Estimating Conference, August 4, 2021; Fiscal Year Total Enrollments FY 2021-22.

<sup>d</sup> VPK Estimating Conference, August 10, 2022; Fiscal Year Total Enrollments FY 2021-22. The Actual FY 2021-22 number will not be finalized until November 2022.

<sup>e</sup> VPK Estimating Conference, August 10, 2022; Fiscal Year Total Enrollments FY 2022-23.

<sup>f</sup> VPK Estimating Conference, August 10, 2022; Fiscal Year Total Enrollments FY 2023-24.



LRPP Exhibit II - Performance Measures and Standards			
<b>Department:</b>	Education	<b>Department Number:</b>	48
<b>Program:</b>	State Grants/PreK-12 Program - FEFP	<b>Code:</b>	48250300
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Number/percent of teachers with National Teacher's Certification, as reported by district *	4,853 / 3%	13,578	4,853 / 3%	4,853 / 3%
Number/percent of "A" schools	600 / 25%	1,061 / 33%	600 / 25%	600 / 25%
Number/percent of "D" or "F" schools *	300 / 12%	204 / 6%	300 / 12%	300 / 12%
Number/percent of schools declining one or more letter grades	193 / 8%	812 / 26%	193 / 8%	193 / 8%
Number/percent of schools improving one or more letter grades	966 / 40%	476 / 15%	966 / 40%	966 / 40%
<b>Proposed New Measure</b> – Florida's high school graduation rate *	76.1%	185,758 / 90%	80.7%	80.7%
<b>Proposed New Measure</b> – Percent of graduates taking acceleration mechanisms in high school (AP, IB, AICE, Dual Enrollment, Clock Hour Dual Enrollment and Industry Certifications) *	Proposed	117,406 / 63%	71%	71%
<b>Proposed New Measure</b> – Percent of standard high school diploma recipients who enroll in postsecondary education one year after high school graduation, reported by sector (postsecondary continuation rate) *	Proposed	SUS: 29% FCS: 18% VOC: 2% ICUF: 4% <b>TOTAL: 50% (2019-20)</b>	65%	65%

\* Most recent data reported, school grades were not assigned in 2019-20, and 2020-21 was an opt-in year. Therefore, the comparison is to the last year school grades were released (2018-19).

LRPP Exhibit II - Performance Measures and Standards			
<b>Department:</b>	Education	<b>Department Number:</b>	48
<b>Program:</b>	Workforce Education/Division of Career and Adult Education	<b>Code:</b>	48250800
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 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 \$7,764 or more per quarter (Level III) *	2,055 / 53%	2,156 / 69.8%	2,055 / 53%	2,055 / 53%
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 \$6,776 (Level II) or more per quarter, or are found continuing education in a college credit program (Level II) *	4,700 / 60%	4,936 / 71%	4,700 / 60%	4,700 / 60%
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)*	21,115 / 70%	2,454 / 79.6%	21,115 / 70%	Delete
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	To be Determined	Continue Efforts to Obtain Data	Not Available / Recommend Deletion	Not Available / Recommend Deletion

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards *	To be Determined	Data Not Available	Not Available / Recommend Deletion	Delete
Number/percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards *	To be Determined	Data Not Available	Not Available / Recommend Deletion	Delete
Number of adult basic education completers, including English as a Second Language, and adult secondary education completion point completers, who are found employed or continuing their education	73,346 / To Be Determined	1,506 / 73.6%	73,346 / To Be Determined	73,346 / To Be Determined
<b>Proposed New Measure</b> – 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)*	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval
<b>Proposed New Measure</b> – 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 *	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval
<b>Proposed New Measure</b> – Number and percent of adult education completers who are found employed full time or continuing their education*	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval

<b>Approved Performance Measures for FY 2022-23</b> (Words)	<b>Approved Prior Year Standard FY 2021-22</b> (Numbers)	<b>Prior Year Actual FY 2021-22</b> (Numbers)	<b>Approved Standards for FY 2022-23</b> (Numbers)	<b>Requested FY 2023-24 Standard</b> (Numbers)
<a href="#">Proposed New Measure</a> – 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*	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval	To be Determined Pending Approval
<a href="#">Proposed New Measure</a> – 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*	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			
Department:	Education	Department Number:	48
Program:	Florida College Programs	Code:	48400600
Service/Budget Entity:		Code:	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 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 \$7,764 or more per quarter (Level III) *	5,516 / 35%	10,309 / 53.1%	5,516 / 35%	Recommend Deletion
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 \$6,776 or more per quarter or are found continuing education in a college-credit program (Level II) *	4,721 / 30%	14,881 / 76.7% (Actual FY 2021-22, 2020-21 Completers)	4,721 / 30%	Recommend Deletion
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) *	3,024 / 19%	13,573 / 85.09% (Actual FY 2021-22, 2020-21 Completers)	3,024 / 19%	Recommend Deletion
Percent of A.A. degree graduates who transfer to a state university within two years *	62%	SUS: 45% FCS: 17% Total: 62%	SUS: 44.7% FCS: 13.1% Total: 57.8%	SUS: 45% FCS: 17% Total: 62%
Of the A.A. students who complete 18 credit hours, the percent who graduate in four years *	33%	46%	33%	Recommend Deletion

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Percent of A.A. degree transfers to the State University System who earn a 2.5 grade point average or above in the SUS after one year	75%	82%	75%	82%
Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement	38%	61%	38%	61%
Percent of students exiting the college-preparatory program who enter college-level course work associated with the A.A., A.S., Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs *	74%	67%	74%	Recommend Deletion
Percent of prior-year Florida high school graduates enrolled in Florida colleges	31%	30%	31%	30%
Number of A.A. degrees granted	29,880	60,457	29,880	60,457
Number of students receiving college preparatory instruction *	118,471	30,182	118,471	Recommend Deletion
Number of students enrolled in baccalaureate programs offered on Florida college campuses	22,000	47,197	22,000	47,197
Of the A.A. graduates who are employed full-time rather than continuing their education, the percent who are in jobs earning at least \$14.93 an hour *	59%	71% (Actual FY 2020-21, 2019-20 Completers)	59%	Recommend Deletion

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
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 *	2,900	3,739 (Actual FY 2020-21, 2019-20 Completers)	2,900	Recommend Deletion
<b>Proposed New Measure</b> – Number of BAS/BS graduates of Florida college baccalaureate degree programs*	Proposed	11,170	Proposed	11,170
<b>Proposed New Measure</b> – Percentage of students earning a grade “C” or better in traditional/campus-based, online/distance learning, or hybrid courses*	Proposed	TOTAL: 77% CAMPUS: 79% DISTANCE: 76% HYBRID: 80%	Proposed	TOTAL: 77% CAMPUS: 79% DISTANCE: 76% HYBRID: 80%
<b>Proposed New Measure</b> – Licensure pass rates – Nursing	Proposed	NCLEX-RN: 82% NCLEX-PN: 85%	Proposed	NCLEX-RN: 82% NCLEX-PN: 85%

LRPP Exhibit II - Performance Measures and Standards			
<b>Department:</b>	Education	<b>Department Number:</b>	48
<b>Program:</b>	State Board of Education	<b>Code:</b>	48800000
<b>Service/Budget Entity:</b>		<b>Code:</b>	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools *	0.09%	0.09%	0.09%	0.09%
Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification*	90%	99%	90%	90%
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	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 *	100%	Not Available	100%	Not Available / Recommend Deletion
Number of certification applications processed	109,275	158,607	102,750	110,000
Percent of program administration and support costs and positions compared to total agency costs and positions	0.71%	0.67%	0.71%	0.71%



Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
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) *	.0022% / .0020%	Not Available	.0022% / .0020%	Not Available / Recommend Deletion
<b>Proposed New Measure</b> – Issue all audit resolution and management decision letters within six months of receipt of audit findings, with 100 percent accuracy *	100%	100%	100%	100%
<b>Proposed New Measure</b> – 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 *	100%	100%	100%	100%
<b>Proposed New Measure</b> – Post all formal procurements with 100% accuracy within three days of receipt of the final Department approvals *	100%	100%	100%	100%
<b>Proposed New Measure</b> – 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 *	100%	100%	100%	100%
<b>Proposed New Measure</b> – Percent of Educator Certification eligibility evaluation outcomes processed within 90-day statutory requirement *	90%	100%	90%	90%
<b>Proposed New Measure</b> – Average number of days it takes to determine an applicant’s eligibility for Educator Certification after receipt of a complete application *	15 days	17 days	15 days	15 days
<b>Proposed New Measure</b> – Average number of days it takes to issue certificates after receipt of complete application, issue request and mandatory fingerprint clearance *	14 days	15 days	14 days	14 days

LRPP Exhibit II - Performance Measures and Standards			
<b>Department:</b>	Education	<b>Department Number:</b>	48
<b>Program:</b>	State Board of Education	<b>Code:</b>	4800000000
<b>Service/Budget Entity:</b>	Commission for Independent Education	<b>Code:</b>	

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

Approved Performance Measures for FY 2022-23 (Words)	Approved Prior Year Standard FY 2021-22 (Numbers)	Prior Year Actual FY 2021-22 (Numbers)	Approved Standards for FY 2022-23 (Numbers)	Requested FY 2023-24 Standard (Numbers)
Percentage of licensure applications received by the Commission that are responded to within 30 days	95%	95.8%	95%	95%
Percentage of licensure applications deemed complete that are reviewed and placed on an agenda within 90 days	95%	88.5%	95%	95%
Percentage of complaints received by the Commission that are responded to within 7 days	98%	87.1%	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%	82.2%	85%	85%
Percentage of institutions holding a provisional license or an annual license that received an on-site visitation	50%	32.4%	50%	50%

## **LRPP EXHIBIT III**

# **ASSESSMENT OF PERFORMANCE FOR APPROVED PERFORMANCE MEASURES**



<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Vocational Rehabilitation	
<b>Service/Budget Entity:</b>		General Program	
<b>Measure:</b>		Number/percent of customers gainfully employed (rehabilitated) for at least 90 days	
<b>Action:</b>			
<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%	5,669 / 38.4%	-5,831 / -26.6%	-50.7% / -40.9%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
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 revised to: <i>Number/percent of customers gainfully employed (rehabilitated) during the second quarter after they exit the program.</i> The associated standard should be revised to: <i>Target to be determined upon approval of the strategic plan.</i>			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other ( <i>Specify</i> )	
<b>Recommendation:</b>			
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: <i>Number/percent of customers gainfully employed (rehabilitated) during the second quarter after they exit the program.</i>			

**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:**

- 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
9,775 / 58.5%	5,308 / 37.1%	-4,467 / -21.4%	-45.7% / -36.6%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incorrect  Other (*Specify*)

**Explanation:**

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other (*Specify*)
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

The 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.

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):

- Training  Technology
- Personnel  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:**

- 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
2,000 / 76%	361 / 78.3%	-1,639 / -21.4%	-45.7% / -36.6%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incorrect  Other (*Specify*)

**Explanation:**

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other (*Specify*)
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

The 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.

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):

- Training  Technology
- Personnel  Other (*Specify*)

**Recommendation:**

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

<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Vocational Rehabilitation	
<b>Service/Budget Entity:</b>		General Program	
<b>Measure:</b>		Number/percent of Vocational Rehabilitation customers placed in competitive employment	
<b>Action:</b>			
<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%	5,669 / 100%	-5,544 / 2.5%	-49.4% / 2.6%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
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 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.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other ( <i>Specify</i> )	
<b>Recommendation:</b>			
The measure should be deleted as it does not accurately reflect relevant division standards.			

<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Vocational Rehabilitation	
<b>Service/Budget Entity:</b>		General Program	
<b>Measure:</b>		Number/percent of Vocational Rehabilitation customers retained in employment after one year estimated with three quarters of data	
<b>Action:</b>			
<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%	3,929 / 77.8%	-2,371 / 10.3%	-37.6% / 15.3%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
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: <i>Number/percent of Vocational Rehabilitation customers retained in employment during the fourth quarter after they exit the program.</i>			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other ( <i>Specify</i> )	
<b>Recommendation:</b>			
Revise the performance measure to: <i>Number/percent of Vocational Rehabilitation customers retained in employment during the fourth quarter after they exit the program.</i> A standard for the measure would be determined on the basis of future baseline data.			



<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Vocational Rehabilitation	
<b>Service/Budget Entity:</b>		General Program	
<b>Measure:</b>		Percent of case costs covered by third-party payers	
<b>Action:</b>			
<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%	7.8%	-15.2%	-66.1%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
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.			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input checked="" type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
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.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other ( <i>Specify</i> )	
<b>Recommendation:</b>			
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:** Number of Vocational Rehabilitation customers reviewed for eligibility

**Action:**

- Performance Assessment of Outcome Measure
- Performance Assessment of Output Measure
- Adjustment of GAA Performance Standards
- Revision of Measure
- Deletion of Measure

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
29,000	14,934	-14,066	-48.5%

**Factors Accounting for the Difference:**

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

- Personnel Factors
- Competing Priorities
- Previous Estimate Incorrect
- Staff Capacity
- Level of Training
- Other (*Specify*)

**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):

- Resources Unavailable
- Legal/Legislative Change
- Target Population Change
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission
- Technological Problems
- Natural Disaster
- Other (*Specify*)

**Explanation:**

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

- Training
- Personnel
- Technology
- 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	11,646	-12,854	-52.5%

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

- Personnel Factors       Staff Capacity  
 Competing Priorities       Level of Training  
 Previous Estimate Incorrect       Other (*Specify*)

**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 (*Specify*)  
 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			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Vocational Rehabilitation	
<b>Service/Budget Entity:</b>		General Program	
<b>Measure:</b>		Median customer caseload per counselor	
<b>Action:</b>			
<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
125	88	-37%	-29.6%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
<p>The result of a survey of other states' vocational rehabilitation agencies established that the desired caseload per counselor to be in the range of 90–100. Small caseloads improve the quality of rehabilitation by allowing customers more time with the counseling staff, thus increasing the likelihood of success, i.e., customers placed in gainful employment. Small caseloads allow more time for each customer to spend with counseling staff, which is especially critical as the division focuses on customers with significant disabilities who traditionally require more resources than those with a disability. Consequently, the approved standard should be revised to 100 customers per counselor.</p>			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
<p>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. In August 2008, the division enforced 29 U.S.C § 721 (5), at which time the previously approved standard became outdated and must now be revised to be more reflective of division goals and capabilities.</p>			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other ( <i>Specify</i> )	
<b>Recommendation:</b>			
Revise approved standard to a goal of 100 customers per counselor.			

**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

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

**Action:**

- Performance Assessment of Outcome Measure  Revision of Measure
- Performance Assessment of Output Measure  Deletion of Measure
- Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
747 / 68.3%	942 / 66%	195 / -2.3%	26.1% / -3.4%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incorrect  Other (*Specify*)

**Explanation:**

The Division of Blind Services exceeded the LRPP goal for this measure.

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other (*Specify*)
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

The Division of Blind Services exceeded the LRPP goal for this measure.

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

- Training  Technology
- Personnel  Other (*Specify*)

**Recommendation:**

Continue to utilize strategies that lead to successful closures and focus on career pathways.

<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Blind Services	
<b>Service/Budget Entity:</b>		Blind Services	
<b>Measure:</b>		Number/percent of successfully rehabilitated independent living customers, non-vocational	
<b>Action:</b>			
<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
1,700 / 55.2%	1,104 / 73.3%	-596 / 18.1%	-35.1% / 32.8%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (Check all that apply):			
<input checked="" 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 – Ongoing COVID concerns of clients	
<b>Explanation:</b>			
The COVID pandemic tremendously affected this outcome measure. Approximately 88% of DBS independent living clients in this category are over the age of 55. Due to COVID, many of these clients withdrew from the program for safety reasons in 2020 and many continue to have COVID anxiety/fear catching the virus. The DBS works in partnership with Community Rehabilitation Programs (CRP) to provide direct services to clients. Collectively, DBS and CRPs work to engage in outreach and to access/meet client needs.			
<b>External Factors</b> (Check all that apply):			
<input type="checkbox"/> Resources Unavailable		<input type="checkbox"/> Technological Problems	
<input type="checkbox"/> Legal/Legislative Change		<input checked="" type="checkbox"/> Natural Disaster	
<input type="checkbox"/> Target Population Change		<input checked="" type="checkbox"/> Other ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
Approximately 88% of DBS independent living clients in the category are over the age of 55. Due to COVID, many of these clients withdrew from the program for safety reasons.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other – Quality Assurance/Performance Measurement	
<b>Recommendation:</b>			
The DBS is shifting its focus on this measure to encourage more clients to explore work. In that regard, we anticipate fewer clients who are ages 18-54 years old to participate in this program. At the same time, we are also expanding vocational options for those ages 55 and older. We want to see more of those who want to, and who can work, to be engaged in employment program. We expect that this measure will be mostly older blind consumers in the future.			

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Blind Services	
<b>Service/Budget Entity:</b>		Blind Services	
<b>Measure:</b>		Number/percent of customers exiting the Children’s Program who are determined eligible for the Vocational Rehabilitation Transition Services Program	
<b>Action:</b>			
<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 / 26.5%	56 / 55.5%	-14 / 29%	-20% / +109.4%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (Check all that apply):			
<input checked="" 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 type="checkbox"/> Other ( <i>Specify</i> )	
<b>Explanation:</b>			
Staff vacancies are partly responsible for missing this measure.			
<b>External Factors</b> (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	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
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 number of customers who did not meet the age criteria and had disabilities that were so severe, they were unable to benefit from transition services at the time of assessment.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input checked="" type="checkbox"/> Training		<input checked="" type="checkbox"/> Technology	
<input checked="" type="checkbox"/> Personnel		<input type="checkbox"/> Other ( <i>Specify</i> )	
<b>Recommendation:</b>			
Changes to the AWARE case management system are ongoing to improve data tracking. The Division of Blind Services hired new counselors to fill vacancies as they occurred.			

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Blind Services	
<b>Service/Budget Entity:</b>		Blind Services	
<b>Measure:</b>		Number of customers served	
<b>Action:</b>			
<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	10,973	-2,127	-16.2%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (Check all that apply):			
<input checked="" 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 type="checkbox"/> Other ( <i>Specify</i> )	
<b>Explanation:</b>			
There are barriers in hiring based partly on salaries and the education and training needs of applicants. The Division has had the same level of difficulty with recruitment as similar public and private sector employers in the current workforce environment.			
<b>External Factors</b> (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			
<b>Explanation:</b>			
There has been a national decline in the number of clients who apply for services. Although, there are more individuals potentially eligible for services, limited marketing and outreach to unserved/underserved populations across the state creates barriers to achieving this measure.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input checked="" type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other – Marketing and Outreach	
<b>Recommendation:</b>			
The Division continues to explore outreach efforts; and engages the local chambers of commerce and other appropriate entities.			



LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Blind Services	
<b>Service/Budget Entity:</b>		Blind Services	
<b>Measure:</b>		Average time lapse (days) between application and eligibility determination for rehabilitation customers	
<b>Action:</b>			
<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
60	26	-34	-56.7%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
The Division’s internal policy for eligibility determination has a clause requiring expedited determination for clients who may be in danger of losing their jobs or have pending start dates for employment. In general, the Division strives to begin services as soon as possible for all clients. Determining eligibility prior to 60 days is a standard practice.			
<b>External Factors</b> (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 – Population and Outreach	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
N/A			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input type="checkbox"/> Other – Marketing and Outreach	
<b>Recommendation:</b>			
There are no recommendations as this number exceeds the goal.			

<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Blind Services	
<b>Service/Budget Entity:</b>		Blind Services	
<b>Measure:</b>		Customer caseload per counseling/case management team member	
<b>Action:</b>			
<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
114	85	-29	-25.4%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
The Division exceeded this goal and aims to keep counselor/client ratios low, as this aids customer service and quality assurance.			
<b>External Factors</b> (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			
<b>Explanation:</b>			
The number of clients who applied for services via the employment program declined this year. This is a national trend and the case for many states.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other – Marketing and Outreach	
<b>Recommendation:</b>			
The Division increased marketing and outreach to targeted populations to increase the number of potential clients who apply for services.			

**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

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

**Action:**

- Performance Assessment of 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
153	139	-14	-9.2%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incorrect  Other – Timeliness, Availability of Facilities

**Explanation:**

During SFY 2021-22, there was no change in the overall number of facilities supported. Three new facilities were added: Fac. 632 (FDOT – Burns Bldg.), Fac. 633 (USPO- Miami Gardens), and Fac. 634 (Lakeland Route); Two facilities were merged into existing facilities: Fac. 145 (Fed. Bldg., Jacksonville) into Fac. 513 (Downtown Route, Jacksonville), and Fac. 630 (Charlotte County Route) into Fac. 555 (Sarasota/Manatee Route); and 1 facility was permanently closed (Fac. 587 Blackwater Prison).

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other – Economy
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

Sales Revenues have finally rebounded following a two-year decline due to the financial impact of COVID-19. The Business Enterprise Program, working in collaboration with the State Committee of Blind Vendors, found it necessary to consolidate two facilities operated by blind vendors to ensure financial viability. As a result of diminishing sales in the food service sector, the DBS plans to construct new micro-markets in several new and existing locations during SFY 2022-23.

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

- Training  Technology
- Personnel  Other – See Recommendation Below

**Recommendation:**

The DBS 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 DBS recommends that the standard be adjusted to 140 facilities, especially considering the overall economic impact of COVID-19.

**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

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

**Action:**

- Performance Assessment of 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
5	3	-2	-40%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incorrect  Other – External Factors

**Explanation:**

Renovations during SFY 2021-22 included installation of micro-markets in Fac. 485 (CCOC, Tallahassee), Fac. 502 (DBPR, Tallahassee), and Fac. 588 (FAA, Miami).

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other – See Below
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

During SFY 2021-22, many facilities saw a dramatic decrease in population due employees teleworking.

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

- Training  Technology
- Personnel  Other – No Need at this Time

**Recommendation:**

The DBS has prioritized renovation of facilities based upon urgency of need and resource availability. The approved standard does not need to be changed at this time.

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Blind Services	
<b>Service/Budget Entity:</b>		Blind Services	
<b>Measure:</b>		Number of new food service facilities constructed	
<b>Action:</b>			
<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	1	-4	-80%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
The DBS 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 products displayed on shelves, self-service hot drink machines, open air coolers, reach-in coolers and freezers. The micro-maker may be attended, un-attended or attended part-time and consumers would make transactions via a self-checkout kiosk.			
<b>External Factors</b> (Check all that apply):			
<input type="checkbox"/> Resources Unavailable		<input type="checkbox"/> Technological Problems	
<input type="checkbox"/> Legal/Legislative Change		<input checked="" 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			
<b>Explanation:</b>			
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 DBS 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.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other – New Focus	
<b>Recommendation:</b>			
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. The division 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 is 80 percent of licensed vendors placed in their first facility remaining active for a minimum of 12 months.			

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Division of Blind Services	
<b>Service/Budget Entity:</b>		Blind Services	
<b>Measure:</b>		Number of library customers served	
<b>Action:</b>			
<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
44,290	26,749	-17,541	-39.6%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 type="checkbox"/> Other ( <i>Specify</i> )	
<b>Explanation:</b>			
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.			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
The number of library customers served is impacted by how many patrons “discontinue service” during a State Fiscal Year. Discontinued services result from patrons who move out of state or who have passed away. The largest age group served are those individuals who are 60 years old and older. In SFY 2021-22, 5,711 individuals discontinued services.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input checked="" type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other – See Recommendation Below	
<b>Recommendation:</b>			
The DBS continues to recommend that the standard be updated as strategies are identified to increase the number of library patrons, such as expanding outreach activities, identifying and implementing strategies to improve patron retention and patron satisfaction. Further, the performance standard for the measure should be set to 35,000, which is a more realistic target.			

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT			
<b>Department:</b>	Department of Education		
<b>Program:</b>	Division of Blind Services		
<b>Service/Budget Entity:</b>	Blind Services		
<b>Measure:</b>	Number of library items (Braille and recorded) loaned		
<b>Action:</b>	<input checked="" type="checkbox"/> Performance Assessment of <u>Outcome</u> Measure <span style="margin-left: 150px;"><input type="checkbox"/> Revision of Measure</span> <input type="checkbox"/> Performance Assessment of <u>Output</u> Measure <span style="margin-left: 150px;"><input type="checkbox"/> Deletion of Measure</span> <input type="checkbox"/> Adjustment of GAA Performance Standards		
Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
1,350,000	1,061,435	-366,221	-21%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
<p>The National Library Service (NLS) conducted a national campaign to promote the use of Braille and Audio Reading Download (BARD) and encouraged patrons to download audio and braille books to their personal devices. Technological improvements have allowed libraries to produce cartridges with multiple titles on them, known as Duplication on Demand. Previously, we didn't include BARD circulations and Duplication on Demand in the actual performance results, although these circulated items meet the standard of qualifying as checkouts and items loaned. As a result, we are reporting performance on physical checked-out items (shelved items from the library's circulation department) as well as items checked out electronically. Items loaned/checked-out (physical, BARD, and duplication) for the SFY totaled 1,061,435.</p> <p>The Library, like many employers nationwide, has lost employees for various reasons. Recruiting talent has impacted several areas in the Library. Those who remain continue to perform their specific duties, provide coverage in different areas, and learn new processes in technological advancements for the provision of Library materials through means other than the traditional service-delivery model.</p>			
<b>External Factors</b> (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			
<b>Explanation:</b>			
<p>The division continues to devise strategies to improve performance in this area such as expanding outreach activities, identifying and engaging a broader base of potentially eligible patrons, and identifying and implementing strategies to improve patron retention.</p>			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other – Population and Outreach	
<b>Recommendation:</b>			
<p>The division will focus on the strategies listed in the explanation section as well as look for additional opportunities to educate the public about services provided at the Library.</p>			

<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		State Grants/PreK-12 Program – FEFP	
<b>Service/Budget Entity:</b>		PreK-12 FEFP	
<b>Measure:</b>		Number/percent of schools declining one or more letter grades, reported by district	
<b>Action:</b>			
<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%	812 / 26%	619 / 18%	320.7% / 225%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
Pursuant to Florida Department of Education (FDOE) Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations and school grades for the 2019-20 school year were canceled. Pursuant to FDOE Emergency Order No. 2020-EO-2, schools were provided the opportunity to opt into their school grades or school improvement ratings. As a result, only eligible schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a letter grade assigned for the 2020-21 school year. Due to this, the comparison is from the last year for which school grades were released for all schools, 2018-19. 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.			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
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. Prior to the pandemic, the department began to see the leveling out of the changes to the calculation system; however, the outside factors of a pandemic have impacted school grades.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other ( <i>See above explanation</i> )	
<b>Recommendation:</b> None.			



<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		State Grants/PreK-12 Program – FEFP	
<b>Service/Budget Entity:</b>		PreK-12 FEFP	
<b>Measure:</b>		Number/percent of schools improving one or more letter grades, reported by district	
<b>Action:</b>			
<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%	476 / 15%	-490 / -25%	-50.7% / -62.5%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 ( <i>Specify</i> )	
<b>Explanation:</b>			
Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations and school grades for the 2019-20 school year were canceled. Pursuant to Florida Department of Education Emergency Order No. 2020-EO-2, schools were provided the opportunity to opt into their school grades or school improvement ratings. As a result, only eligible schools for which an opt-in request was submitted by the school district superintendent or charter school governing board have a letter grade assigned for the 2020-2021 school year. Due to this, the comparison is from the last year for which school grades were released for all schools, 2018-19. 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.			
<b>External Factors</b> (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 ( <i>Specify</i> )	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
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. Prior to the pandemic, the department began to see the leveling out of the changes to the calculation system; however, the outside factors of a pandemic has impacted schools grades.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other ( <i>See above explanation</i> )	
<b>Recommendation:</b> None.			

LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Workforce Education/Division of Career and Adult Education	
<b>Service/Budget Entity:</b>		General Program	
<b>Measure:</b>		Number/percent of persons earning career 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 (Level I)	
<b>Action:</b>			
<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%	2,454 / 79.6%	-18,661 / 9.6%	-88.4% / 13.7%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 Incomplete	<input checked="" type="checkbox"/>	Other ( <i>Specify</i> )
<b>Explanation:</b>			
The number 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.			
<b>External Factors</b> (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		
<b>Explanation:</b>			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/>	Training	<input type="checkbox"/>	Technology
<input type="checkbox"/>	Personnel	<input checked="" type="checkbox"/>	Other – See Recommendations Below
<b>Recommendation:</b>			
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 skills 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 students exiting the college-preparatory program who enter college-level course work associated with the A.A., A.S., Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs

**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
74%	67%	-7%	-9.5%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incomplete  Other (*Specify*)

**Explanation:**

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other (*Specify*)
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

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

- Training  Technology
- Personnel  Other (*Specify*)

**Recommendation:**

As a result of Senate Bill 1720 in 2013, developmental education has been modified. Specifically, a large portion of entering students are not required to take a placement test nor to enroll in developmental education (formerly known as “college preparatory”) coursework. As a result, the number and proportion of students enrolled in developmental education has decreased and more students are directly entering college credit bearing coursework.

Given the change in the statutory landscape, this measure is recommended for deletion.

**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

**Department:** Department of Education  
**Program:** Florida College Programs  
**Service/Budget Entity:** Florida Colleges  
**Measure:** Percent of prior-year Florida high school graduates enrolled in Florida colleges

**Action:**

- Performance Assessment of Outcome Measure
- Performance Assessment of Output Measure
- Adjustment of GAA Performance Standards
- Revision of Measure
- Deletion of Measure

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
31%	30%	-1%	-3.2%

**Factors Accounting for the Difference:**

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

- Personnel Factors
- Competing Priorities
- Previous Estimate Incomplete
- Staff Capacity
- Level of Training
- Other (*Specify*)

**Explanation:**

N/A

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

- Resources Unavailable
- Legal/Legislative Change
- Target Population Change
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission
- Technological Problems
- Natural Disaster
- Other – Students pursuing other options

**Explanation:**

N/A

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

- Training
- Personnel
- Technology
- Other (*Specify*)

**Recommendation:**

Students have many options to pursue postsecondary education upon completion of high school — the Florida College System is one of several choices. Since the rate changes by less than a percentage point, this does not appear to be an immediate cause for concern, particularly since some students may enter the workforce or go to another institution. That said, the Division of Florida Colleges is in receipt of a grant from Helios Education Foundation that will examine this very research question.

**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

**Department:** Department of Education  
**Program:** Florida College Programs  
**Service/Budget Entity:** Florida Colleges  
**Measure:** Number of students receiving college preparatory instruction

**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
118,471	30,182	-88,289	-74.5%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incomplete  Other (*Specify*)

**Explanation:**

N/A

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other (*Specify*)
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

N/A

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

- Training  Technology
- Personnel  Other (*Specify*)

**Recommendation:**

As a result of Senate Bill 1720 in 2013, developmental education has been modified. Specifically, a large portion of entering students are not required to take a placement test nor to enroll in developmental education (formerly known as “college preparatory”) coursework. As a result, the number and proportion of students enrolled in developmental education has decreased, and more students are directly entering college credit bearing coursework.

Given the change in the statutory landscape, this measure is recommended for deletion.

**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

**Department:** Department of Education  
**Program:** Commission for Independent Education  
**Service/Budget Entity:** General Program  
**Measure:** Percentage of licensure applications deemed complete that are reviewed and placed on an agenda within 90 days

**Action:**

- Performance Assessment of Outcome Measure  Revision of Measure
- Performance Assessment of Output Measure  Deletion of Measure
- Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
95%	88.5%	-6.5%	-6.8%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incomplete  Other – COVID-19 Pandemic

**Explanation:**

Commission meetings were delayed due to COVID-19. This delay prevented some applications from being on a meeting agenda within 90 days. As staff began returning to the office, this rate began to improve. In addition, the retirement of several staff members influenced the ability to review applications and place them on an agenda within the 90 days allotted.

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other – COVID-19 Pandemic
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

Commission meetings were delayed due to COVID-19. This delay prevented some applications from being on a meeting agenda within 90 days. In addition, the migration to a shared network server decreased the staff's speed in accessing necessary files stored on the network to review applications.

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

- Training  Technology
- Personnel  Other – COVID-19 Pandemic

**Recommendation:**

The Commission used virtual meetings to enable Commission members to take action on applications. In addition, the return of staff to the office also improved staff's ability to review applications and place them on an agenda within 90 days.

**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

**Department:** Department of Education  
**Program:** Commission for Independent Education  
**Service/Budget Entity:** General Program  
**Measure:** Percentage of complaints received by the Commission that are responded to within 7 days

**Action:**

- Performance Assessment of Outcome Measure  Revision of Measure
- Performance Assessment of Output Measure  Deletion of Measure
- Adjustment of GAA Performance Standards

Approved Standard	Actual Performance Results	Difference (Over/Under)	Percentage Difference
98%	87.1%	-10.9%	-11.1%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incomplete  Other – COVID-19 Pandemic

**Explanation:**

Commission staff were hindered from responding to complaints within seven days due to teleworking related problems. Staff were moved to a teleworking environment due to COVID-19. As staff began returning to the office, this rate began to improve.

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other – COVID-19 Pandemic
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

Commission staff were hindered from responding to complaints within seven days due to teleworking related problems. Staff were moved to a teleworking environment due to COVID-19.

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

- Training  Technology
- Personnel  Other – COVID-19 Pandemic

**Recommendation:**

Teleworking related problems were resolved with the assistance of the Department’s Helpdesk.

<b>LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT</b>			
<b>Department:</b>		Department of Education	
<b>Program:</b>		Commission for Independent Education	
<b>Service/Budget Entity:</b>		General Program	
<b>Measure:</b>		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	
<b>Action:</b>			
<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
85%	82.2%	-2.8%	-3.3%
<b>Factors Accounting for the Difference:</b>			
<b>Internal Factors</b> (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 Incomplete		<input checked="" type="checkbox"/> Other – COVID-19 Pandemic	
<b>Explanation:</b>			
Due to COVID-19, many institutions closed temporarily. Consequently, these institutions were unable to respond within 20 calendar days. In addition, many schools have had issues with staff availability due to COVID-19, thus impacting their ability to respond within 20 days.			
<b>External Factors</b> (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 – COVID-19 Pandemic	
<input type="checkbox"/> This Program/Service Cannot Fix the Problem			
<input type="checkbox"/> Current Laws are Working Against the Agency Mission			
<b>Explanation:</b>			
Due to COVID-19, many institutions closed temporarily. Consequently, these institutions were unable to respond within 20 calendar days. In addition, many schools have had issues with staff availability due to COVID-19, thus impacting their ability to respond within 20 days.			
<b>Management Efforts to Address Differences/Problems</b> (Check all that apply):			
<input type="checkbox"/> Training		<input type="checkbox"/> Technology	
<input type="checkbox"/> Personnel		<input checked="" type="checkbox"/> Other – COVID-19 Pandemic	
<b>Recommendation:</b>			
Institutions have reopened in person and/or virtually and have been working to timely respond. In addition, many schools have added additional staff as necessary to combat COVID-19 related illnesses.			



**LRPP Exhibit III: PERFORMANCE MEASURE ASSESSMENT**

**Department:** Department of Education  
**Program:** Commission for Independent Education  
**Service/Budget Entity:** General Program  
**Measure:** Percentage of institutions holding a provisional license or an annual license that received an on-site visitation

**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
50%	32.4%	-17.6%	-35.2%

**Factors Accounting for the Difference:**

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

- Personnel Factors  Staff Capacity
- Competing Priorities  Level of Training
- Previous Estimate Incomplete  Other – COVID-19 Pandemic

**Explanation:**

Due to COVID-19, employee travel was suspended so on-site visits could not be conducted. In addition, on-site visit staff has experienced a higher rate of turnover leaving the Commission to prioritize the most necessary site visits to prevent any delay in licensure for schools once travel was allowed.

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

- Resources Unavailable  Technological Problems
- Legal/Legislative Change  Natural Disaster
- Target Population Change  Other – COVID-19 Pandemic
- This Program/Service Cannot Fix the Problem
- Current Laws are Working Against the Agency Mission

**Explanation:**

Due to COVID-19, employee travel was suspended so on-site visits could not be conducted. Once visits resumed, Commission staff prioritized the most necessary site visits to prevent any delay in licensure for schools.

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

- Training  Technology
- Personnel  Other – COVID-19 Pandemic

**Recommendation:**

With the state employee travel ban lifted, staff is resuming on-site visits with safety protocols in place. Other staff members and supervisors have also been used to conduct select on-site visits as necessary.

## **LRPP EXHIBIT IV**

# **PERFORMANCE MEASURE VALIDITY AND RELIABILITY**

**Proposed revisions to specific measures and standards shown in Exhibit IV are pending an approved budget amendment as indicated with an asterisk (\*).**



<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number/percent of customers gainfully employed (rehabilitated) in at least 90 days</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/>	Requesting Revision to Approved Measure
<input type="checkbox"/>	Change in Data Sources or Measurement Methodologies
<input type="checkbox"/>	Requesting New Measure
<input type="checkbox"/>	Backup for Performance Outcome and Output Measure
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>The methodology examines 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 used at the federal and state levels since inception of the VR program. The measure is linked to the program's mission: Help people with disabilities find and maintain employment and enhance their independence.</p> <p>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 using well-developed criteria for selection, and assessment of the customer's needs and 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.</p>	
<b>Reliability:</b>	
<p>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, which are downloaded monthly from RIMS for the performance - based program budgeting measures and maintained on a server.</p> <p>Although data are valid and reliable, the standard has been outdated since 2008, when the division implemented an Order of Selection to ensure that customers with most significant barriers to employment were served first. In addition, passage of the federal WIOA in 2014 provided new performance measures for VR agencies. The measure and standard should be revised and aligned to the strategic plan.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Division of Vocational Rehabilitation
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Number/percent of VR customers with a significant disability who are gainfully employed (rehabilitated) for at least 90 days
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>The measure addresses a subset of the population addressed in Measure 1—customers with a significant or most significantly disability—with 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.</p>	
<b>Validity:</b>	
<p>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.</p> <p>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 using well-established criteria for the levels of significance that are incorporated into policy and frequently discussed in training sessions.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p> <p>Although data collection is valid and reliable, the standard has been outdated since 2008, when the division implemented an Order of Selection to ensure that customers with most significant barriers to employment were served first. 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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number/percent of VR customers with other disabilities employed (rehabilitated) at least 90 days</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>However, the standard has been outdated since the division implemented an Order of Selection to ensure that customers with most significant barriers to employment were served first. In addition, the passage of the federal WIOA 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 SBE in the 2016 revision of its strategic plan. To promote consistency, the measure wording should be revised to: <i>Number/percent of customers gainfully employed (rehabilitated) during the second quarter after they exit the program.</i> The associated standard should be revised to: <i>Target to be determined upon approval of the strategic plan.</i></p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number/percent of VR customers placed in competitive employment</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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 (<math>\geq 36</math> hours per week). Validity has been improved by redefining this measure to make it consistent with the definition used by RSA.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>Although data collection is valid and reliable, the measure should be deleted as it does not accurately reflect relevant division standards.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number/percent of VR customers retained in employment after 1 year – estimated from three quarters of data</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/>	Requesting Revision to Approved Measure
<input type="checkbox"/>	Change in Data Sources or Measurement Methodologies
<input type="checkbox"/>	Requesting New Measure
<input type="checkbox"/>	Backup for Performance Outcome and Output Measure
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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).</p>	
<b>Validity:</b>	
<p>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.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>Although data collection is valid and reliable, 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: <i>Number/percent of Vocational Rehabilitation customers retained in employment during the fourth quarter after they exit the program.</i> A standard for the measure would be determined on the basis of future baseline data.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Projected average annual earning of VR customers at placement</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>The Rehabilitation Information Management System (RIMS) data are used. Information is entered into the system for every customer by field associates. "Edits" in RIMS prevent the entry of invalid or erroneous data as much as possible without constricting the system unduly. The Rehabilitation Services Administration (RSA) audits the data regularly.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p> <p>The validity of this measure of the quality of the outcome is supported in principle by using multiple federal measures that assess earnings as hourly wages.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Division of Vocational Rehabilitation
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Average annual earning of VR customers after 1 year – estimated from three quarters of data
<i>Recommend Revision</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Percent of case costs covered by third-party payers</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>Although data collection is valid and reliable, the division recommends deleting 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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Division of Vocational Rehabilitation
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Average cost of case life (to division) for VR customers with a significant disability
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>The life-of-case cost has been tracked by RSA for a number of years and is reproducible.</p> <p>Although the validity and reliability of the measure has been established, the division recommends deleting the measure since the cost of care life is no longer an efficient measure of VR service quality under WIOA.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Division of Vocational Rehabilitation
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Average cost of case life (to division) for VR customers with other disabilities
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>The life-of-case cost has been tracked by RSA for a number of years and is reproducible.</p> <p>Although the validity and reliability of data collection has been established, the division recommends deleting the measure since it does not accurately reflect relevant division goals and is no longer relevant due to the improving situation related to the Order of Selection.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Division of Vocational Rehabilitation
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Number of vocational rehabilitation customers reviewed for eligibility
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b> <i>Recommend Deletion</i>	<b>Number of written service plans</b>
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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</p> <p>Although data validity and reliability have been established, the measure does not support the division's vision, mission and goals for its current customer base as mandated by the Rehabilitation Act, therefore, the division recommends deleting the measure.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Average number of active cases</b>
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Median customer caseload per counselor</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>"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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Percent of eligibility determinations completed in compliance</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>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).</p> <p>“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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Division of Vocational Rehabilitation
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	<b>Number of program applicants provided reemployment services with closed cases during the fiscal year and returning to suitable gainful employment</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Vocational Rehabilitation</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Average hourly wage of VR customers gainfully employed at employment outcome</b>
<i>Proposed New Measure</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Rehabilitation Information Management System (RIMS) data would be 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 would be 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.</p> <p>Earnings of customers retained in employment would be found for each quarter of the state fiscal year. Earnings for would be multiplied by four to project annual earnings for the customers employed in the quarter. Earnings for the fiscal year would be obtained by summing the average earnings for each of the four quarters to obtain the annual projection.</p>	
<b>Validity:</b>	
<p>This would be a good measure of the quality of the outcomes of vocational rehabilitation. Follow -up data would be wages reported by employers. Validity could be threatened to some extent in that earnings of all customers would be 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.</p>	
<b>Reliability:</b>	
<p>Similar measures have 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 the measure would be good.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number/percent of rehabilitation customers gainfully employed at least 90 days (regardless of wage earned)</b>
<b>Action:</b>	
<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>	
<p>The division uses the Federal Method of Calculating the VR Rehabilitation Rate: Number of Closed Cases Successful / (Number of Closed Cases Successful + Number of Closed Cases SERVED Not Successful). 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: Number of Closed Cases Successful / (Number of Closed Cases Successful + Number of Closed Cases SERVED Not Successful). The revised calculation requires that services were received under an approved plan, developed with a client. The federal standard only counts cases that have approved plans.</p> <p>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 Number of Closed Cases Successful / (Number of Closed Cases Successful + 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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number/percent rehabilitation customers placed in competitive employment (at or above minimum wage)</b>
<b>Action:</b>	
<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>	
<p>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.</p> <p>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.</p> <p>"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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Projected average annual earnings of rehabilitation customers at placement</b>
<b>Action:</b>	
<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>	
<p>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.</p> <p>To calculate this measure, the Total Annual Earnings are divided by the Total Number of Successfully Closed VR Cases.</p> <p>Total Annual Earnings is defined as the sum of the Weekly Earnings of Successfully Closed VR Cases multiplied by 52 weeks.</p> <p>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.</p> <p>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</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number/percent of successfully rehabilitated Independent Living customers, non-vocational rehabilitation</b>
<b>Action:</b>	
<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>	
<p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number/percent of Early Intervention/Blind Babies customers successfully transitioned from the Blind Babies Program to the Children's Program (preschool to school)</b>
<b>Action:</b>	
<input 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>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number/percent of customers exiting the Children’s Program who are determined eligible for the Vocational Rehabilitation Transition Services Program</b>
<b>Action:</b>	
<input 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>	
<p>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.</p> <p>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).</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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 number of children who transitioned into the VR transition services program is anticipated to fluctuate.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number of customers (cases) reviewed for eligibility</b>
<b>Action:</b>	
<input 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>	
<p>The definition and methodology for this measure conforms to that of DVR.</p> <p>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.</p> <p>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.</p> <p>All cases include clients from the Vocational Rehabilitation Program, the Independent Living Program, the Children’s Program, and the Blind Babies Program.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number of initial written service plans</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<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>	
<p>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.</p> <p>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. The division recommends adjusting the standard and the measure to more accurately align with current services and procedures.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number of customers served</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<input 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>	
<p>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.</p> <p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>Based on a seven-year trend, the division recommends changing the standard for this measure from 13,100 to 11,500.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Average time lapse (days) between application and eligibility determination for rehabilitation customers</b>
<b>Action:</b>	
<input 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>	
<p>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.</p> <p>The measure is calculated by dividing the total number of Days Lapsed by the total number of Eligibility Determinations for all Case Types.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Customer caseload per counseling/case management team member</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<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 type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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 15th of every month and dividing this total by the number of counselors and supervisors who maintain caseloads (the average caseload from the 15th of every month is used because of seasonal considerations). There is not one day in the year that could have been used as the basis for identifying a normal day's caseload. The number of counselors is identified by the 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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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 FY 2010-11, a caseload assessment resulted in caseloads being redistributed and cases being closed due to clients no longer requiring services. Additional counselors have also been hired, thereby improving the ratio of counselors to clients.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Cost per library customer served</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<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>	
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.	
<b>Validity:</b>	
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.	
KLAS contains consistent data elements that were designed to track library services and usage.	
<b>Reliability:</b>	
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 current standard of \$19.65 has been static for several years and does not accurately reflect the increase in costs. The division recommends that this standard be updated. The performance standard for the measure should be increased to a target of \$58.00.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number of blind vending food service facilities supported</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<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>	
<p>All data related to tracking blind vending food service facilities are maintained in the Randolph–Sheppard Vending Program (RSVP) software program.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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 Development, Opened, Available, LOFA in Place, Closed Temporarily, or Closed Permanently.</p>	
<b>Reliability:</b>	
<p>Strict business rules are programmed into the RSVP that do not allow operator/facility linkages to occur without a valid LOFA.</p> <p>There are two types of LOFAs:</p> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> </ol> <p>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).</p> <p>The division recommends that the standard be adjusted to 140 facilities. Due to cutbacks at both state and federal facilities, an increase in the number of employees teleworking, and the overall economic impact of COVID-19, the division has seen an overall decrease in the number of facilities.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number of existing food service facilities renovated</b>
<b>Action:</b>	
<input 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>	
<p>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.</p>	
<b>Validity:</b>	
<p>On-site visits by Regional Business Consultants ensure that the project has been completed, and that the facility is open and providing service.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b> <b>Program:</b> <b>Service/Budget Entity:</b> <b>Measure:*</b> <i>Recommend Deletion</i>	<b>Department of Education</b> <b>Division of Blind Services</b> <b>General Program</b> <b>Number of new food service facilities constructed</b>
<b>Action:</b> <input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b> To be determined.	
<b>Validity:</b> To be established.	
<b>Reliability:</b> <p>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.</p> <p>The 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 proposed new standard and measure would be 75 percent of licensed vendors placed in their first facility remaining active for a minimum of 12 months.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:*</b>	<b>Number of library customers served</b>
<i>Recommend Revision</i>	
<b>Action:</b>	
<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>	
<p>All data related to customer registration and the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).</p> <p>This measure 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 SFY.</p>	
<b>Validity:</b>	
<p>KLAS system contains consistent data elements that were designed to track library services and usage.</p>	
<b>Reliability:</b>	
<p>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.</p> <p>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.</p> <p>The DBS recommends that the standard be updated as strategies are identified to increase the number of library patrons such as expanding outreach activities, identifying and implementing strategies to improve patron retention and patron satisfaction. Further, the division recommends revising the performance standard for the measure to 35,000, which is a more realistic target based on trend data.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number of library items (Braille and recorded) loaned</b>
<b>Action:</b>	
<input 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>	
<p>All data related to the circulation of reading materials is tracked by the Keystone Library Automation System (KLAS).</p> <p>Previously, the DBS didn't include BARD circulations and Duplication on Demand in the actual performance results, although these circulated items meet the standard of qualifying as checkouts and items loaned. As a result, we are reporting performance on physical checked-out items (shelved items from the library's circulation department) as well as items checked out electronically. Items loaned/checked-out (physical, BARD, and duplication) for the SFY totaled 1,061,435.</p> <p>This measure is derived by generating the Circulation Report from KLAS for the SFY. The Circulation Report provides a comprehensive total of loaned/checked-out items, in all formats (physical, BARD, and Duplication), for the SFY.</p>	
<b>Validity:</b>	
<p>The KLAS system contains consistent data elements that were designed to track library services and usage.</p> <p>The totals for the items circulated during the state fiscal year are taken directly from the KLAS system.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Division of Blind Services</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Percentage of licensed vendors retained in their first facility for at least 12 months upon initial placement</b>
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Staff recommends the addition of this measure with the recommended goal: 80 percent of licensed vendors placed in their first facility remaining active for a minimum of 12 months.</p> <p>All data related to tracking blind vending food service facilities are maintained in the Randolph–Sheppard Vending Program (RSVP) software program. Performance for the measure would be 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.</p>	
<b>Validity:</b>	
<p>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 and reporting the current status of each facility as one of the following: Development, Opened, Available, LOFA in Place, Closed Temporarily, or Closed Permanently. Tracking the facility's status provides a valid method for reporting vendor retention.</p>	
<b>Reliability:</b>	
<p>Strict business rules are programmed into the RSVP that do not allow operator/facility linkages to occur without a valid LOFA.</p> <p>There are two types of LOFAs:</p> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> </ol> <p>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).</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Deletion</i>	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)
<b>Action:</b>	
<input 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 type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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.	
<u>Denominator:</u> Includes any initial EASE recipient in a given year.	
<u>Numerator:</u> The numerator includes any student in the denominator who graduates from an EASE eligible private postsecondary institution within six years following initial enrollment at an EASE eligible private postsecondary institution; reported by delivery system.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number of degrees granted for EASE recipients and contract program recipients
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<u>Data Source:</u>	
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).	
<u>Methodology:</u>	
FETPIP-linked student records of bachelor's 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.	
<u>Denominator:</u> All EASE recipients in a given year.	
<u>Numerator:</u> Of the denominator, those recipients who earned a degree in the following year.	
<b>Validity:</b>	
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 as follows is recommended: Number of degrees granted to EASE grant recipients (total number of students who are found in the reporting year as earning a degree and receiving an EASE Grant).	
<b>Reliability:</b>	
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	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Retention rate of award recipients
<i>Recommend Substitution</i>	(Delineate by: Academic Contract, EASE Grant, Historically Black Colleges and Universities [HBCU])
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p> <p>Deleting the measure for contract programs and revising it to ‘Retention rate of EASE Grant recipients,’ using a two-year rate, is recommended.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Private Colleges and Universities</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Graduation rate of award recipients</b>
<i>Recommend Deletion</i>	<b>(Delineate by: Academic Contract; EASE Grant; HBCU)</b>
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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.	
<u>Denominator:</u> All EASE initial recipients in a given year.	
<u>Numerator:</u> Of the denominator, those students who are found as having earned a bachelor's degree from any sector in the prior year.	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Of those graduates remaining in Florida, the percent employed at \$22,000 or more one year following graduation
<i>Recommend Substitution</i>	(Delineate by: Academic Contract; EASE Grant; HBCU)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>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. A reasonable standard could then be developed. The proposed measure is: 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.</p> <p><u>Denominator:</u> Total number of graduates in a given year.</p> <p><u>Numerator:</u> Of those, the number who were found in full-time employment in Florida in the following year.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Of those graduates remaining in Florida, the percent employed at \$22,000 or more five years following graduation (Delineate by: Academic Contract; EASE Grant and HBCU)
<i>Recommend Substitution</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>Revising 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. The proposed measure is: 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.</p> <p><u>Denominator:</u> Total number of graduates from ICUF institutions in a given year.</p> <p><u>Numerator:</u> Of those, the number who were found in full-time employment in Florida in five years later.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>The procedure yields the same results on repeated trials and data are complete and sufficiently error- free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b> <i>Recommend Deletion</i>	Licensure/certification rates of award recipients (where applicable), (Delineated by: Academic Contract; EASE Grant, HBCU)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Databases on licensure and certification shared with the Department are not sufficiently complete to report data on this measure. This measure requires clarity.</p> <p>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).</p> <p>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.</p> <p><b>Validity:</b> Methodology not yet implemented; validity not yet established.</p> <p><b>Reliability:</b> Methodology not yet implemented; validity not yet established.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Deletion</i>	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)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p>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.</p> <p>Deletion of this measure is recommended.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>Not yet established.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number of prior year's graduates
<i>Recommend Deletion</i>	(Delineate by: Academic Contract; EASE Grant and HBCU)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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's 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.	
<u>Denominator:</u> All EASE recipients in a given year.	
<u>Numerator:</u> Of the denominator, those recipients who earned a degree in a given year.	
<b>Validity:</b>	
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."	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number of prior year's graduates remaining in Florida (Academic Contracts)
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/>	Requesting Revision to Approved Measure
<input type="checkbox"/>	Change in Data Sources or Measurement Methodologies
<input type="checkbox"/>	Requesting New Measure
<input type="checkbox"/>	Backup for Performance Outcome and Output Measure
<b>Data Sources and Methodology:</b>	
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.	
<b>Validity:</b>	
Methodology not yet implemented; validity not yet established.	
<b>Reliability:</b>	
Methodology not yet implemented; reliability not yet established.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Private Colleges and Universities
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number of FTIC students, disaggregated by in-state and out-of-state (HBCU)
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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. Currently responsibility for monitoring the Private Colleges and Universities Program for purposes of the LRPP and LBR is organizationally assigned to the Bureau of Contracts, Grants and Procurement, which collaborates with the Office of Student Financial Assistance to collect data on performance measures and standards for the EASE program.	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b>	Percent of standard diploma recipients who have completed the required courses for Bright Futures
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>The data reported are for the number of standard high school graduates who completed coursework required for Bright Futures awards. The reported data will support reporting for the recommended measure: Percent of standard diploma recipients who have completed the required courses for Bright Futures.</p> <p>Data Source: K-20 Education Data Warehouse</p> <p><u>Denominator:</u> Number of high school standard diploma recipients in academic year.</p> <p><u>Numerator:</u> Of the denominator, the number who completed coursework required for Bright Futures in the following academic year.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>Data in the student transcript database form the basis for evaluating a student’s eligibility for a Bright Futures award.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b>	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 Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data to report the measure as originally approved by the Florida Legislature is not available and the Department recommends deleting the measure using a four-year and six-year rate. A proposed new measure is: Retention rate of FTIC award recipients, by delivery system, using a two-year rate for Florida Colleges and universities. Data to report the recommended substitute 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. See “validity” below for an explanation.</p> <p><u>Denominator:</u> Number of students who received a Bright Futures initial award in a given academic year, (e.g., 2018-19) excluding those who graduated.</p> <p><u>Numerator:</u> Of the denominator, those found enrolled in the following academic year (e.g., 2019-20)</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>It is recommended to revise this measuring procedure as indicated in the previous section.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b>	Graduation rate of FTIC award recipients (Bright Futures), by delivery system (Florida College System [FCS]) and State University System [SUS])
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data Sources: Education Data Warehouse (EDW), Data Availability: Annually in October</p> <p>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.</p> <p><u>Denominator:</u> 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.</p> <p><u>Numerator:</u> 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.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>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 and the Department recommends deleting that measure.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b>	Percent of high school graduates attending Florida postsecondary institutions (Bright Futures)
<i>Recommend Revision</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>The Florida Legislature has made several changes to the Florida Bright Futures Scholarship Program since this measure was first proposed in 2006, including the addition of several new awards. The Department recommends a new measure that will provide information on all the awards that are part of the Bright Futures Programs, such as: 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, Florida Medallion Scholars, Florida Gold Seal CAPE Scholars and Florida Gold Seal Vocational Scholars).</p> <p>Data Source: State Student Financial Assistance Database</p> <p><u>Numerator:</u> Bright Futures Initial students disbursed at Florida postsecondary eligible institutions in an identified academic year (e.g., 2018-19).</p> <p><u>Denominator:</u> Total number of Bright Futures initial eligible students.</p>	
<b>Validity:</b>	
<p>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.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b>	Number of Bright Futures recipients (From August Estimating Conference, Office of Economic and Demographic Research)
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>The measure is for the number of students eligible for initial Bright Futures Scholarships who enroll in and are disbursed funds in a Florida postsecondary education institution, reported by award type and number of Bright Futures recipients.</p> <p>Data Source: State Student Financial Assistance Database and projections from the Education Estimating Conference on Student Financial Aid.</p> <p>Date Availability: Annually in September.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>The calculation is reliable because Bright Futures funding per educational institution is documented at the student record level.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b> <i>Recommend Revision</i>	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)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Data to report this measure for recipients of the Florida Student Assistance Grant must be compiled by the K20 Education Data Warehouse. The measure was calculated using a two-year retention rate. Please see “validity” below for an explanation.	
<u>Denominator:</u> Number of students who received a Florida Student Assistance Grant initial award in a given year, excluding those who graduated.	
<u>Numerator:</u> Of the denominator, those found enrolled in the following year.	
<b>Validity:</b>	
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. A proposed new measure is: Retention rate of FTIC award recipients, by delivery system, using a two-year rate for Florida Colleges and universities.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b>	Graduation rate of FTIC award recipients, by delivery system (Florida Student Assistance Grant)
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Data Sources: K20 Education Data Warehouse (EDW) Data Availability: Annually in October  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.  <u>Denominator:</u> 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.  <u>Numerator:</u> 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.  <b>Validity:</b> 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.  <b>Reliability:</b> 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. The Department recommends deleting this standard.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b> <i>Recommend Deletion</i>	Percent of recipients who, upon completion of the program, work in fields in which there are shortages (Critical Teacher Shortage Forgivable Loan Program)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Data Source: State Student Financial Aid Database.	
<u>Numerator</u> : Record of all Critical Teacher Program recipients who worked in the Critical Teaching Field	
<u>Denominator</u> : Records of all Critical Teacher Program recipients in a given academic year.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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. The Department recommends deleting the measure. 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>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	Student Financial Assistance, Finance and Operations
<b>Measure:</b> <i>Recommend Addition</i>	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
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Data Sources: Data to report this measure for recipients of the Florida Student Assistance Grant, who also received an EASE grant or Bright Futures Scholarship is housed in the State Student Financial Aid Database (SSFAD).	
<u>Denominator:</u> Number of students who received a Florida Student Assistance Grant, excluding those who graduated.	
<u>Numerator:</u> Of the denominator, those students found to also have received an EASE Grant or Bright Futures Scholarship.	
<b>Validity:</b>	
The number of students receiving financial assistance at private institutions is a valid indicator of those institutions promoting education to high-need students in furtherance of progress toward the statutory goal of highest student achievement.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	Student Financial Assistance Program - State
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Addition</i>	Number/percent of Bright Futures recipients who also receive Florida Student Assistance Grant (merit-based grant recipients who also have need-based grants)
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data Sources: Data to report this measure for recipients of the Florida Bright Futures Scholarship, who also received an FSAG grant, is housed in the State Student Financial Aid Database (SSFAD).</p> <p><u>Denominator:</u> Number of students who received a Florida Bright Futures Scholarship award during a given year.</p> <p><u>Numerator:</u> Of the denominator, those students found to also have received a Financial Student Assistance Grant.</p>	
<b>Validity:</b>	
<p>The number of students receiving need-based financial assistance in addition to a Bright Futures award is a valid indicator of promoting education to higher need students in furtherance of progress toward the statutory goal of highest student achievement.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Office of Early Learning
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Percentage of children completing the VPK Program “ready” for school when they enter kindergarten
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Chapter 2021-10, Laws of Florida (HB 419), revised the entire accountability system for the VPK Program. VPK will no longer use kindergarten readiness as a measure based on the Florida Kindergarten Readiness Screener. The new assessment is Florida’s Assessment of Student Thinking (FAST) using Star Early Literacy and new outcomes will be developed based on this assessment and policies established under Ch. 2021-10, L.O.F. The division recommends deleting this measure and leaving a placeholder for a future metric based on this assessment and policies established under Ch. 2021-10, L.O.F.</p> <p>NOTE: This measure is numbered 53.1 since the Division of Early Learning was not organizationally part of the Department when the agency’s original performance measures and standards were approved.</p>	
<b>Validity:</b>	
Validity will be established.	
<b>Reliability:</b>	
Reliability will be determined.	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Office of Early Learning</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number of 4-year-olds enrolled in Voluntary Prekindergarten</b>
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data for the Voluntary Prekindergarten Education Program is part of Florida’s early learning programs consensus estimating process established in 1985 (Chapter 85-26, L.O.F.). The Voluntary Prekindergarten Estimate Conference meets regularly to project and adopt school-year enrollment forecasts to ensure adequate planning and funding. All state agencies and the judicial branch must use the official results adopted by the conferences in carrying out their duties under the state planning and budgeting process.</p> <p>NOTE: This measure is numbered 53.2 since the Division of Early Learning was not organizationally part of the Department when the agency’s original performance measures and standards were approved.</p>	
<b>Validity:</b>	
Validity of the forecasts has been established.	
<b>Reliability:</b>	
Reliability of the forecasts has been established.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number/percent of teachers with National Teacher's Certification, as reported by district
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>Data Source: National Board of Professional Teaching Standards at <a href="http://www.nbpts.org">http://www.nbpts.org</a>.</p> <p>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.</p> <p><u>Denominator</u>: Number of teachers in Florida in a specific academic year (e.g., 2020-21 data).</p> <p><u>Numerator</u>: Number of teachers in Florida who hold National Board Certification during the same academic year.</p>	
<b>Validity:</b>	
<p>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. The Department recommends deleting this measure as the validity and reliability of data for reporting performance cannot be determined.</p>	
<b>Reliability:</b>	
<p>See concerns described under validity. Reliability cannot be determined since the data is not a source data element collected by the Department.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number/percent of "A" schools
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data Sources:</p> <p>Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <a href="http://www.fldoe.org/accountability/accountability-reporting/school-grades">http://www.fldoe.org/accountability/accountability-reporting/school-grades</a>. Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations and school grades for the 2019-20 school year were canceled; therefore, 2018-19 school grades results are being reported in lieu of 2019-20 results. On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional, and granted school districts and charter school governing boards the ability to apply to the department to opt in to have one or more 2020-2021 school grades apply for all statutory purposes that are associated with a school grade. Additionally, the Emergency Order established that for those schools that do choose to opt in, the school grades calculation will be modified so that the learning gains components are calculated from the 2018-19 school year (prior-prior year) to the 2020-21 school year (current year) to account for the cancellation of the spring 2019-20 (prior year) statewide assessment test administrations. School grades for schools opting in for the 2020-21 school year have not yet been issued as of the deadline for submitting the annual LRPP update.</p> <p><u>Denominator:</u> Total number of graded schools ("A" through "F") in 2019.</p> <p><u>Numerator:</u> Of those, the number of schools with grade of "A" in 2019.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number/percent of "D" or "F" schools
<i>Recommend Substitution</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <a href="http://www.fldoe.org/accountability/accountability-reporting/school-grades/">http://www.fldoe.org/accountability/accountability-reporting/school-grades/</a>.</p> <p>Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations and school grades for the 2019-20 school year were canceled; therefore, 2018-19 school grades results are being reported in lieu of 2019-20 results. On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional, and granted school districts and charter school governing boards the ability to apply to the department to opt in to have one or more 2020-2021 school grades apply for all statutory purposes that are associated with a school grade. Additionally, the Emergency Order established that for those schools that do choose to opt in, the school grades calculation will be modified so that the learning gains components are calculated from the 2018-19 school year (prior-prior year) to the 2020-21 school year (current year) to account for the cancellation of the spring 2019-20 (prior year) statewide assessment test administrations. School grades for schools opting in for the 2020-21 school year have not yet been issued.</p> <p><u>Denominator:</u> Total number of graded schools ("A" through "F") in 2019.</p> <p><u>Numerator:</u> 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.</p> <p><b>Validity:</b></p> <p>Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i>. 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.</p> <p><b>Reliability:</b></p> <p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number/percent of schools declining one or more letter grades
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <a href="http://www.fldoe.org/accountability/accountability-reporting/schoolgrades/">http://www.fldoe.org/accountability/accountability-reporting/schoolgrades/</a>.</p> <p><u>Denominator:</u> 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).</p> <p><u>Numerator:</u> Of those, the number of schools that declined one or more grades.</p>	
<b>Validity:</b>	
<p>Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i>.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p> <p>The Department recommends revising the standard to delete the term “..., reported by district.”</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number/percent of schools improving one or more letter grades
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Data to report this measure are compiled by the Bureau of Accountability Reporting. Data are available in Excel format (searchable) at: <a href="http://www.fldoe.org/accountability/accountability-reporting/schoolgrades/">http://www.fldoe.org/accountability/accountability-reporting/schoolgrades/</a>.</p> <p>Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations and school grades for the 2019-20 school year were canceled; therefore, 2018-19 school grades results are being reported in lieu of 2019-20 results.</p> <p><b>Denominator:</b> 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).</p> <p><b>Numerator:</b> Of those, the number of schools that improved one or more grades.</p>	
<b>Validity:</b>	
<p>Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i>.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Florida's high school graduation rate
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Data to report this measure are compiled by the Bureau of Accountability Reporting, and are available in an interactive database at <a href="http://edstats.fldoe.org/">http://edstats.fldoe.org/</a> .	
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.	
<u>Denominator:</u> 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.	
<u>Numerator:</u> Those students who graduate within the four years of the cohort with a standard high school diploma.	
<b>Validity:</b>	
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i> .	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	Percent of graduates taking acceleration mechanisms in high school (AP, IB, AICE, Dual Enrollment, Clock Hour Dual Enrollment, and Industry Certifications)
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Data to report high school acceleration programs are compiled by the Bureau of Accountability Reporting.	
<u>Denominator:</u> 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.	
<u>Numerator:</u> Those students who graduate within the four years of the cohort with a standard high school diploma who have also completed an accelerated mechanism.	
<b>Validity:</b>	
Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i> .	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Grants/PreK-12 Program - FEFP
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b>	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>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>The percentage of a high school graduating class that enters postsecondary education is known as the postsecondary continuation rate. Data to report this measure are compiled by the Florida Education and Training Placement Information Program (FETPIP), and are included in the metrics for the 2020-25 Strategic Plan approved by the SBE. In addition to providing follow-up information on individual prior year high school graduates, FETPIP tracks students into the State University System, private universities, the Florida College System and district technical centers. This process provides a complete picture of postsecondary continuation of Florida graduates who continue postsecondary education in this state. Approximately 4-7 percent of students go out of the state for postsecondary education, which is not captured by the data collected by FETPIP.</p> <p><u>Denominator:</u> The number of high school graduates in a graduating year.</p> <p><u>Numerator:</u> Those students who enroll in postsecondary education in the state.</p> <p><b>Validity:</b> Tracked over time, this measure is valid as an indicator of progress toward achieving the statutory goal of <i>Highest Student Achievement</i>.</p> <p><b>Reliability:</b> This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	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 \$7,764 or more per quarter (Level III)
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>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 (FETPIP) 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.</p> <p>The Unemployment Insurance Wage Report (UIWR) file identified employment and earnings for the targeted occupations. FETPIP linked student records with the UIWR 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.</p> <p><u>Denominator:</u> 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.</p> <p><u>Numerator:</u> Of those, the number found employed at \$7,764 or more per quarter in the 4th quarter of the year following program completion.</p>	
<b>Validity:</b>	
<p>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.</p> <p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Deletion</i>	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 \$6,776 (Level II) or more per quarter, or are found continuing education in a college credit program (Level II)
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>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 (FETPIP) 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.</p> <p>The Unemployment Insurance Wage Report (UIWR) file identified employment and earnings for the targeted occupations. Florida Education and Training Placement Information Program linked student records with the UIWR records to identify the former students who were employed and earning at the threshold established in the measure.</p> <p><u>Denominator:</u> 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 FETPIP from WEDS and CCTMIS files.</p> <p><u>Numerator:</u> Of those, the number found employed at \$6,776 or more per quarter in the 4th quarter of the year following program completion, plus the number who were found enrolled in a program at a higher level.</p>	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b> <i>Recommend Deletion</i>	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)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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 (FETPIP) databases on continuing education and earnings. Follow-up data on postsecondary enrollment are available for public postsecondary institutions and private postsecondary institutions that are members of the Independent Colleges and Universities of Florida (ICUF). Data on employment and earnings are available for employers who report to the unemployment insurance wage report. Data on military 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.</p> <p>The Unemployment Insurance Wage Report (UIWR) file identified employment. FETPIP linked student records with the UIWR records to identify the former students who were employed and earning at the threshold established in the measure.</p> <p><u>Denominator:</u> In the most recent year, the number of persons earning an occupational completion point in any career and technical education; data obtained by FETPIP from WEDS and CCTMIS files.</p> <p><u>Numerator:</u> 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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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 Department recommends deleting the measure since it excludes programs not linked to high-wage/high-skill occupations. Proposed new measures will focus on the earning on industry-recognized credentials, which is a more accurate measure of the quality of the education delivered.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	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
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>No database is currently available. The Department will continue to develop a database that will allow for the measurement of performance.</p> <p>A methodology has not been established without database.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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. The Department recommends deleting the measure.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Deletion</i>	Number/percent of students attending workforce development programs that meet or exceed nationally recognized accrediting or certification standards
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
No database is currently available.	
A methodology has not been established and is pending the availability of a database.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
For reliability, it is necessary to update annually the information on all career and technical education programs. Data are not available. The Department recommends deleting the measure.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Workforce Education/Division of Career and Adult Education</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b>	<b>Number/percent of students completing workforce development programs that meet or exceed nationally recognized accrediting or certification standards</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
No database is currently available.	
A methodology has not been established and is pending the availability of a database.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
For reliability, it is necessary to update annually the information on all career and technical education programs. Data are not available. The Department recommends deleting the measure.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	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
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>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.</p> <p>Follow-up information on those students was provided by the Florida Education Training and Placement Information Program (FETPIP) 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.</p> <p>The Unemployment Insurance Wage Report (UIWR) file identified employment. FETPIP linked student records with the UIWR 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.</p> <p><u>Denominator:</u> All students who earned any literacy completion point during the most reporting year.</p> <p><u>Numerator:</u> Of those, the number of students who were found employed at any level or who were found enrolled in any level of education.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>The measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Addition</i>	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)
<b>Action:</b>	<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure
<b>Data Sources and Methodology:</b>	
<p>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 (FETPIP) 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.</p> <p>The Unemployment Insurance Wage Report (UIWR) file identified employment. FETPIP linked student records with the UIWR 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.</p> <p><u>Denominator:</u> All students who earned any career education certificate during the most recent year.</p> <p><u>Numerator:</u> Of those students, the numbers who were found employed at any level or who were found enrolled in any level of education.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Addition</i>	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
<b>Action:</b>	<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure
<b>Data Sources and Methodology:</b>	<p>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 (FETPIP) 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.</p> <p>The 4th quarter Unemployment Insurance Wage Report (UIWR) file identified employment. FETPIP linked student records with the UIWR 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.</p> <p><u>Denominator:</u> All students who earned any college credit career education certificate during the most recent reporting year.</p> <p><u>Numerator:</u> Of those, the numbers who were found employed at any level or who were found enrolled in any level of education.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>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.</p>

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b>	Number and percent of adult education completers who are found employed full time or continuing their education*
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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 (FETPIP) 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.</p> <p>The 4th quarter Unemployment Insurance Wage Report (UIWR) file identified employment. FETPIP linked student records with the UIWR 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.</p> <p><u>Denominator:</u> Students enrolled in the highest level of adult basic education who earn a literacy completion point.</p> <p><u>Numerator:</u> Of those, the numbers who were found employed at any level or who were found enrolled in any level of education.</p> <p><b>Validity:</b> The highest level of skills.</p> <p><b>Reliability:</b> 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 department. 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.</p> <p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Workforce Education/Division of Career and Adult Education
<b>Service/Budget Entity:</b>	General Program
<b>Measure:</b> <i>Recommend Addition</i>	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
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p><u>Denominator:</u> Students enrolled in career certificate or college credit career and technical education programs in school districts and Florida colleges.</p> <p><u>Numerator:</u> 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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Workforce Education/Division of Career and Adult Education</b>
<b>Service/Budget Entity:</b>	<b>General Program</b>
<b>Measure:</b> <i>Recommend Addition</i>	<b>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</b>
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>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.</p> <p><u>Denominator:</u> 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.</p> <p><u>Numerator:</u> Of those students, the number who were reported as having passed.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	General Program
<b>Measure:*</b> <i>Recommend Deletion</i>	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 \$7,764 or more per quarter (Level III)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output 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 derived from 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/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</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 (MISATFOR) 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.</p> <p>Information on the students placed in occupations is from Florida Education and Training Placement Information Program's (FETPIP) databases.</p> <p><u>Denominator:</u> Number of A.S. and college-credit certificate program completers who finished programs leading to occupations identified whose wages exceed \$7,764 per quarter.</p> <p><u>Numerator:</u> Of those, the number of completers found by FETPIP to be employed for at least \$7,764 per quarter.</p>	
<b>Validity:</b>	
The objective seeks to increase the percentage of students who complete workforce education programs and are placed in high wage occupations as a result.	
<b>Reliability:</b>	
The occupations on the Workforce Estimating Conference list may change from year to year and the occupational data are not tracked longitudinally. Deletion of this measure is recommended by the Division of Florida Colleges to be replaced with a measure that more closely reflects current policies and metrics in the SBE Strategic Plan 2020-25.	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:*</b> <i>Recommend Deletion</i>	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 \$6,776 or more per quarter or are found continuing education in a college-credit program (Level II)
<b>Action:</b>	<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure
<b>Data Sources and Methodology:</b>	
<p>Deletion of this measure is recommended by the Division of Florida Colleges to be replaced with a measure that more closely reflects current policies and metrics in the SBE Strategic Plan 2020-25.</p> <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 with 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> <p><u>Denominator:</u> Number of AS and college-credit certificate program completers who finished programs identified for new entrants.</p> <p><u>Numerator:</u> Number of those found by FETPIP to be employed for at least \$6,776 per quarter and number of those found continuing education in a college-credit level program.</p>	
<b>Validity:</b>	
<p>The objectives do not address college continuation for AS or college-credit certificate students. Therefore, this is not a valid measure of the objective.</p>	
<b>Reliability:</b>	
<p>The occupations on the Comprehensive Industry Certification List as new entrants may change from year to year. The occupational data are not tracked longitudinally.</p>	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:*</b> <i>Recommend Deletion</i>	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)
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output 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 derived from 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/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</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 (MISATFOR) 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.</p> <p>Information on the students placed in occupations is from Florida Education and Training Placement Information Program's (FETPIP) databases.</p> <p><u>Denominator:</u> Number of A.S. and college-credit certificate program completers who finished programs leading to occupations identified whose wages exceed \$6,568 per quarter.</p> <p><u>Numerator:</u> Of those, the number of completers found by FETPIP to be employed for at least \$6,568 per quarter.</p>	
<b>Validity:</b>	
<p>The objective seeks to increase the percentage of students who complete workforce education programs and are found employed or are continuing their education.</p>	
<b>Reliability:</b>	
<p>The occupations on the Workforce Estimating Conference list may change from year to year. The occupational data are not tracked longitudinally.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Florida College Programs</b>
<b>Service/Budget Entity:</b>	<b>Postsecondary Educational Services</b>
<b>Measure:*</b>	<b>Percent of A.A. degree graduates who transfer to a state university within two years</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Deletion of this measure is recommended by the Division of Florida Colleges for a measure that more closely reflects current policies and metrics in the SBE Strategic Plan 2020-25.</p> <p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p><u>Denominator:</u> Number of students completing at least 18 hours in an FCS A.A. program in a reporting year.</p> <p><u>Numerator:</u> Of those, the number who earned an A.A. within four years of entering the program.</p>	
<b>Validity:</b>	
<p>The objective seeks to increase the proportion of A.A. students with 18 credit hours who graduate in four years.</p>	
<b>Reliability:</b>	
<p>This is a reliable measure because the Accountability Reports have been calculated from the Community College Student Data Base and are reported annually. However, other measures that shorten time to degree are preferable.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:*</b>	Of the A.A. students who complete 18 credit hours, the percent who graduate in four years
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Deletion of this measure is recommended by the Division of Florida Colleges for a measure that more closely reflects current policies and metrics in the SBE Strategic Plan 2020-25.</p> <p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>Denominator: Number of students completing at least 18 hours in an FCS A.A. program in a reporting year.</p> <p>Numerator: Of those, the number who earned an A.A. within four years of entering the program.</p> <p><b>Validity:</b></p> <p>The objective seeks to increase the proportion of A.A. students with 18 credit hours who graduate in four years.</p> <p><b>Reliability:</b></p> <p>This is a reliable measure because the Accountability Reports have been calculated from the Community College Student Data Base and are reported annually. However, other measures that shorten time to degree are preferable.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:*</b>	Percent of A.A. degree transfers to the State University System who earn a 2.5 grade point average or above in the SUS after one year
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Deletion of this measure is recommended by the Division of Florida Colleges for a measure that more closely reflects current policies and metrics in the SBE Strategic Plan 2020-25.</p> <p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p><u>Denominator:</u> Number of students completing at least a 2.5 GPA in an FCS A.A. program in a reporting year.</p> <p><u>Numerator:</u> Of those, the number who earned an A.A. within four years of entering the program.</p> <p><b>Validity:</b></p> <p>The objective seeks to increase the proportion of A.A. students with 18 credit hours who graduate in four years.</p> <p><b>Reliability:</b></p> <p>This is a reliable measure because the Accountability Reports have been calculated from the Community College Student Data Base and are reported annually. However, other measures that shorten time to degree are preferable.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:</b>	Percent of students graduating with total accumulated credit hours that are less than or equal to 120 percent of the degree requirement
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p><u>Denominator:</u> Number of students enrolled in a Florida College who earned the A.A. degree in a reporting year.</p> <p><u>Numerator:</u> Of those, the number who earned 72 credit hours or less.</p> <p><b>Validity:</b></p> <p>The objective seeks to reduce the accumulation of excess credit hours.</p> <p><b>Reliability:</b></p> <p>This measuring procedure yields the same results on repeated trails, 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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:</b> <i>Recommend Deletion</i>	Percent of students exiting the college-preparatory program who enter college-level course work associated with the A.A., A.S., Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output 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 derived from CCTCMIS databases. The college files in this database are built from submission files from each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p><u>Denominator:</u> Number of students enrolled in a college preparatory course. This count is unduplicated to the college, course, and student.</p> <p><u>Numerator:</u> Of those, the number who enrolled in a college course (MACX105, MGFX106, MGFX107, STAX023, ENCX101 gateway courses) in the same reporting year or the following reporting year.</p> <p><b>Validity:</b></p> <p>As a result of Senate Bill 1720 in 2013, developmental education has been modified. Specifically, a large portion of entering students are not required to take a placement test nor to enroll in developmental education (formerly known as “college preparatory”) coursework. As a result, the number and proportion of students enrolled in developmental education has decreased, and more students are directly entering college credit bearing coursework. Given the changing landscape, this measure is recommended for deletion.</p> <p><b>Reliability:</b></p> <p>As a result of Senate Bill 1720 in 2013, developmental education has been modified. Specifically, a large portion of entering students are not required to take a placement test nor to enroll in developmental education (formerly known as “college preparatory”) coursework. As a result, the number and proportion of students enrolled in developmental education has decreased, and more students are directly entering college credit bearing coursework. Given the changing landscape, this measure is recommended for deletion.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Florida College Programs</b>
<b>Service/Budget Entity:</b>	<b>Postsecondary Educational Services</b>
<b>Measure:</b>	<b>Percent of prior-year Florida high school graduates enrolled in Florida colleges</b>
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p><u>Denominator:</u> Number of students who graduated from a Florida high school in an academic reporting year.</p> <p><u>Numerator:</u> Of those, the number found enrolled in a Florida College System institution in the following reporting year</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Florida College Programs</b>
<b>Service/Budget Entity:</b>	<b>Postsecondary Educational Services</b>
<b>Measure:</b>	<b>Number of A.A. degrees granted</b>
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
<p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>Data is based upon the number of students in a Florida College System institution who earned the A.A. degree in a reporting year.</p>	
<b>Validity:</b>	
The objective seeks to increase the number of A.A. degrees granted annually.	
<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 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.	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Florida College Programs</b>
<b>Service/Budget Entity:</b>	<b>Postsecondary Educational Services</b>
<b>Measure:*</b>	<b>Number of students receiving college preparatory instruction</b>
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>Deletion of this measure is recommended by the Division of Florida Colleges for a measure that more closely reflects current policies and metrics in the SBE Strategic Plan 2020-25.</p> <p>All of the data elements used in calculating the measures contained in the Long Range Program Plan are derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>Number of students (unduplicated) enrolled in a Florida College System institution who are enrolled in a developmental education (formerly known as “college preparatory”) course.</p>	
<b>Validity:</b>	
<p>As a result of Senate Bill 1720 in 2013, developmental education has been modified. Specifically, a large portion of entering students are not required to take a placement test nor to enroll in developmental education (formerly known as “college preparatory”) coursework. As a result, the number and proportion of students enrolled in developmental education has decreased, and more students are directly entering college credit bearing coursework. Given the changing landscape, this measure is recommended for deletion.</p>	
<b>Reliability:</b>	
<p>As a result of Senate Bill 1720 in 2013, developmental education has been modified. Specifically, a large portion of entering students are not required to take a placement test nor to enroll in developmental education (formerly known as “college preparatory”) coursework. As a result, the number and proportion of students enrolled in developmental education has decreased, and more students are directly entering college credit bearing coursework. Given the changing landscape, this measure is recommended for deletion.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:</b>	Number of students enrolled in baccalaureate programs offered on Florida college campuses
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output 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 derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>The methodology for this measure equates to the number of students enrolled in Florida College System baccalaureate programs in the reporting year.</p>	
<b>Validity:</b>	
The objective seeks to promote the offering of upper-level courses on the Florida College System campus.	
<b>Reliability:</b>	
These data are routinely reported and collected.	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:*</b>	Of the A.A. graduates who are employed full time rather than continuing their education, the percent who are in jobs earning at least \$12.63 an hour
<i>Recommend Deletion</i>	
<b>Action:</b>	
<input checked="" type="checkbox"/>	Requesting Revision to Approved Measure
<input type="checkbox"/>	Change in Data Sources or Measurement Methodologies
<input type="checkbox"/>	Requesting New Measure
<input type="checkbox"/>	Backup for Performance Outcome and Output 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 derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>Information on students' employment is from FETPIP databases.</p> <p><u>Denominator:</u> Number of students enrolled in a Florida College System institution who earned the A.A. degree</p> <p><u>Numerator:</u> Of those, the number that were not found by FETPIP to be enrolled in continuing education and were found employed and earning at least \$12.63/hour.</p> <p>Note: The amount changes year to year; the hourly rate is from FETPIP's Annual Outcomes Report.</p> <p><b>Validity:</b></p> <p>Because the A.A. degree is designed for transfer and not employment, the measures most appropriate relate to student matriculation into baccalaureate degree programs. Given the intent of A.A. programs, this measure is recommended for deletion.</p> <p><b>Reliability:</b></p> <p>Because the A.A. degree is designed for transfer and not employment, the measures most appropriate relate to student matriculation into baccalaureate degree programs. Given the intent of A.A. programs, this measure is recommended for deletion.</p>

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:</b> <i>Recommend Deletion</i>	<b>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</b>
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output 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 derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>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.</p> <p><b>Denominator:</b> Number of students in a Florida College System institution who earned the A.A. degree in a reporting year and did not transfer to the State University System or an independent college or university in the following year.</p> <p><b>Numerator:</b> Of those, the number found by FETPIP to be employed in a high skill/high wage occupation.</p> <p>Note: The threshold used for this calculation changes each year and is different from the level III threshold.</p> <p><b>Validity:</b></p> <p>Because the A.A. degree is designed for transfer and not employment, the measures most appropriate relate to student matriculation into baccalaureate degree programs. Given the intent of A.A. programs, this measure is recommended for deletion.</p> <p><b>Reliability:</b></p> <p>Because the A.A. degree is designed for transfer and not employment, the measures most appropriate relate to student matriculation into baccalaureate degree programs. Given the intent of A.A. programs, this measure is recommended for deletion.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	<b>Department of Education</b>
<b>Program:</b>	<b>Florida College Programs</b>
<b>Service/Budget Entity:</b>	<b>Postsecondary Educational Services</b>
<b>Measure:</b>	<b>Number of BAS/BS graduates of Florida college baccalaureate degree programs</b>
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output 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 derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>The methodology for this measure equates to the number of students enrolled in Florida College System baccalaureate programs in the reporting year.</p>	
<b>Validity:</b>	
The objective seeks to promote the offering of upper-level courses on the Florida College System campus.	
<b>Reliability:</b>	
These data are routinely reported and collected.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:</b> <i>Recommend Addition</i>	Percentage of students earning a grade "C" or better in traditional/campus-based, online/distance learning, or hybrid courses
<b>Action:</b>	<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output 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 derived from CCTCMIS databases. The college files in this database are built from submission files provided by each of the 28 institutions in the FCS. Instructions for file submissions and elements definitions are in SDB Data Element Dictionary at: <a href="http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml">http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml</a>.</p> <p>Discussions of the changes in the elements of the SDB from the previous year are undertaken during the MISATFOR 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.</p> <p>The methodology for this measure equates to the number of students enrolled in Florida College System traditional, online and hybrid courses in the reporting year.</p>	
<b>Validity:</b>	
The objective seeks to measure student performance across modality.	
<b>Reliability:</b>	
These data are routinely reported and collected.	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	Florida College Programs
<b>Service/Budget Entity:</b>	Postsecondary Educational Services
<b>Measure:</b>	Licensure pass rates – nursing
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Florida Board of Nursing	
<b>Validity:</b>	
The objective seeks to measure student attainment of licensure that is required for employment.	
<b>Reliability:</b>	
These data are routinely reported and collected.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Executive Direction
<b>Measure:</b> <i>Recommend Deletion</i>	Percent of program administration and support costs and positions compared to total agency costs and positions - Division of Public Schools
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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 source: Department of Education, Office of Budget Management, compilation of positions and expenditures by activity code.	
Costs:	
<u>Denominator</u> : Costs for executive direction (ACT0010), Department of Education	
<u>Numerator</u> : Costs for executive direction (ACT0010), Division of Public Schools (data reported do not include costs for the teacher quality offices)	
Positions:	
<u>Denominator</u> : Total positions for Department of Education, executive direction	
<u>Numerator</u> : Total positions for Division of Public Schools, executive direction (data reported do not include positions for the teacher quality offices)	
<b>Validity:</b>	
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.)."	
<b>Reliability:</b>	
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.	

<b>LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY</b>	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Teacher Certification
<b>Measure:</b>	Percent of teacher certificates issued within 30 days after receipt of complete application and the mandatory fingerprint clearance notification
<b>Action:</b>	<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure
<b>Data Sources and Methodology:</b>	<p>The Bureau of Educator Certification (BEC) Database, which is 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. Consistent with the recommendation of the Inspector General, the bureau requests the standard be aligned to the statutory requirement, which is 90 days.</p> <p><u>Denominator:</u> Number of certification applications that are designated as complete, and fingerprint clearance notification received.</p> <p><u>Numerator:</u> Of those, the number that are issued certificates within 30 days. However, the current statutory requirement is 90 days.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>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.</p> <p>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.</p> <p>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.</p>

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Professional Training
<b>Measure:</b> <i>Recommend Deletion</i>	<b>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</b>
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
Bureau of Educator Recruitment and Professional Development	
<p>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.</p> <p>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.</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>This measuring procedure yields the same results on repeated trials, and data are complete and sufficiently error-free.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Grants Management
<b>Measure:</b> <i>Recommend Deletion</i>	<b>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</b>
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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.	
<u>Denominator:</u> 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.	
<u>Numerator:</u> 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.	
<b>Validity:</b>	
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. The Department recommends deleting this measure.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Teacher Certification
<b>Measure:</b>	Number of certification applications processed
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
Bureau of Educator Certification Database housed at the Department of Education, Turlington Building, Tallahassee, Florida	
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.	
<b>Validity:</b>	
The count reported is of the number of certification transactions (files) processed. The data reported is for the measure of total workload of the Bureau of Educator Certification, the number of certification files processed.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Executive Direction
<b>Measure:</b>	Percent of program administration and support costs and positions compared to total agency costs and positions
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input 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>	
Department of Education, Office of Budget Management, compilation of positions and expenditures by activity code.	
Costs:	
<u>Denominator:</u> Total costs for the Department of Education.	
<u>Numerator:</u> Costs for the State Board of Education (unit code 4880) executive direction (Activity Code 0010).	
<b>Validity:</b>	
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 K-20 rather than sector-specific accountability.	
<b>Reliability:</b>	
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 K-20 administration, many employees who have some administrative responsibilities also have program responsibilities.	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Executive Direction
<b>Measure:*</b> <i>Recommend Deletion</i>	Percent of Division of Colleges and Universities administration and support costs and positions compared to total state university system costs and positions
<b>Action:</b>	
<input checked="" type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>The Department recommends deleting this measure, which was developed as a result of the agency's previous organizational structure for K-20 administration. The State University System of Florida is now overseen by a chancellor and governed by the Florida Board of Governors.</p> <p>Data source: Department of Education, Office of Budget Management, compilation of positions and expenditures by activity code.</p> <p><u>Denominator:</u> Total costs for the Department of Education.</p> <p><u>Numerator:</u> Costs for the State Board of Education (unit code 4880) executive direction (Activity Code 0010).</p>	
<b>Validity:</b>	
<p>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.</p>	
<b>Reliability:</b>	
<p>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 K-20 administration, many employees who have some administrative responsibilities also have program responsibilities.</p>	



LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Office of Auditing and Monitoring Resolution
<b>Measure:*</b>	Issue all audit resolution and management decision letters within six months of receipt of audit findings, with 100 percent accuracy
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Federal and State Funds Subrecipient Listing – an electronic tracking system maintained by the Office of Audit Resolution and Monitoring at the Department of Education.	
<u>Denominator:</u> 67 subrecipients that expended \$500,000 of federal or state funds during the previous fiscal period.	
<u>Numerator:</u> 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.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Office of Grants Management
<b>Measure:*</b> <i>Recommend Addition</i>	<b>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</b>
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Grants Management System – an electronic tracking system maintained by the Department of Education.	
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.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Office of Grants Management
<b>Measure:*</b>	Post all formal procurements with 100% accuracy within three days of receipt of the final department approvals
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Grants Management System – an electronic tracking system maintained by the Department of Education.	
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.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Office of Contracts and Leasing
<b>Measure:</b> <i>Recommend Addition</i>	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
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
Contract Management System – an electronic tracking system maintained by the Department of Education	
<u>Denominator:</u> Number of contracts issued within the Department of Education annually.	
<u>Numerator:</u> Number of contracts received annually in Contract Administration, with 100% accuracy and within two days from the date received by the office.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Teacher Certification
<b>Measure:*</b>	Percent of Educator Certification eligibility evaluation outcomes processed within 90-day statutory requirement
<i>Recommend Addition</i>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
<p>The Bureau of Educator Certification (BEC) Database, which is housed at the Northwest Regional Data Center (NWRDC), Tallahassee, Florida.</p> <p>The bureau reports the percentage of eligibility evaluation outcomes that were issued within the time as specified 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. Consistent with the recommendation of the Inspector General, the bureau requests the standard be aligned to the statutory requirement, which is 90 days.</p> <p><u>Denominator:</u> Number of certification eligibility evaluation outcomes issued for applications that are designated as complete.</p> <p><u>Numerator:</u> Of those, the number that is issued within 30 days. Recommend aligning the numerator to the current statutory requirement, which is 90 days.</p> <p><b>Validity:</b></p> <p>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.</p> <p><b>Reliability:</b></p> <p>The data are complete, reliable, and sufficiently error-free.</p> <p>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.</p> <p>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.</p> <p>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.</p>	

LRPP EXHIBIT IV: PERFORMANCE MEASURE VALIDITY AND RELIABILITY	
<b>Department:</b>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Teacher Certification
<b>Measure:*</b>	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>	
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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>	Department of Education
<b>Program:</b>	State Board of Education
<b>Service/Budget Entity:</b>	Teacher Certification
<b>Measure:*</b> <i>Recommend Addition</i>	Average number of days it takes to issue certificates after receipt of complete application, issue request and mandatory fingerprint clearance
<b>Action:</b>	
<input type="checkbox"/> Requesting Revision to Approved Measure <input type="checkbox"/> Change in Data Sources or Measurement Methodologies <input checked="" type="checkbox"/> Requesting New Measure <input type="checkbox"/> Backup for Performance Outcome and Output Measure	
<b>Data Sources and Methodology:</b>	
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.	
<b>Validity:</b>	
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.	
<b>Reliability:</b>	
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 V**

# **IDENTIFICATION OF 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) in 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, L.O.F., eliminated rehabilitation and reemployment duties of the Division of Vocational Rehabilitation and transferred the program 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, L.O.F., eliminated rehabilitation and reemployment duties of the Division of Vocational Rehabilitation and transferred the program to the Department of Financial Services.
PNM	Average hourly wage of VR customers gainfully employed at employment outcome	

<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 of rehabilitation customers placed in competitive employment (at or above minimum wage)	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 at placement	Determine eligibility, provide counseling, and facilitate provision of rehabilitative treatment and job training to blind customers (ACT0740)
21	Number and percent of successfully rehabilitated Independent Living customers, 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 Early Intervention/Blind Babies customers successfully transition from the Blind Babies Program to the Children's Program (preschool 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 exiting the Children's Program who are determined eligible for the Vocational Rehabilitation Transition Services Program	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 initial written service plans	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)
PNM	Percentage of licensed vendors retained in their first facility for at least 12 months upon initial placement	

<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 Grant (ACT1962)
36	Number of degrees granted for EASE recipients and contract program recipients (EASE Grant)	Effective Access to Student Education Grant (ACT1962)
37	Retention rate of award recipients (Delineate by: Academic Contract; EASE Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1904, 1926, 1930)</li> <li>Effective Access to Student Education Grant (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940)</li> </ul>
38	Graduation rate of award recipients (Delineate by: Academic Contract; EASE Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1904, 1926, 1930)</li> <li>Effective Access to Student Education Grant (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940)</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; EASE Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1904, 1926, 1930)</li> <li>Effective Access to Student Education Grant (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940)</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; EASE Grant; Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1904, 1926, 1930)</li> <li>Effective Access to Student Education Grant (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940)</li> </ul>
41	Licensure/certification rates of award recipients, where applicable (Delineate by Academic Contract; EASE Grant; and Historically Black Colleges and Universities)	<ul style="list-style-type: none"> <li>Academic Contract (Activities 1904, 1926, 1930)</li> <li>Effective Access to Student Education Grants (ACT1962)</li> <li>Historically Black Colleges and Universities (Activities 1936, 1938, 1940)</li> </ul>

## LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

Private Colleges and Universities		
#	Approved Performance Measures	Associated Activities Title
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 1904, 1926, 1930)</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 1904, 1926, 1930)</li> <li>• Effective Access to Student Education Grants (ACT1962)</li> <li>• Historically Black Colleges and Universities (Activities 1936, 1938, 1940)</li> </ul>
44	Number of prior year's graduates remaining in Florida (Academic Contracts)	<ul style="list-style-type: none"> <li>• Academic Contract (Activities 1904, 1926, 1930)</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)</li> </ul>

PRIVATE COLLEGES AND INSTITUTIONS WITH ACADEMIC CONTRACTS	PROGRAM
<b>Embry Riddle Aeronautical University</b>	<ul style="list-style-type: none"> <li>• Aerospace Academy</li> <li>• Center for Aerospace Resilience</li> </ul>
<b>Florida Institute of Technology</b>	<ul style="list-style-type: none"> <li>• Biomedical Aerospace Manufacturing</li> </ul>
<b>St. Leo University</b>	<ul style="list-style-type: none"> <li>• Robotics Engineering Degree and Microcredentials Program</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>• Edward Waters College: Access and Retention Grant</li> <li>• Edward Waters College: Institute on Criminal Justice</li> <li>• Florida Memorial University: Access and Retention Grant</li> </ul>
<b>Jacksonville University</b>	<ul style="list-style-type: none"> <li>• Entrepreneurial Policy and Innovation Center (EPIC)</li> </ul>
<b>University of Miami</b>	<ul style="list-style-type: none"> <li>• Medical Training and Simulation</li> </ul>

## LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Student Financial Assistance Program</b>	
#	Approved Performance Measures	Associated Activities Title
46	Percent of high school graduates who successfully completed the required courses for Bright Futures Scholarship awards	<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 (from August Estimating Conference, Office of Economic and Demographic Research)	<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>• Career Education Grant (ACT2064)</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>• Career Education 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)	The 2011 Florida Legislature repealed this program.
PNM	Number and percent of EASE Grant recipients who also receive Florida Student Assistance Grant (FSAG); non-need-based grant recipients who also have need-based grant	
PNM	Number and percent of Bright Futures recipients who also receive Florida Student Assistance Grant (FSAG) (merit-based grant recipients who also have need-based grants)	

## LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

Division of Early Learning		
#	Approved Performance Measures	Associated Activities Title
New	Percentage of children completing VPK ready for school	<ul style="list-style-type: none"> <li>• Provide Voluntary Prekindergarten Services and System Support (ACT0930)</li> <li>• Provide Voluntary Prekindergarten (ACT0940)</li> </ul>
New	Percentage of children who have been in the School Readiness Program determined “ready” for kindergarten	<ul style="list-style-type: none"> <li>• Provide School Readiness Services (ACT0920)</li> <li>• Head Start Collaboration Office (ACT0990)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Public Schools, State Grants / K-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>• Curriculum and Instruction (ACT0565)</li> <li>• State Grants to School Districts/Non-Florida Education Finance Program (ACT0695)</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>• Curriculum and Instruction (ACT0565)</li> <li>• State Grants to School Districts/Non-Florida Education Finance Program (ACT0695)</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>• Curriculum and Instruction (ACT0565)</li> <li>• State Grants to School Districts/Non-Florida Education Finance Program (ACT0695)</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>• Curriculum and Instruction (ACT0565)</li> <li>• State Grants to School Districts/Non-Florida Education Finance Program (ACT0695)</li> <li>• Florida Education Finance Program (ACT0660)</li> <li>• Assessment and Evaluation (ACT0635)</li> </ul>
PNM	Florida's federal high school graduation rate	
PNM	Percent of graduate taking acceleration mechanisms in high school (AP, IB, AICE, Dual Enrollment and Industry Certifications)	
PNM	Percent of standard high school diploma recipients who enroll in postsecondary education one year after high school graduation, reported by sector (Florida's postsecondary continuation rate)	



## LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

<b>Career and Adult Education</b>		
#	Approved Performance Measures	Associated Activities Title
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 \$7,764 or more per quarter (Level III)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT3050)</li> <li>• Funding and Support Activities (ACT3010)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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 \$6,776 or more per quarter, or are found continuing education in a college credit program (Level II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Community Colleges (ACT3050)</li> <li>• Funding and Support Activities (ACT3010)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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>• State Grants to Districts and Community Colleges (ACT3050)</li> <li>• Funding and Support Activities (ACT3010)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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>• State Grants to Districts and Community Colleges (ACT3050)</li> <li>• State Funding and Support Activities (ACT3010)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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>• State Grants to Districts and Community Colleges (ACT3050)</li> <li>• Funding and Support Activities (ACT3010)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>

## LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

<b>Career and Adult Education</b>		
#	Approved Performance Measures	Associated Activities Title
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>• State Grants to Districts and Community Colleges (ACT3050)</li> <li>• Funding and Support Activities (ACT3010)</li> <li>• Information Technology – Application Development / Support (ACT0320)</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>• State Grants to Districts and Community Colleges (ACT3050)</li> <li>• Funding and Support Activities (ACT3010)</li> <li>• Information Technology – Application Development / Support (ACT0320)</li> </ul>
PNM	Credential attainment – adult and career education certificate completers, placed in full-time employment, military enlistment or continuing in education at a high level (data include students completing programs at Florida colleges and technical centers)	
PNM	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	
PNM	Number and percent of adult education completers who are found employed full time or continuing their education	
PNM	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	
PNM	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	

## LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures

<b>Florida Colleges</b>		
#	Approved Performance Measures	Associated Activities Title
66	Number and percent of associate in science degree and college-credit certificate program completers who finished a program identified as high-wage/high-skill on the Workforce Estimating Conference list and are found employed at \$7,764 or more per quarter (Level III) Request deletion.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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 \$6,776 or more per quarter, or are found continuing education in a college-credit level program (Level II) – Request deletion.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>
69	Percent of A.A. 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 (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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 (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>
71	Of the A.A. graduates who are employed full-time rather than continuing their education, the percent who are in jobs earning at least \$14.93 an hour – Request deletion/Request new measure that aligns with FCS strategic plan and performance funding metric. (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Florida Colleges</b>	
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
72	Of the A.A. students who complete 18 credit hours, the percent who graduate in four years.	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</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 (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>
74	Percent of students exiting the college-preparatory program who enter college-level course work associated with the A.A., Associate in Science (A.S.), Postsecondary Vocational Certificate, and Postsecondary Adult Vocational programs. Request modification. Developmental education has been legislatively reformed (s. 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 (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>
75	Percent of A.A. degree transfers to the State University System who started in College Prep and who earn a 2.5 GPA or above in the SUS Request modification. Developmental education has been legislatively reformed (s. 1008.02, F.S.). Data collection and reporting are still being refined. Also, request modification of metric that reflects tracking period of data report. (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>
76	Number and percent of A.A. 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. (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>
77	Number and percent/FTEs of A.A. 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. (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic and Success (ACT3000)</li> <li>• Information Technology – Application Development/Support (ACT0320)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
<b>Florida Colleges</b>		
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
78	Of the economically disadvantaged A.A. students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within four years/ Request deletion; request new measure that aligns with FCS strategic plan and performance funding metric; request new measure involving Pell students (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/ Support (ACT0320)</li> </ul>
79	Of the disabled A.A. 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 (NOTE: Note listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/ Support (ACT0320)</li> </ul>
80	Of the black male A.A. students who complete 18 credit hours, the number and percent who graduate with an A.A. degree within four years Request deletion/ Request new measure that aligns with FCS strategic plan and performance funding metric; request new measure involving Pell students (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/ Support (ACT0320)</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 (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> <li>• Information Technology – Application Development/ Support (ACT0320)</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 (NOTE: Not listed in Exhibit II)	<ul style="list-style-type: none"> <li>• Florida Education and Training Placement Information Program (ACT0925)</li> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (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 (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> </ul>

<b>LRPP Exhibit V: Identification of Associated Activity Contributing to Performance Measures</b>		
	<b>Florida Colleges</b>	
<b>#</b>	<b>Approved Performance Measures</b>	<b>Associated Activities Title</b>
84	Number of A.A. degrees granted	<ul style="list-style-type: none"> <li>• State Grants to Districts and Florida Colleges (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (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 (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (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 (ACT3050)</li> <li>• Community College Program Fund (ACT0571)</li> <li>• Student and Academic Success (ACT3000)</li> </ul>
PNM	Number of BAS/BA graduates of Florida college baccalaureate degree programs	
PNM	Percentage of students earning a grade “C” or better in traditional/campus-based, online/distance learning or hybrid courses	
PNM	Licensure pass rates – Nursing	

<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)
93	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)	Executive Direction (ACT0010)
PNM	Issue all audit resolution and management decision letters within six months of receipt of audit findings, with 100 percent accuracy	Contracts, Grants and Procurement (ACT0190)
PNM	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	Contracts, Grants and Procurement (ACT0190)
PNM	Post all formal procurements with 100 percent accuracy within three days of receipt of the final Department approvals	Contracts, Grants and Procurement (ACT0190)
PNM	Process, with 100 percent 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	Contracts, Grants and Procurement (ACT0190)
PNM	Percent of Educator Certification eligibility evaluation outcomes processed within a 90-day statutory requirement	Teacher Certification (ACT0630)

<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>
PNM	Average number of days it takes to determine an applicant's eligibility for Educator Certification after receipt of a complete application	Teacher Certification (ACT0630)
PNM	Average number of days it takes to issue certificates after receipt of a complete application, issue request and mandatory fingerprint clearance	Teacher Certification (ACT0630)
New	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	Percentage of licensure applications deemed complete that are reviewed and placed on an agenda within 90 days	Commission for Independent Education (ACT0656)
New	Percentage of complaints received by the CIE that are responded to within seven days	Commission for Independent Education (ACT0656)
New	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	Percentage of institutions holding a provisional license or an annual license that received an on-site visitation	Commission for Independent Education (ACT0656)



## **LRPP EXHIBIT VI**

# **AGENCY-LEVEL UNIT COST SUMMARY**



EDUCATION, DEPARTMENT OF		FISCAL YEAR 2021-22			
SECTION I: BUDGET		OPERATING		FIXED CAPITAL OUTLAY	
TOTAL ALL FUNDS GENERAL APPROPRIATIONS ACT		23,224,020,482		1,517,189,224	
ADJUSTMENTS TO GENERAL APPROPRIATIONS ACT (Supplementals, Vetoes, Budget Amendments, etc.)		9,081,899,384		508,788,140	
FINAL BUDGET FOR AGENCY		32,305,919,866		2,025,977,364	
SECTION II: ACTIVITIES * MEASURES		Number of Units	(1) Unit Cost	(2) Expenditures (Allocated)	(3) FCO
Executive Direction, Administrative Support and Information Technology (2)					2,025,977,364
Educational Facilities * Students served		2,833,179	0.76	2,149,506	
Funding and Financial Reporting * Students served		2,833,179	0.56	1,599,996	
School Transportation Management * Students transported		913,004	0.52	476,451	
Recruitment and Retention * Postsecondary students who complete state-approved teacher preparation programs		5,574	1,092.54	6,089,815	
Curriculum and Instruction * Students served		2,833,179	18.01	51,016,270	
Community College Program Fund * Students served		630,101	2,052.68	1,293,398,723	
School Choice and Charter Schools * Students served		2,833,179	2.02	5,721,303	
Education Practices Commission * Final orders issued		626	1,159.11	725,601	
Professional Practices Services * Investigations Completed		3,827	710.75	2,720,044	
Teacher Certification * Subject area evaluations processed		158,607	37.99	6,024,914	
Assessment and Evaluation * Total tests administered		7,329,408	16.05	117,613,181	
Exceptional Student Education * Number of ESE students		578,317	7.19	4,156,039	
Postsecondary Education Coordination * Number of institutions		213	3,592.23	765,146	
Commission for Independent Education * Number of institutions		1,038	4,092.67	4,248,196	
Florida Education Finance Program * Number of students served		2,833,179	4,533.30	12,843,639,977	
State Grants to School Districts/Non-Florida Education Finance Program * Number of students served		2,833,179	67.58	191,477,311	
Determine Eligibility, Provide Counseling, Facilitate Provision of Rehabilitative Treatment, and Job Training to Blind Customers * Customers served		10,973	4,635.04	50,860,298	
Provide Food Service Vending Training, Work Experience and Licensing * Facilities supported		139	43,009.17	5,978,275	
Provide Braille and Recorded Publications Services * Customers served		26,749	3.35	89,735	
Federal Funds for School Districts * Number of students served		2,833,179	1,686.16	4,777,193,730	
Capitol Technical Center * Number of students served		2,833,179	0.08	224,624	
Public Broadcasting * Stations supported		25	388,561.68	9,714,042	
Provide School Readiness Services * Number of children (FTE) served in School Readiness Program		204,324	7,647.66	1,562,600,827	
Provide Voluntary Prekindergarten Services and System Support * Number of children (FTE) served in VPK program (program year)		157,451	2,638.86	415,491,510	
Projects, Contracts and Grants * Students served		2,833,179	0.07	184,700	
Florida Alliance for Assistive Service and Technology * Number of clients served		88,871	14.18	1,260,382	
Independent Living Services * Number of clients served		14,215	451.06	6,411,777	
Vocational Rehabilitation - General Program * Number of individualized written plans for services		11,646	20,349.05	236,985,056	
Medical Training and Simulation Laboratory * Students served		17,519	199.78	3,500,000	
Bethune-Cookman University * Students served		2,624	6,463.46	16,960,111	
Edward Waters College * Students served		1,243	5,977.09	7,429,526	
Florida Memorial University * Students served		1,127	6,239.62	7,032,048	
State Grants to Private Colleges and Universities * Students served		12,489	700.62	8,750,000	
Effective Access to Student Education (EASE) (formerly FRAG) * Students served		43,145	2,478.96	106,954,852	
Leadership and Management - State Financial Aid * Students served		286,519	19.73	5,653,492	
Leadership and Management - Federal Financial Aid * Active Loans		43,891	187.29	8,220,299	
Children/Spouses of Deceased or Disabled Veterans * Number of students receiving support		2,756	4,248.81	11,709,707	
Florida Bright Futures Scholarship * Students served		119,837	5,200.91	623,261,361	
Florida Education Fund * Students served		215	16,279.07	3,500,000	
Florida Work Experience Scholarship * Students served		758	2,005.27	1,519,993	
Florida Farmworker Scholarships * Students served		39	4,648.97	181,310	
Jose Marti Scholarship Challenge Grant * Students served		54	1,964.80	106,099	
Randolph Bracy Ocoee Scholarship * Students served		14	5,153.93	72,155	
Mary Mcleod Bethune Scholarship * Students served		138	2,326.09	321,000	
Minority Teacher Scholarships * Students served		237	3,872.57	917,798	
Benacquisto Scholarship Program * Students served		1,977	18,383.30	36,343,778	
Postsecondary Student Assistance Grant * Students served		4,458	1,308.75	5,834,390	
Prepaid Tuition Scholarships * Students served		2,011	3,480.86	7,000,000	
Florida ABLE, Incorporated (Florida Achieving A Better Life Experience Program) * Accounts opened		2,211	800.54	1,770,000	
Private Student Assistance Grant * Students served		15,024	1,663.73	24,995,929	
Public Student Assistance Grant * Students served		138,979	1,695.68	235,664,179	
Rosewood Family Scholarship * Students served		17	4,636.29	78,817	
Dual Enrollment Scholarship Program * Course sessions provided		24,603	713.33	17,550,000	
John R. Justice Loan Repayment Program * Number of awards		48	1,620.65	77,791	
Honorably Discharged Graduate Assistance Program * Students served		1,390	718.57	998,816	
First Generation In College - Matching Grant Program * Students served		10,658	996.18	10,617,326	
Career Education * Students served		4,065	795.63	3,234,244	
Nursing Student Loan Forgiveness Program * Students served		322	3,741.72	1,204,835	
Academic and Student Affairs * Students served		631,101	4.86	3,069,551	
Funding and Support Activities * Students served		420,803	17.70	7,447,362	
State Grants to Districts and Community Colleges * Students served		190,721	3,142.11	599,265,808	
Equal Opportunity and Diversity * Students served		2,833,179	0.15	437,321	
Safe Schools Initiatives * Students served		2,833,179	1.74	4,924,532	
<b>TOTAL</b>				<b>23,365,421,859</b>	<b>2,025,977,364</b>
SECTION III: RECONCILIATION TO BUDGET					
PASS THROUGHS					
TRANSFER - STATE AGENCIES					
AID TO LOCAL GOVERNMENTS					
PAYMENT OF PENSIONS, BENEFITS AND CLAIMS					
OTHER					
REVERSIONS				8,800,726,735	295,948,733
<b>TOTAL BUDGET FOR AGENCY (Total Activities + Pass Throughs + Reversions) - Should equal Section I above. (4)</b>				<b>32,166,148,594</b>	<b>2,321,926,097</b>

**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.

**Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards:** English Language Arts (ELA) and mathematics standards resulting from the work initiated by the Governor's Executive Order 19-32. The B.E.S.T. Standards were adopted by the State Board of Education in February 2020.

**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 (Collaborate, Plan, Align, Learn, Motivate, Share).

**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 Assessment of Student Thinking:** The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10 Reading and VPK through grade 8 Mathematics assessments, will be administered as a progress monitoring assessment, which students will participate in three times per year beginning in the 2022-2023 school year.

**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.

**Florida Teacher Certification Examinations (FTCE):** Examinations required of candidates for professional certification in Florida. Assesses the appropriate knowledge, skills, and abilities for the Beginning Effective Teacher Candidate (BETC).

**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.

**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 where “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; and “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
- B.E.S.T.** – Benchmarks for Excellent Student Thinking
- BFEP** – Bureau of Federal Educational Programs
- BSI** – Bureau of School Improvement
- BSIS** – Bureau of Standards and Instructional Support
- BSA** – Base Student Allocation
- CAPE** – Career and Professional Education
- CBO** – Community-Based Organization
- CCEP** – Child Care Executive Partnership
- CCD** – Course Code Directory
- 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 (Collaborate, Plan, Align, Learn, Motivate, Share)
- CPT** – Common Placement Test
- CROP** – College Reach-Out Program
- CS** – Computer Science

**CS&I** – Comprehensive Support and Improvement  
**DA** – Differentiated Accountability  
**DBS** – Division of Blind Services  
**DCAE** – Division of Career and Adult Education  
**DEL** – Division of Early Learning  
**DJJ** – Division of Juvenile Justice  
**DOE** – Department of Education (Florida)  
**DVR** – Division of Vocational Rehabilitation  
**EASE** – Effective Access to Student Education Grant  
**EDW** – Education Data Warehouse  
**EFS** – Enhanced Field System  
**EH** – Emotionally Handicapped  
**ELA** – English Language Arts  
**ELCs** – Early Learning Coalitions  
**ELLs** – English Language Learners  
**EMSC** – Emergency Medical Services for Children  
**EOC** – End-of-Course Assessment  
**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  
**FAST** – Florida Assessment of Student Thinking  
**FASTER** – Florida Automated System for Transferring Educational Records  
**FCLE** – Florida Civic Literacy Exam  
**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

**FELE** – Florida Educational Leadership Examination

**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  
**MOA** – Memorandum of Agreement  
**MOU** – Memorandum of Understanding  
**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  
**TUDA** – Trial Urban District Assessment  
**VAM** – Value-Added Model  
**VR** – Vocational Rehabilitation  
**VPK** – Voluntary Prekindergarten Education  
**WIOA** – Workforce Innovation and Opportunity Act